

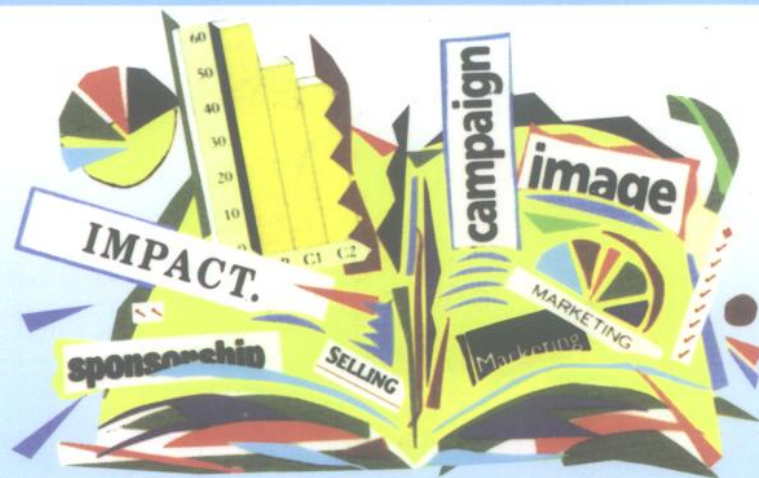
专业英语阅读教材系列

MARKETING

市场营销英语

Maggie-Jo St John 编写

卢福林 王爱哲 译注



清华大学出版社 · PRENTICE HALL

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内 容 提 要

这是从国外引进的一本市场营销专业英语教程。全书 8 单元, 25 篇课文, 内容几乎覆盖了市场营销所有基本环节。每单元包括课文、练习、练习答案。书后附参考译文和生词表。配套原声录音带供读者跳读或粗读完成后泛听, 或全课练习做完后精听。

本书内容丰富、语言风格异、练习设置全篇, 适合作为大学公共英语高年级英语阅读的教材, 也可以作为财经类专业课基础教材, 同时方便英语学习者自学。

Maggie-Jo St John: Marketing

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作 者: Maggie-Jo St John 编写 卢福林 王爱哲 译注

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序

第二届全国大学外语指导委员会自 1996 年 12 月成立以来,就将大学外语教学“四年不断线”(专业外语阅读)列为本届指导委员会工作的重点之一,专家们一致认为大学外语“四年不断线”是促进大学外语再上台阶的一个重要突破口。

早在 1985 年颁布的《大学英语教学大纲(高等学校理工科用)》中就明确规定专业阅读是大学英语教学的一个重要组成部分;正在修订的《全国大学英语教学大纲》征求意见稿将原有的“专业阅读”扩展为“专业英语”,并再次强调“学生在完成基础阶段的学习任务,达到四级或六级后,都必须修读专业英语,以便从学习阶段过渡到应用阶段”;“专业英语为必修课……”。然而,长期以来,由于师资缺乏、教材短缺、加之各校追求四、六级统考的及格率等因素,专业阅读阶段的教学并没有得到应有的重视。

近年来,社会对大学生外语能力的要求越来越高,用人单位不仅要求毕业生具有日常的交际能力,还提出要有较强的专业技术方面的交际能力。愈来愈多的院校为适应这一形势相继开出了专业英语课,许多院校还总结出一些相当有益的经验。为此,全国大学英语教学指导委员会于 1997 年 11 月在华东石油大学召开了大学英语专业阅读阶段教学经验交流会,旨在推广和交流专业英语教学的经验。十多位来自不同院校的与会代表普遍认为:教学大纲和师资固然重要,但教材的编写、教材的选择也不容忽视。目前理想的教材尚不多见:原版教材和正式出版教材寥寥无几,多数院校使用非正式出版的材料和一些零散资料,不仅其系统性、科学性和趣味性无从评估;练习也是由任课教师自己单独编写;形式单调,内容乏味,并难免有粗糙之处。

《专业英语阅读教材系列》是由美国 Prentice Hall 出版公司出版发行的一套高水准的专业英语系列教材。全套教材包括西方会计、广告、国际金融、工程、计算机、商务、保险、市场营销、医学、农业等若干科目。课文全部选自各个领域在国际上非常有影响的报刊、杂志及教科书。广泛的题材、翔实的内容、迥然不同的风格一改传统科技英语的枯燥、乏味,能够大大提高学生学习英语的兴趣;规范的语言、生动的文字、丰富多样的练习不仅能帮助学生巩固原有的语言知识,而且还在学生学习掌握专业术语、专业表达方法的同时传授专业领域的知识,从而提高学生用英语获取专业知识和用英语从事科学技术交流的能力。

