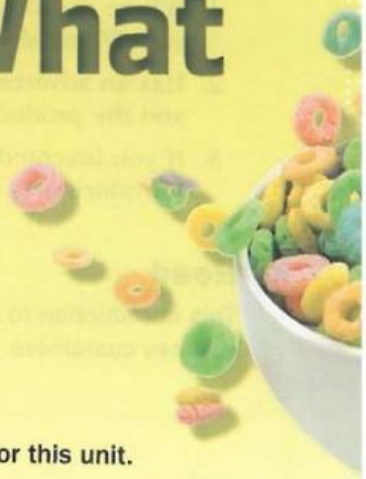
UNIT 3

They Know What You Want



In this unit, you will

- read about strategies people use to market products.
- read about how products are named.
- review finding the main idea.
- increase your understanding of the target academic words for this unit.

READING SKILL Scanning

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen the word before	seen the word but am not sure what it means	seen the word and understand what it means	used the word, but am not sure if correctly	used the word confidently in *either* speaking *or* writing	used the word confidently in *both* speaking *and* writing
AWL						
administrate						
channel						
convince						
domestic						
explicit						
export						
implicit						
income						
innovate						
invoke						
publish						
sector						
sex						
survey						

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Before You Read

Read these questions. Discuss your answers in a small group.

1. Where do you see advertisements? Think of as many types of places as you can. Where do you see the most ads?
2. Has an advertisement ever persuaded you to buy a product? Describe the ad and the product.
3. If you invented a new product, what do you think would be the best way to introduce it to buyers?

Read

This introduction to a marketing textbook discusses the different ways that marketing reaches customers.

They Know What You Want

With her shopping list in hand, a supermarket customer is facing the challenge of selecting a breakfast cereal for her family. The shelves are stocked with as many as 200 varieties. Should she buy wheat, corn, rice, bran, or oat cereal? Sweetened or plain? With added vitamins? With a plastic toy in the box for her kids? Or should she buy the one she has a discount coupon for, or the one with the funny ad on TV, or the one that is on sale?

INFLUENCING SHOPPERS' CHOICES

The shopper's ultimate choice is likely to be determined by some factor other than taste. Marketers create clever ways to persuade shoppers to buy one product instead of another. Often these have little to do with the food inside the boxes. Instead, they are only to attract shoppers.

DEFINING MARKETING

Marketing is a company's plan for selling a product. A marketing plan, **administered** by a marketing director, includes what to name the product, how to advertise it, how to price it, how to package it, and how to **convince** customers to buy it. In short, the goal of marketing is to **channel** a shopper's choices toward a single, specific product.

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A marketing plan often begins with a **survey** to determine who is most likely to buy a certain type of product. Factors such as the **sex**, age, education, and **income** of future customers are considered. Then, a marketing team designs a plan aimed at a specific **sector** of the population, the group that they think is most likely to buy the product.

SELLING A NEW PRODUCT

Selling a cereal, a garden tool, a ballpoint pen, and a designer wristwatch will obviously call for different marketing techniques. Good health may sell cereals but not pens; while humor may sell pens, but not watches. Reliable performance sells garden tools and pens, but not cereals. Rich people buy expensive watches. Students buy pens. Marketing teams must consider such factors when they design a marketing campaign.

Suppose that a company has developed an **innovative** new product: a powder made from dried fruit. When mixed with warm water, the powder becomes a creamy fruit sauce for babies. Although babies will be the ones to eat the product, it is their parents who will buy it. The company's marketing plan will be aimed at the parents, specifically the mothers.

SELECTING A SLOGAN

A **survey** indicates that most mothers have two top priorities: 1. They want their babies to be healthy; 2. They want to be good mothers. Marketers use this information to create a name for the new baby food: Healthy Start. They also create a marketing slogan: *Give your baby a Healthy Start.* This slogan has both an **explicit** and an **implicit** message. It **explicitly** directs a mother to feed a Healthy Start meal to her baby. It also implies that this will make her a good mother because she will be giving her baby a healthy start in life.

