UNIT 2
Marketing
New Ways to Spread the Message

Unit Description

Content: This course is designed to familiarize the student with concepts in marketing and advertising.

Skills: Organizational Structure
- Recognizing relationships among parts of a lecture
- Organizational structure and note-taking
- Recognizing organization of written texts
- Recognizing purpose of texts
- Understanding relationships within a reading texts
- Expressing relationships between ideas

Unit Requirements

Lecture: "New Ways in Advertising"
Reading: "Advertising" (an excerpt from a marketing textbook)
Listening: "Advice from the Professor"
Integrated Speaking Task: Designing and presenting a stealth or viral marketing campaign
Assignments: www.MyAcademicConnectionsLab.com
Previewing the Academic Content

Companies want to sell their products, but to sell as many as possible, they have to tell many people about the products. Advertising helps to do this. However, advertising can also have its problems. One is that people see so many advertisements nowadays that they stop noticing them. Advertisers have some very interesting ways to overcome this problem. In this unit we will look at some of the methods advertisers use and also look at some of the goals of advertising.

Key Words

ad n short for advertisement, a picture, short film etc., that a company uses to tell people about their product;
advertise v;
advertising n

gold n something you want to do or get; the reason for doing something

media n, pl. the ways that people get information (e.g., TV, newspapers, and the Internet); medium n, sing.

notice v to see or hear something

product n something that companies make and sell

1. Work in small groups. Think of an ad you have seen or heard and describe it to your group using the questions in the chart. Take notes in the chart about the other students' answers.

<table>
<thead>
<tr>
<th></th>
<th>Your Ad</th>
<th>Student 2's Ad</th>
<th>Student 3's Ad</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the type of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>media?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What product did it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>advertise?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the ad.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Work in small groups. Choose one of the ads from the chart. Then answer the questions. Circle the best answers and add some of your own. More than one answer is possible.

1. What audience was the ad for?
   - teenagers
   - adults with children
   - young adult females

2. How do you know the ad was for this audience?
   - The product was for these people.
   - The ad was in a magazine these people often read.
   - The ad was on TV at a time these people often watch TV.

3. What was the goal of the ad?
   - to give information about a new product
   - to compare one product with another and show that it’s better
   - to keep a well-known product in your mind
Previewing the Academic Skills Focus

Organizational Structure

Organizational structure is the pattern of ideas across the text or lecture. Many lectures, essays, and academic textbook sections in English follow the same basic structure:

- The introduction gives the main idea of the text. It opens the topic with important general information (the general statement). The introduction also gives the main idea(s) of the text (the scope). The general statement and scope can be one or more sentences in length.
- The body gives more specific information about the main idea. It gives explanations, examples, reasons, effects, etc.
- The conclusion returns to the main idea presented in the introduction and closes the topic.

The introduction and the conclusion are usually short. The body is the longer, main part of the text.

Recognizing the organizational structure can help you to follow the main ideas throughout a lecture or reading. When you give talks or write essays, organizing your ideas into a structure can help people understand you clearly.

1. Read the introduction to a chapter in a marketing textbook. Underline the general statement once and the scope twice.

In this chapter, we'll look at how to get advertisements into the right place at the right time for the right people to see them. First, we'll look at things like the type of medium—which kind of magazine or TV show is the best place to advertise a particular product. After that, we'll move on to the timing of ad campaigns. This includes the time of day in the case of radio, TV, and the Internet, and also the time of the week and the season of the year. We'll finish by looking at new ways that people get their message to their customers. We'll see that clever companies do more than use just traditional advertising.

2. Work with a partner. Discuss the questions.

1. What main ideas will come up later in the unit?
2. Which ideas might the conclusion mention?
Before You Listen

1. Think about something you bought, either an electronic item or an item of clothing. Work in groups. Answer the questions.

1. What was it?
2. What brand was it?
3. Was it a brand name item?
4. How did you find out about the product? Check the boxes.
   - from friends
   - from family
   - advertising
   - other:

5. Which of the items in question 4 influenced your decision to buy? Which was the biggest influence?

2. Compare your answers to questions 4 and 5 in Exercise 1 to those of other students in your class. Which was the most popular way to find out about a product? Which usually had the biggest influence?