可喜的是,清华大学出版社购买了这套教材的版权,并组织较强的编译班子为这套教材配备了必要的注释和翻译,既保留了原书的特点,又使之更加适合中国的学生。值得一提的是,这套系列教材还配有录音带,能够帮助学生进行听说训练,改变科技英语以译为主要的教学模式,为采用科技英语兼顾听、说、读、写、译,适当增加翻译和写作比例的新教学模式创造了条件。

此套系列教材不仅可用于专业英语的课堂教学,而且可用于学生自学。我们期待这套教材早日面世,为大学英语再上新台阶作出贡献。

清华大学外语系 吕中舌

1998.8 于清华园

译者前言

这是一本市场营销专业英语基础教程,所选文章大都出自市场营销学方面的权威著作。它们出处不同,风格各异,内容几乎覆盖了市场营销所有基本环节。从市场营销这一概念的基本含义开始,对营销组合、大市场营销乃至社会营销等,该书均作了较为深入的论述。另外,对一些关键环节,如价格,除了从理论角度宏观地进行探讨之外,还提供了更为详尽的材料。为了使读者更好的理解和运用市场营销理论,书中还收入了一些具体实例并进行了分析。由于原文多属经典之作,语言凝练,行文流畅而又表达规范,所以非常适合作语言教材使用。

在本书的翻译过程中,我们参阅了有关市场营销学的一些著作(包括译著),力求准确、完整、流畅地表达原文的内容。为使读者便于对照学习,在行文上尽量不做大的调整。对有些较为新颖的观点或论述,如人的市场营销(Person Marketing),我们请教了有关专家,力求使译文准确表达原作的意思。

尽管如此,有的术语,目前已有不同译法。如“四P”组合中的 place 或 placing,有的译为“地点”,有的译为“分销”。对于这种情况,我们要么是选择了一种较为常用的表达方法,要么是增添了必要的注释,可供读者作翻译练习。

选自营销学教程、介绍营销学概念的文章都全文翻译,少数选自报刊的实例文章未予翻译。

每课译文后都附有注释。注释主要包括文章中出现的市场营销术语以及意思比较特殊的单词和短语。我们将该书中常用的市场营销术语编汇成一个总词汇表,以方便读者使用。

由于水平有限,译文难免有失偏颇之处,敬请读者批评指正。

译注者

1998年5月

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Unit 1 Marketing concepts

In this unit there are three short texts all related to the basic concepts of marketing. They are taken from different sources and are written in different styles.

Text 1.1 What is marketing?

Pre-reading:

List five key words which you might meet in this text.

Skim and scan:

- Which paragraph defines marketing?
- Name two physical needs.

What is Marketing?

- 1 What does the term marketing really mean? Many people mistakenly think of it as advertising and selling. Given the number of commercials on television, in magazines and newspapers and all the signs and offers in and around the shops this is not surprising. However, advertising and selling are only two of several marketing functions, and not necessarily the most important ones. 5
- 2 The most basic concept underlying marketing is that of human needs. We have many needs including ones such as affection, knowledge and a sense of belonging as well as the physical need for food, warmth and shelter. A good deal of our lives is devoted to obtaining what will satisfy those needs. Marketing can thus be defined as any human activity which is directed at 10 satisfying needs and wants by creating and exchanging goods and value with others.
- 3 Marketing has become a key factor in the success of western businesses. Today's companies face stiff competition and the companies which can best satisfy customer needs are those which will survive and make the largest 15 profits.

Text organisation

1. Choose a heading for each paragraph:

What to market

What marketing is not

What marketing is

Where to market

Reasons for marketing

Comprehension

2. Decide which of the following statements are True or False and give a paragraph number to show where your information came from.

- (a) Advertising is a part of marketing.
- (b) Selling is the most important function of marketing.
- (c) A sense of belonging is a physical need.
- (d) Satisfying customer needs is a key to success.

3. Complete this second definition of marketing by writing **one word** in each gap.

Marketing is a process by which _____ obtain what they _____ and want by _____ goods or services.