ADVERTISING THE NEW PRODUCT

The marketing team then decides how and where to sell Healthy Start baby fruit. They must decide where to **publish** advertisements and what the ads should say. Maybe the ads will **invoke** the authority of a famous baby doctor to emphasize the health appeal. The ads will certainly emphasize things like good taste, easy preparation, and high nutrition. Maybe the ads will include coupons for free samples.

OTHER CONSIDERATIONS

Maybe the marketing team will try something **innovative**, like offering a Healthy Start college scholarship to a lucky winner. The team must also decide if the focus will be on **domestic** sales or if the baby food will be

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exported to foreign countries. A design company is already designing an attractive package for the product. The marketing team will test the name, slogan, ads, and packaging by showing them to mothers and **surveying** their responses.

Finally, the new product will be placed on supermarket shelves. If the marketing was effective, mothers will select Healthy Start from the dozens of baby foods on the shelves. ■

Reading Comprehension

Mark each sentence as *T* (True) or *F* (False) according to the information in Reading 1. Use your dictionary to check the meaning of new words.

___ 1. A marketing director administers a marketing plan.

___ 2. A marketing plan includes ways to convince shoppers to buy a product.

___ 3. Sex, age, income, and education are some of the factors that divide the population into different sectors.

___ 4. A survey of mothers indicates that they want to be happy and want their babies to be smart.

___ 5. A marketing slogan can have both an explicit and an implicit message.

___ 6. Ads published in magazines might invoke the authority of a famous woman who is also a mother.

___ 7. Marketing teams only think about domestic sales of their products and not about exporting them.

___ 8. Offering a scholarship would be an innovative way to sell a new product.

READING SKILL Scanning

LEARN

Students often need to find specific information from a text that they have already read. Instead of rereading the entire text, you can *scan* the article to find the information you need. *Scanning* means quickly passing your eyes over a text to notice specific things.

Think about what to scan for in order to find specific information.

To find . . .	scan the text for . . .
names	capital letters
dates	numbers and capital letters
statistics	numbers and symbols
lists	a set of words separated by commas
specific words	capital letters, letter combinations, words in *italic* or **bold**

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APPLY

Scan Reading 1 for the answers to these questions. Before you scan, decide what you should scan for in each case.

1. How many types of cereal does the supermarket sell? _____
2. What factors are considered in a survey? _____
3. What is one top priority for mothers? _____
4. What is the other top priority for mothers? _____
5. What is the name of the product? _____
6. What is the slogan for the product? _____
7. Will the marketing team export the product? _____

Vocabulary Activities STEP I: Word Level

A. **With a partner, use the target words to complete these analogies. Then write the type of relationship each analogy has: example, synonym, antonym, action, or part (see Unit 1 for more on analogies).**

administer	implicit	sex
export	income	publish

	Relationship
1. red : color AS female : _____	_____
2. radio program : broadcast AS newspaper : _____	_____
3. take in : import AS send out : _____	_____
4. direct : indirect AS explicit : _____	_____
5. find : discover AS manage : _____	_____
6. spend : money AS earn : _____	_____

B. **With a partner, use the target vocabulary in the box to complete the report. Use the words in parentheses to help you.**

administrators	explicit	published	surveys
domestic	implicit	sector	

_____ (1. *studies*) show that the _____ (2. *part*) of society that washes the most dishes consists of women with children. Accordingly, marketing _____ (3. *managers*) target that sector when they design advertisements for a dishwashing liquid. The ads are _____ (4. *printed for the public*) alongside other ads for

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_____ products in magazines that primarily women read. Ads like
(5. home)
these often show a happy, smiling woman washing dishes.

Many women feel that such ads are unfair. They acknowledge that the _____ meaning is true: the soap *does* clean your dishes. They
(6. clear and direct)
believe, however, that the _____ message is that washing dishes is
(7. hidden and indirect)
fun instead of work.