Global Listening

<table>
<thead>
<tr>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>brand n</strong> the name of any company or product</td>
</tr>
<tr>
<td><strong>brand name n</strong> the name of a well-known brand;</td>
</tr>
<tr>
<td><strong>influence v</strong> to change the way people think;</td>
</tr>
<tr>
<td><strong>influence n</strong></td>
</tr>
<tr>
<td><strong>strategy n</strong> a careful plan or method to complete something</td>
</tr>
</tbody>
</table>

### Recognizing Relationships among Parts of a Lecture

We saw earlier that the main ideas are mentioned in the scope, then again (with supporting details) in the body, and again in the conclusion. But how can you recognize which idea is a main idea?

The answer is that speakers usually use special words and expressions called **signals** to tell listeners what the main ideas are. For example, a lecturer might say in the scope:

First, we’ll look at marketing brand-name products. Then, we’ll move on to other kinds of products.

The signals in this example are First, we’ll look at... and Then, we’ll move on to...

Similar signals are used in the body of the lecture to introduce each main idea. Also, these signals introduce the conclusion: To conclude... and In summary...

Within the signals are often words or expressions called **logical connectives.** These tell you the relationships between ideas. For example, however shows that the next idea is different from the one before. Because shows that the next idea is a reason.

If you listen carefully for the signals and logical connectives, the structure of the text will be clear.
1. Listen to the introduction of the lecture. Then answer the questions.

1. What is the general statement about? Circle the best answer.
   a. a new idea for advertisers
   b. a problem for advertisers
   c. a problem for ordinary people

2. What ideas are presented in the scope? Draw a line connecting the expressions from the scope to the main ideas they introduce.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Main Idea in the Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today, we’ll look at</td>
<td>viral marketing</td>
</tr>
<tr>
<td>First,</td>
<td>new marketing strategies</td>
</tr>
<tr>
<td>then</td>
<td>stealth marketing</td>
</tr>
</tbody>
</table>

2. Listen to the body of the lecture. Then complete the statements.

1. ______________ introduces the first main idea.
   a. So, first of all . . .
   b. Let’s start with . . .

2. The first main idea is ________________________________.

3. ______________ introduces the next main idea.
   a. Next, I’ll talk about . . .
   b. The next type of marketing to talk about is . . .

4. The next main idea is ________________________________.

3. Listen to the conclusion of the lecture. Then answer the questions.

1. Which expression introduces the conclusion? Circle the correct answer.
   a. So, to conclude . . .
   b. So there we have it

2. Which main ideas are mentioned in the conclusion?

   ________________________________

3. According to the lecturer, how do companies feel about viral marketing and stealth marketing? Circle the correct answer.
   a. They are worried about these strategies.
   b. They are excited about these strategies.
   c. They are no longer interested in these strategies.
4. Check (✓) the choice that best summarizes the organizational structure of the lecture.

☐ 1. Introduce a process
   Step 1 in the process
   Step 2 in the process
   Conclusion

☐ 2. Introduce an opinion
   Reason 1 for the opinion
   Reason 2 for the opinion
   Conclusion

☐ 3. Introduce ideas to be explained
   Explanation of idea 1
   Explanation of idea 2
   Conclusion

Focused Listening

Organizational Structure and Note-taking

Note-taking is important at the university level because it can help you remember what the professors said in lectures. Understanding how lectures are organized can help you with note-taking. One way to take notes is to use a chart.

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>General statement</td>
</tr>
<tr>
<td>Scope</td>
</tr>
<tr>
<td>Main idea 1</td>
</tr>
<tr>
<td>Main idea 2</td>
</tr>
<tr>
<td>Main idea 3</td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
</tbody>
</table>

1. Review organizational structure on page 24. Then listen to the lecture and complete the outline. Compare your notes with a partner’s.

INTRODUCTION
Ideas in the general statement:

Main ideas in the scope: *New marketing strategies—stealth and viral marketing*

Main idea 1: Definition:

Advertising medium:

Examples:

Advantages:

(continued on next page)
Main idea 2: Definition:

Examples:

Advantages:

Dangers:

Conclusion:

2. Work with a partner. Use your notes to complete the sentences.

1. In both viral marketing and stealth marketing:
   - The message has to be interesting so that ____________________.
   - The advertising medium is ____________________.
   - Word-of-mouth is effective because ____________________.
   - Costs are low because ____________________.