Text 1.2 develops a key theme in the above definition of marketing, namely that of the process of exchange.

Text 1.2 Exchange relationships

Skim and scan:

- (a) How many conditions does the writer mention?
- (b) What do 'somethings of value' usually include?
- (c) What is the 'marketing mix'?

Exchange Relationships

- 1 Marketing consists of individual and organizational activities that facilitate and expedite satisfying exchange relationships in a dynamic environment through the creation, distribution, promotion and pricing of goods, services, and ideas. The four variables, creation, distribution, promotion, and pricing are called the *marketing mix*.

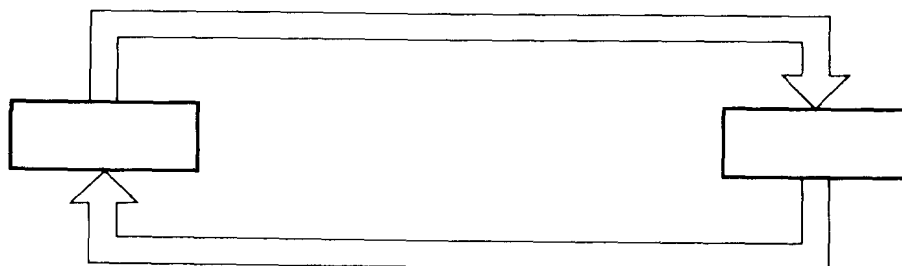


Fig. 1.1

- 2 For an **exchange** to take place, four conditions must exist. First, an exchange requires participation by two or more individuals, groups, or organizations. Second, each party must possess something of value that the other party desires. Third, each must be willing to give up its 'something of value' to receive the 'something of value' held by the other. The objective of a marketing exchange is to receive something that is desired more than what is given up to get it, that is, a reward in excess of costs. Fourth, the parties to the exchange must be able to communicate with each other to make their 'somethings of value' available.* The process of exchange is illustrated in Figure 1.1. As the arrows indicate, the two parties communicate to make their 'somethings of value' available to each other. Note, though, that an exchange will not necessarily take place just because these four conditions exist. However, even if there is no exchange, marketing activities still have occurred. The 'somethings of value' held by the two parties are most often products and/or financial resources such as money or credit. When an exchange occurs, products are traded for either other products or financial resources.

* Philip Kotler, *Marketing Management: Analysis, Planning, and Control*, 6th ed. (Englewood Cliffs, NJ: Prentice-Hall, 1984), p.8.

'Exchange Relationships Marketing' Pride and Farrell, (Houghton Mifflin) 1987

Comprehension

- This text also includes a definition of marketing. Look at this definition and the two in Text 1.1 and its questions.
 - Find the other words used for *human* activity. Definition 2 _____
Definition 3 _____
 - Find the other phrases used for goods and value. Definition 2 _____
Definition 3 _____
 - What three other activities does definition 3 add to the *creation* of goods?
- Summarise the four conditions the writer considers necessary for exchange. For each condition use a maximum of five words.
- In Figure 1.1 six labels have been omitted. Where would you put the following labels?

Buyer	Something of value	Goods/services
Something of value	Money/labour/credit	Seller
- In lines 1–2, what is the difference between 'facilitate' and 'expedite'?
 - The marketing mix is often referred to as 'The 4 Ps'. In that expression can you think which words are used for (i) creation
(ii) distribution?
(If you have difficulty consult Text 1.3.)
 - Label each of the boxes in Figure 1.2 on page 4.