To *channel* something means "to make something move along a particular path or route." A *channel* is the path or route. It is often used to describe water or communications pathways. A television station is also called a *channel*.

*She **channels** her creative energy into her art.*

*This area has flood **channels** that carry rainwater to the ocean.*

*If we can't settle this conflict, we will go through legal **channels** to find an answer.*

***Channel** 5 has the best local news programming.*

CORPUS

C. **With a partner, choose one item from each column to create logical examples of a *channel*. Then take turns making sentences with the information.**

*Signs **channel** hotel guests to their rooms.*

~~signs~~	donations	to a customer's table
airlines	food and drinks	to needy families
waiters	passengers	~~to their rooms~~
arteries	~~hotel guests~~	through the body
charities	blood	through security checks

D. **With a partner, imagine that you work for a marketing agency. You have a list of questions to ask people about their habits. Match each question to the people you would survey. Take turns making sentences with the information.**

a 1. What do you spend on groceries each week? a. shoppers in a grocery store

*We could **survey** shoppers in a grocery store.*

___ 2. What are your plans after graduating? b. people entering a theater

___ 3. What kinds of books do you like to read? c. passengers in an airport

___ 4. How often do you travel by airplane? d. students at a university

___ 5. What kind of movies do you like? e. readers in a library

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Vocabulary Activities STEP II: Sentence Level

Word Form Chart			
Noun	**Verb**	**Adjective**	**Adverb**
innovation innovator	innovate	innovative	innovatively

An *innovation* is the creation of something new, such as a machine, method, style or idea. To *innovate* is to introduce something new. A person who creates the *innovation* is an *innovator*. The adjective *innovative* can describe the person or the creation.

The computer was an amazing ***innovation****. It led to other* ***innovative*** *products.*

CORPUS

E. **Complete this story using different forms of *innovate*.**

Marketers know that (1) _____ advertising is one way to get the attention of buyers. This means that effective marketers try to (2) _____ when they create a marketing plan. One (3) _____ created a process to print ads on the shells of eggs. Egg farmers did not want to pay for this (4) _____. Grocery stores didn't either. Finally, a TV station agreed to pay to have their programs advertised on eggs.

It's too soon to know if this (5) _____ will successfully sell other products. One shopper complained, "Don't (6) _____ with my eggs! I have to eat them!"

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When a person or evidence persuades you, then you are *convinced*. The arguments or evidence was *convincing*.

*I read a **convincing** article about climate change. I'm **convinced** it's real.*

*The witnesses at the trial were **unconvincing**. I'm still **unconvinced** that they saw what happened.*

CORPUS

F. **Restate these sentences in your notebook, using the form of *convince* in parentheses. Compare sentences with a partner.**

1. Health professionals believe that obesity is a serious problem. (*are convinced*)

   *Health professionals **are convinced** that obesity is a serious problem.*

2. They want people to change the way they eat. (*convince*)
3. They have good evidence that junk foods are to blame. (*convincing*)
4. Food companies advertise in a believable way that junk foods will make us happy. (*convincingly*)
5. Children are especially easy to persuade. (*convince*)
6. Even if an ad shows something impossible to believe, children think it is real information. (*unconvincing*)
7. Food companies do not believe that they are to blame for children's obesity. (*unconvinced*)
8. They believe it is the parents' responsibility to control their children's diet. (*unconvinced*)

To *export* something means to send it to another country and sell it there. An *export* is the product that is sold. An *exporter* is a person in the business of exporting things.

*Brazil **exports** coffee around the world.*

*Tea is one of China's most important **exports**.*

***Exporters** look for inexpensive ways to transport their goods.*

Exported and *exporting* can be used as adjectives.

*Many of Mexico's **exported** goods go to the United States.*

*People in the **exporting** business need to speak several languages.*

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G. The chart lists a few countries in the world that export wheat. On a separate piece of paper, answer the questions about the chart in full sentences. Use the given form of *export*.