2. In the example of viral marketing, controlling the number of invitations made people feel ____________________.

3. In the example of stealth marketing, the teenagers don’t say ____________________.

4. In viral marketing, everyone knows that the marketers are selling a product. When people don’t know this, it is called ____________________.

3. Work in small groups. Discuss your answers to the questions.

1. What is an example of a viral marketing or stealth marketing campaign you have seen? Explain.

2. Do you think viral marketing is honest or dishonest? Explain. How about stealth marketing?

Checkpoint 1: myacademicconnectionslab
Before You Read

1. Draw a line from the word or expression on the left to its definition on the right. Then compare your answers with a partner's.

**budget** n, v  
Pay money for something

**objective** n  
The money a company makes; the difference between money coming in and money going out

**profit** n, v  
Producing the result you wanted; working in the way you wanted

**spend** v  
The people who you want to see your advertising campaign; your goal is for these people to see your advertising

**successful** adj  
Something that you are working hard to complete

**target audience** n  
A plan for money: how much to pay, and what to buy; the highest amount you will pay for something

2. Complete the passage with the key words. Then compare answers with a partner's. You will not use all the words.

Advertising is one of the most important things that most companies do to succeed. Without advertising, it would be difficult to make a (1) _______________. No advertising means that no one knows about the company’s products and services, so no one will buy them. Planning is very important. Companies must (2) _______________ carefully. It is easy to (3) _______________ too much money on advertising. They also must choose the right advertising (4) _______________. If they get this wrong, the advertising might not be (5) _______________, or the (6) _______________ might not see the advertisements.

3. The reading in the next section is an excerpt from a marketing textbook chapter. Read the overview of the chapter here. Then answer the question with a partner.

In this chapter, you will learn about:

- Which different kinds of organizations advertise
- How advertising budgets are decided
- How advertising strategies are chosen
- How advertising programs are evaluated

Companies advertise to sell their products. What other kinds of organizations might advertise? Explain.
Global Reading

Recognizing Organization of Written Texts

Like lectures, written texts have an organizational structure. As with lectures, understanding and following the structure can help you understand the text. For the explanation texts we’re looking at in this unit, the stages are basically the same:

- The introduction includes a general statement and a scope, giving the main ideas.
- Each body paragraph shows the main ideas followed by the supporting ideas.
- The conclusion returns to the main ideas.

Just by reading one part of the introduction, you can quickly find your way to the main ideas.

1. Complete the tasks. Then compare your answers with a partner’s.

1. Read paragraphs 1–3 of the textbook passage on pages 31–32. Answer the questions.
   a. In which paragraph is the scope? ____________________________
   b. From the scope, what main ideas do you expect in the rest of the chapter? ____________________________

2. Read all the headings. Answer the question.
   c. Which of the main ideas you listed for question a do you see in the headings? ____________________________

3. Read paragraph 4. Answer the question.
   d. This paragraph has a mini-scope. From this, what main ideas will follow? ____________________________

4. Read paragraphs 5-8. Answer the question.
   e. Did the reading cover all the points you listed in question d? ____________________________
Recognizing Purpose of Texts

Knowing the **purpose** of a text helps us to understand it. Here are some common purposes:

- to give information
- to explain how and why people do something
- to show an opinion and the reasons for the opinion
- to advertise

You have probably noticed that there are a number of different types of organizational structure, such as process, opinion, and explanation. Each type of organizational structure has a different purpose. For example:

- process: to show the steps in a process
- opinion: to give reasons for an opinion
- explanation: to explain an idea

2. Read the whole text. Then answer the questions.

1. Which statement best describes the purpose of paragraphs 1–3?
   a. to show solutions to problems in advertising
   b. to show the steps in the process of planning an advertising campaign
   c. to explain the advantages and disadvantages of advertising

2. Which statement best describes the purpose of paragraphs 4–8, “Setting Advertising Objectives”?
   a. to explain different advertising objectives
   b. to show that one advertising objective is better than others
   c. to make you agree with the author

**ADVERTISING**

1 Advertising is very important. It can greatly help any organization to tell people about its goods and services. It is also very important for the economy. Advertisers in the United States now spend more than $264 billion a year. Around the world the figure is more than $550 billion. The world’s largest advertiser is Proctor & Gamble. Last year, it spent almost $4 billion on U.S. advertising and more than $5.7 billion around the world.