Marketing

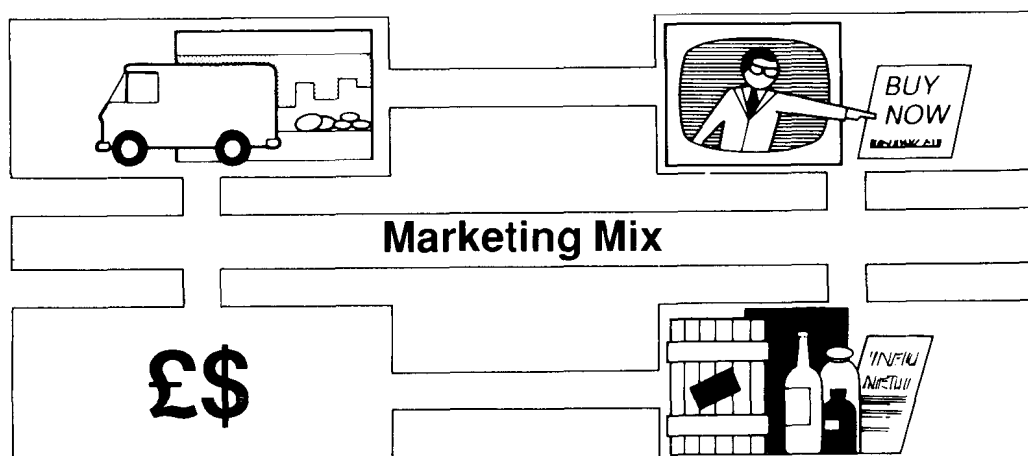


Fig. 1.2

The final text in this unit illustrates how the marketing mix was applied by the manufacturers of whisky.

Text 1.3 Marketing is good for you: revival in the fortunes of Scotch whisky

Pre-reading:

- What brands of whisky do you know of?
- What are some of the major companies producing whisky?
- What kind of retailers would you buy whisky from?

Skim and scan:

The main topic of this text is

- (a) whisky
- (b) marketing
- (c) Guinness
- (d) selling

Text organisation

- The underlying structure of this text is that of a PROBLEM and its SOLUTION.
 - The problem arose (when?)
 - The cause(s) of the problem was/were
 - The problem was
 - Guinness began to make changes (when?)
 - The main steps taken were (i)
(ii)
(iii)
 - The main solution was to

Marketing is good for you: revival in the fortunes of Scotch whisky

It is difficult to imagine a product more closely associated with a particular country than Scotch whisky.

One never hears of people going into a public house or restaurant and asking for an Irish. Yet Scotch whisky is universally known by its generic term of Scotch.

Whisky, from the Gaelic *uisge beatha* or literally, water of life, has been made in Scotland since the fifth century.

By the mid-1980s, however, the industry was static, with vast stocks hanging over the market and the value of sales going nowhere.

The consensus of opinion was that this was because of a concentration on production and volume with not enough attention being paid to selling. It is ironic that with such a well-known brand name, it was a failure of marketing which pushed the industry into the doldrums.

The situation began to change with the mergers and takeovers of the mid-1980s.

There were a number of moves to form Allied Distillers which is now part of Allied-Lyons. But it was the Guinness takeover of Bells and then Distillers to form United Distillers which really got the industry moving.

The mothballing of many distilleries helped reduce the lake, and United Distillers limited its sales of whisky to other distilleries, writing off large stocks on its balance sheet. It then concentrated on aggressively marketing bottled blended brands such as Johnnie Walker. With the surpluses reduced, prices were able to rise.

The 1989 Guinness annual report

has a chapter entitled 'Brand marketing: the key to success'.

It says: 'After two years of radical reorganisation to streamline and restructure worldwide distribution operations, we have gained more effective control of the marketing of our key brands in major world markets.'

'The focus of marketing effort on premium and de luxe brands together with our strong pricing policy reflect an overall policy of margin improvement within our business ...'

Guinness clearly sees an important part of its revival as the marketing of well-known brands of Scotch.

But Dr Chris Greig, managing director of Invergordon Distillers, is pursuing a different line. Invergordon has four malt whiskies and Mackinlay, but the latter is not a household name as Scotch whiskies go. But the lion's share of its business comes from supplying blended whisky for own brands in supermarkets and other stores.

Dr Greig reckons that his company has done well as drinking habits have changed — people now buy whisky in supermarkets under own brand names, whereas once whisky was mostly bought in public houses.

Not only blended whiskies have flourished in the 1980s. Malt whiskies have become a successful niche product.

They are sold on cachet, status, and pedigree almost like fine wines, albeit on a smaller scale. Malts account for just over 7 per cent of the world Scotch market by value but only 4 per cent by volume.

'Financial Times' 14 December 1990

Marketing

Comprehension

2. Look back to the 4 Ps mentioned on page 3:
- (a) Which variables of the marketing mix were particularly used by United Distillers?
 - (b) Which variable did Invergordon Distillers use?
 - (c) Which variable have neither of them mentioned explicitly?