FIVE WHEAT EXPORTING COUNTRIES (2010)

Exporting Country	Amount of Wheat (In millions of tons)	Importing Countries
Canada	17.5	China, Japan, Iran, South Korea
Argentina	8.5	Brazil, Indonesia
Ukraine	5.5	Middle East, North Africa
Kazakhstan	5.0	South East Asia, China
Russia	4.0	Egypt, Syria, Iran, Libya

1. Which countries imported wheat from Argentina? (*exported*)

   Argentina **exported** wheat to Brazil and Indonesia.

2. Which of these countries sent the most wheat? (*largest exporter*)
3. Which country sent wheat to Egypt? (*exported*)
4. Which countries were selling wheat to China? (*exporting*)
5. How much wheat did Ukraine send overseas in 2010? (*exported*)
6. What is one thing that Canada sends overseas to Japan? (*exports*, noun)

To *publish* something means to make it available to the public. Copies of books, magazines, newspapers, music, and computer software are some things that are published. A *publisher* is a person or company that produces the work.

The Los Angeles Times newspaper is **published** every day.

H. Look at the title page of this book and on the back of that same page. What is the name of the publisher of this book? In what year was the book published?

_____

_____

Before You Read

Read these questions. Discuss your answers in a small group.

1. Many automobiles are named for animals, such as Cougar or Jaguar. Would you buy an automobile named Turtle? How about Elephant? Why or why not?
2. What factors would you consider if you were responsible for naming a new product?
3. Does the name of a new product help you decide whether to try it? Why or why not?

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Read

This excerpt from a marketing textbook discusses the factors that go into choosing a good name for a new product.

What's in a Name?

One of the most important tasks in marketing a new product is giving it a name. In marketing, the quality of a product is not as important as the quality of the name it is given. This is because marketing is not about the product; it is about *selling* the product. Marketers use strategies such as attractive packaging, catchy slogans, and other clever ways to **convince** consumers to buy their product. The most powerful marketing strategy, however, is giving a product a powerful name.

RULE 1

To be powerful, the name must be easy to remember. In the early days of computers, there were several competing brands on the market, including Apple II, Commodore Pet, IMSAI 8080, MITS Altair 8800, and Radio Shack TRS-80. In those days, most buyers knew very little about computers, so they were not able to judge the quality of one over the other. As a result, they rejected the computers with complex names. Instead, they chose the brands that **invoked** something familiar. They chose, of course, the Apple II.

RULE 2

The name must also be easy to pronounce. If customers can't pronounce the name of a product, they won't buy it. A short name is easier to remember and to pronounce. According to research done by Strategic Name Development consultants, the best names have three or fewer syllables, such as Tums (antacid tablets), Xerox (copiers), or Cheerios (cereal). Many well-known names are longer, of course, such as Mercedes-Benz (automobiles) and Coca-Cola (soft drinks), so length is not the only factor.

RULE 3

A product name should be unique. It shouldn't sound like the name of any other product, especially a competing product. Shoppers tend to confuse Breyer's Ice Cream with Dreyer's Ice Cream and Rolex (watches) with Rolodex (desk indexes), for example.

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RULE 4

In addition, an effective name should hint at what the product is used for. For example, Sleepeez is a sleeping medication and Windex is a window cleaner. A name should also be appropriate for the type of product it represents. Names of medicines should sound medical, names of foods should sound tasty, and names of **domestic** cleaning products should sound hard-working.

RULE 5

An effective name also includes words, or parts of words, that are positive and inviting. Sometimes, the product name sounds like another descriptive word that has a positive meaning. The pain reliever Aleve, for example, sounds like "relieve." Band-Aid (a small plastic bandage) sounds a bit like "bandage" and includes the word "aid." Frequently, names of products aimed at high-**income** consumers **implicitly** advertise luxury. Consider the names of these cruise ship companies: Crystal, Princess, Royal Caribbean, and Celebrity.