2 Although advertising is used mostly by business, many other types of organizations also use it. These include not-for-profit organizations, professionals, and government agencies. They all advertise to various target audiences. In fact, the 25th largest advertising spender is a not-for-profit organization—the U.S. government. Advertising is a good way to inform and persuade, whether it is to sell Coca-Cola worldwide or to get people to take health precautions.

3 Marketers must make four important decisions when developing a successful advertising campaign. They must **choose advertising objectives**, **set the advertising budget**, **develop advertising strategy**, and **evaluate the advertising campaigns**.

   [continued on next page]
Setting Advertising Objectives

4 The first step is to set an advertising objective. The objective is the purpose for the advertising campaign. There are four main advertising objectives—to inform, to persuade, to compare, or to remind.

5 Companies use informative advertising to give information about a new type of product. In this case, the purpose is to increase demand for the new product. DVD players are a good example. The first sellers of these products had to tell consumers about the quality and convenience of the new product. Big sales soon followed.

6 However, informative advertising doesn’t work so well when there are many companies with the same kind of product. This is because consumers already know the normal features of the product. Instead, they need to see how one company’s version is better than all the others. This kind of advertising is called persuasive advertising. For instance, when DVD players became common, Sony began trying to persuade customers that its brand has the best quality for their money to keep sales high.

7 Comparative advertising also tries to persuade. Thus it is really a kind of persuasive advertising. In this, a company compares its brand with one or more other brands. Comparative advertising has been used for products from soft drinks to car rentals and credit cards. An example is Avis, a car rental company, which compared itself with its bigger rival Hertz by claiming, “We’re number two, so we try harder.” This is a positive example, but comparisons in advertising can sometimes become quite negative. In some countries, this advertising strategy isn’t used very much. In others, it is even banned.

8 A different kind of advertising is reminder advertising, which is important for products later in their life. Unlike the other types, its objective is to help to keep strong relationships with customers and to keep them thinking about the product. This is why expensive Coca-Cola television ads mainly build and maintain the Coca-Cola brand relationship, rather than trying to inform or persuade people to buy the drink straight away.

Setting the Advertising Budget

9 After deciding its advertising objectives, the company next sets its advertising budget for each product. No matter what method is used, setting the advertising budget is no easy task. Here, we look at four common methods used to set the total budget for advertising.


Focused Reading

1. Read the text again. Then answer the questions.

   1. Which kinds of organizations are listed in the reading?

   2. Complete the chart on the next page next by adding types of advertising next to their objectives. Then compare your answers with a partner’s.
<table>
<thead>
<tr>
<th>Type of Advertising</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To show that a product from one company is better than similar products from another company</td>
</tr>
<tr>
<td></td>
<td>To show that a product has the best features</td>
</tr>
<tr>
<td></td>
<td>To help people remember a product they already know about; to encourage people who already buy a product to keep on buying it</td>
</tr>
<tr>
<td></td>
<td>To show people something new</td>
</tr>
</tbody>
</table>

**Understanding Relationships within a Reading Text**

The main reading in this unit is an explanation: it explains. Texts often explain by using these strategies:
- defining technical words
- giving examples
- giving a purpose or reason
- comparing (showing similarities) and contrasting (showing differences)

As with lectures, logical connectives show the relationships between ideas. From these, we can see which strategy is being used.

**Example**

Informative advertising works best for new products. However, if there are many similar products from other companies, persuasive advertising is better.

The logical connective however shows that the two sentences have opposite ideas. This is a contrast relationship. The example uses a contrast relationship to explain something about informative and persuasive advertising.

Texts with other purposes and structures (such as opinion texts and process texts) also use similar relationships.

2. Scan the text looking for the logical connectives in the box. Then put them in the correct column in the chart on page 34. Compare your answers with a partner’s.

<table>
<thead>
<tr>
<th>a different kind of . . .</th>
<th>but</th>
<th>rather than</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
<td>however</td>
<td>to + verb</td>
</tr>
</tbody>
</table>

Unit 2  New Ways to Spread the Message 33
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Contrast</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>to + verb</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Work with a partner. Look at the structure of each paragraph in the reading on pages 31–32. Then look at the lists. Which paragraph is being described in each list? Write the paragraph number on the line. In many cases, the logical connectives will help you.

**Paragraph:**
- contrast (with previous advertising strategy)
- reason
- definition
- example

**Paragraph:**
- definition
- examples
- more information

**Paragraph:**
- purpose
- an example

4. Work with a partner. Imagine you are going to advertise the products listed. Answer the questions. Then share your ideas with the class.

- A car with a completely new kind of engine
- A popular and fashionable brand of clothing (not a new one)
- A new restaurant in an area popular for eating out

1. Which strategy from the reading would you use? Explain.

2. Would you use viral or stealth marketing? Explain.
Before You Speak

You will hear a professor giving students some advice about their assignment. The assignment is to plan a stealth or viral marketing campaign.

Listen and take notes in the middle column. Then listen again and write the logical connectives you hear in the right-hand column. Compare your chart with a partner's.

<table>
<thead>
<tr>
<th>What Does the Professor Say about the Message?</th>
<th>Logical Connectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point 1</td>
<td></td>
</tr>
<tr>
<td>Point 2</td>
<td></td>
</tr>
<tr>
<td>Strategy 1 (Point 2)</td>
<td></td>
</tr>
<tr>
<td>Strategy 2 (Point 2)</td>
<td></td>
</tr>
</tbody>
</table>

Focused Speaking

You are going to give a short talk of one to two minutes to practice using signals and logical connectives.

Expressing Relationships between Ideas

Just like the professors you hear, you should use signals and logical connectives in your talks. This will make the organizational structure, and the relationships between ideas, clear.

1. Work with a partner. Choose one of the topics. Brainstorm ideas.
   - three reasons to buy a product
   - three things a business can do to make people want to buy a product
   - three things a website can do to make people want to buy a product
2. Work alone to complete the outline about the topic you chose.

**INTRODUCTION**

Ideas in the general statement:

Main ideas in the scope:

Main idea 1: Details:

Main idea 2: Details:

Main idea 3: Details:

Conclusion:

3. Compare your outline with a partner's. Which signals and logical connectives could you use in your talk? Tell your partner.

4. Find a new partner who chose a different topic. Take turns giving your short talk. Take notes as you listen. Check your understanding by showing your notes to the speaker.

**Integrated Speaking Task**

You have read a text and listened to a professor speak about marketing. You will now use your knowledge of the content, vocabulary, and academic skills presented in this unit to plan a campaign using stealth or viral marketing. You will also give a short talk explaining your campaign to other students.

*Follow the steps to prepare your talk.*

**Step 1:** Choose a product.

Work in two groups, A and B. Work with a partner from your group. Choose one product from your group's list.
Group A
- a snack food
- a film
- an airline

Group B
- an item of clothing
- a digital camera
- a hair salon

Step 2: Plan your talk.

Continue to work with your partner. Decide the features of your product and your campaign. Make notes in the chart. You will use them during your talk.

INTRODUCTION
Ideas in the general statement:

Main ideas in the scope:

Main idea 1: Details: features

Main idea 2: Details: why objective was chosen

Main idea 3: Details: How will it work? What's the message? How will it spread?

Conclusion:

Step 3: Practice.
- Listen to your partner’s talk. As you listen, take notes in the checklist on page 38.
- Change roles and repeat.
- Discuss your checklist with your partner. Suggest ways to make your talks better.

Step 4: Give the talk.
- Find someone from the other group.
- Listen to your new partner’s talk. Use the checklist again.
- Change roles and repeat.
- Were the relationships between ideas clear in your partners’ talks?
### Presentation Checklist

<table>
<thead>
<tr>
<th>Content</th>
<th>Partner 1</th>
<th>Partner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the product?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the campaign involve viral or stealth marketing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the advertising objectives appropriate?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure</th>
<th>Partner 1</th>
<th>Partner 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a clear preview/scope, showing main points?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the relationships between ideas clear?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a clear conclusion?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 5:** Discuss.

After everyone has presented, discuss which marketing plans you think will be most effective.