RULE 6

The letters within names are important, too. A **survey administrated** by the above consultants asked English speakers about their reactions to various letters of the alphabet. The results showed that people associate the letters C, S, and B with something traditional, but associate the letters Q, V, X, and Z with something **innovative**. Additionally, people in the **survey** associated certain letters with one **sex** or the other. They considered the letters F, L, V, and W feminine, but the letters M, X, and Z masculine. It is not clear how those **surveyed** might react to the automobile names Volvo, Mazda, or Lexus.

A product name should . . .

1. be easy to remember
2. be easy to pronounce
3. be unique
4. hint at what the product is for
5. include positive words or word parts
6. contain effect letters
7. translate well into other languages
8. have no negative associations

RULE 7

Marketers must also consider how a product name will translate in other languages if the product is **exported**. A famous example of this occurred when the Chevrolet Nova automobile was **exported** to Argentina in the 1970s. Some people predicted that it would sell poorly because in Spanish the two words "No va" mean "It doesn't go." Fortunately, "nova" (a bright

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star) is the same word in both Spanish and English and the car sold well.

RULE 8

Finally, a name must not generate negative associations in the minds of consumers. Many words have an **implicit** message as well as an **explicit** meaning. Why, for example, has no car manufacturer named a car the Elephant? Elephants are big, strong, and dependable, but they are also slow-moving, huge, and eat a lot. There used to be a weight-loss product called Ayds. It disappeared once AIDS became a serious illness worldwide.

Corporations put forth great effort to find the right name for a new product. They often hire consultants who specialize in creating product names. Working with the principles above, they create several possible names. Then, they **channel** the names through one or more focus groups. These groups are made up of individuals drawn from the **sector** of the population that is most likely to buy the target product, such as, sports fans, frequent travelers, or senior citizens. When a focus group meets, they freely discuss what they like or don't like about the possible names.

Once the right name is chosen, advertisements are widely **published** to introduce the new product to the buying public. Only time will tell if the important marketing decisions made earlier will be effective in selling the product. ■

Reading Comprehension

Mark each sentence as *T* (True) or *F* (False) according to Reading 2. Use your dictionary to focus on the meaning of new words.

___ 1. A powerful name helps convince consumers to buy a product.

___ 2. Early computer buyers chose a brand name that invoked high-tech innovation.

___ 3. The names of domestic cleaning products should sound hard-working.

___ 4. Many words have an implicit message as well as an explicit meaning.

___ 5. A survey administered by naming consultants showed that product names spelled with an X are considered innovative.

___ 6. A product name must be changed if the product is exported to other countries.

___ 7. High-income car buyers would be likely to buy a luxury car named Elephant.

___ 8. Naming consultants channel possible product names through focus groups drawn from the sector of the population most likely to buy the target product.

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READING SKILL Scanning

APPLY

A. **Scanning is useful for finding examples. Scan Reading 2 to find this information.**

1. the number of product names that include an X: _____
2. the number of product names that include a V: _____
3. the number of product names that include a Z: _____

B. **Scan the article again to find out what kind of product each of these is or was.**

1. Celebrity _____
2. Pet _____
3. Aleve _____
4. Rolodex _____
5. Ayds _____
6. Windex _____
7. Cheerios _____
8. Nova _____
9. Tums _____
10. Breyer's _____

REVIEW A SKILL **Finding the Main Idea** (See pp. 21, 29)

In the first paragraph of Reading 2, find the sentence that states the main idea of the article. Look at the first sentence of the following paragraphs. How is each one related to the main idea of the article?

Vocabulary Activities STEP I: Word Level

To *invoke* can mean simply to ask for help or support from someone. More commonly, it is used when someone wants to mention or quote an authority to support an action or opinion.

*The author **invoked** the works of leading scholars to support his arguments.*

Advertisements often invoke the authority of powerful people or institutions to convince customers to buy their product.

*The ads for the new dictionary **invoke** the authority of professors from several universities.*

CORPUS

A. **With a partner, decide what product each advertisement might be for. What sector of buyers is the ad probably targeting? What authority does each ad invoke? Then think of another type of product and write an ad for it together. Be sure to invoke a convincing authority.**

1. "When the Olympic hockey team needs a burst of energy, they grab a *Champ* and keep on going!"

   Product: _____

   Sector: _____

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2. "Celebrity chef Michelangelo Sotto uses only the best ingredients in his spaghetti sauce. That's why he uses new *Multo, Multo.*"

   Product: _____

   Sector: _____

3. "Scholars and academics across the country turn to *WordPower*—because accuracy matters."

   Product: _____

   Sector: _____

4. "The Association of Children's Dentists recommends *Glisten* over all other competitors."

   Product: _____

   Sector: _____

5. "Professional race car drivers depend on *Nexosol*—the fuel of champions!"

   Product: _____

   Sector: _____

6. Product: _____

   Sector: _____

   Ad: _____

B. **Imagine that you are completing a survey to be part of a focus group. The marketing consultants want to find out about you so they can channel you to the right group. Create an imaginary person and complete this application with imaginary information. Mark your answers with an X.**

Age	Sex	Income	Education	Home
☐ Under 20	☐ Male	☐ Under $30,000	☐ Elementary School	☐ Owner
☐ 20–25	☐ Female	☐ $30,000–$50,000	☐ Secondary School	☐ Renter
☐ 25–40		☐ $50,000–$75,000	☐ University	
☐ 40–60		☐ over $75,000		
☐ over 60				

A message that is *explicit* is one that is clearly and directly stated. An *implicit* message is one that is not directly stated.

Explicit message: *Go home.*

Implicit message: *It's getting late. Let's talk more tomorrow.*

C. **Imagine that you are meeting with clients who are important to your advertising business. Everyone wants to be polite. With a partner, match the *implicit* statement on the left with the *explicit* message that has the same meaning.**

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___ 1. Excuse me for yawning.	a. Don't open that window.
___ 2. It's a little cold in here.	b. You made a mistake.
___ 3. Let me review the costs.	c. I don't know the answer.
___ 4. Shall we break for lunch?	d. That's too much money.
___ 5. I want to think about that.	e. I'm bored. / I'm tired.
___ 6. Is this date correct?	f. I'm hungry.

Vocabulary Activities STEP II: Sentence Level

Domestic refers to the home and family or to a home country. It can be used in many different contexts. The adjective is *domesticated*.

*Those items are necessary to satisfy his family's basic **domestic** needs.*

***Domestic** postal rates are lower than overseas rates.*

*My country exports 25% of **domestically** grown fruits and vegetables.*

*Scientists say that **domesticated** animals live longer than wild animals.*

CORPUS

D. Rewrite these sentences in your notebook using a form of *domestic*. Compare sentences with a partner.

1. Few families can afford to hire someone to help with household chores.

   *Not all families can afford to hire someone to help with **domestic** chores.*

2. Farmers often have many tame animals, such as sheep and goats.
3. Every summer our store has a sale on products for the home.
4. You should arrive at the airport two hours before flights within the country.
5. Coffee must be imported from other countries because it is not grown here.

To *administer* means to control and manage the giving of something. For example, a doctor administers medicine to patients, or a teacher administers a test to students.

The most common usage of this word family, however, is for business and politics:

administrator	a manager in a company, organization, or government
administration	the work done by administrators
the administration	the group of people managing an organization or government

*The school **administrator** was pleased with the success of the innovative programs she has implemented across the city.*

*The director oversaw the **administration** of the new safety rules.*

*The **administration** has been criticized for wasting taxpayers' money.*

Administrative refers to the work of administering services, or office work in general. *Administratively* is the adverb.

*The chief of police has an **administrative** role in the police department.*

*My brother is the **administrative** assistant for the whole department.*

*The fire department is **administratively** separate from the city government.*

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