Vocabulary

3. Which of the following are brand names?

Whisky, Scotch, Johnnie Walker, Malt, Mars, Coca Cola, Orange Juice

4. Newspaper articles often use colloquial, colourful and pictorial language. Use the dictionary definitions and the text to try to work out the meaning of these expressions in the text:

line 15 hanging over
line 16 going nowhere
line 24 doldrums
line 34 mothballing
line 35 lake
line 37 writing off

- hang over** 1 If something such as a problem **hangs over** you, it worries you a lot. EG *I had the Open University examination hanging over me ... the threat of deportation hanging over me.* V + PREP
- 2 A **hangover** is an idea, attitude, or state of mind which existed in the past but which is no longer important or relevant now. EG *You've still got this hangover of ideas ... That sort of thinking is a hangover from the past.* N COUNT
- 3 Someone who is **hungover** feels tired and ill because they have drunk too much alcohol; an informal word. EG *I felt really hungover this morning, although I only had two pints last night.* ADJECTIVE
- 4 If you have a **hangover**, you feel tired and ill because you have drunk too much alcohol. N COUNT

- nowhere** /nəʊwɛə/. 1 You use **nowhere** to make negative statements about places, for example to say that a suitable or appropriate place does not exist. EG *There was nowhere to hide ... She had absolutely nowhere else to go ... 'Where are we going?' — 'Nowhere in particular.'* ... *Nowhere have I seen any serious mention of this.* ADV WITH VB:
NEG
= no place
- 2 If you say that something or someone appears **from nowhere** or **out of nowhere**, you mean that they have appeared suddenly and that you do not know where they have come from. EG *Two men suddenly appeared from nowhere ... There were sudden rivers formed out of nowhere.* PHR:USED AS AN
A
= out of the
blue
- 3 If you say that a place is **in the middle of nowhere**, you mean that it is isolated and a long way from anywhere civilized or interesting; an informal expression. EG *We were sitting in* PHR:USED AS AN
A
= in the sticks

the middle of nowhere ... a little village in the middle of nowhere.

4 If you say that you **are nowhere**, that you **are getting nowhere**, or that something is **getting** you **nowhere**, you mean that all your efforts are unsuccessful and are not producing any worthwhile results. EG *I keep going off on tangents that get me nowhere ... Calling me yellow will get you nowhere ... without them I would be nowhere.* PHR:VB
INFLECTS

5 If you say that something is **nowhere near** the case, you mean that it is not true at all, and that the truth is quite different. EG *Lions are nowhere near as fast as the cheetah.* PHR:NEG PHR +
as ... as

doldrums /dɒldrəmz/. If an activity or situation is **in the doldrums**, it is very quiet and nothing new or exciting is happening. EG *The American market is as much in the doldrums as the British one ... By and large, athletics were in the doldrums during the 1960s.* PHR:USED AS AN
A
↑ inactive
= in a rut

mothball /mɒθbɔ:l/, **mothballs**. A **mothball** is a small white ball made of a chemical such as naphthalene, which you can put amongst clothes or blankets in order to keep moths away and prevent them from making holes in them. N COUNT

lake /leɪk/, **lakes**. A **lake** is a large area of fresh water, surrounded by land. EG *On the edge of the lake was a pavilion.* ▶ Used as part of a name. EG ... *the calm waters of Lake Michigan ... the Great Lakes separating Canada and America.* N COUNT
▶ N IN NAMES

write off **1** If you **write off** to a company or organization, you send them a letter, usually asking them to send you one of their products or information about their products. EG *I've written off for a set of special pens I saw advertised in the paper. He sat down and wrote off letters in answer to the advertisements.* PHRASAL VB:V +
ADV OR V+O+
ADV

2 If someone **writes off** a debt or an amount of money that has been spent on a project, they accept that they are never going to get the money back. EG *Unless the debts can be re-scheduled or written off, the world will soon face a financial crisis ... He urged the government to write off the corporation's losses.* PHRASAL VB:V +
O+ADV
↑ forget

3 If you **write off** a plan or project, you accept that it is not going to be successful and do not continue with it. PHRASAL VB:V +
O+ADV
= ditch

4 If you **write** someone **off**, you decide that they are unimportant or useless and that they are not worth further serious attention. EG *Do not sound harassed, or you will be written off as a hysterical woman.* PHRASAL VB:V +
O+ADV
↑ reject
= dismiss

5 If someone **writes off** a vehicle, they have a crash in it and it is so badly damaged that it is not worth repairing. PHRASAL VB:V +
O+ADV

6 See also **write-off**.

Text comparison

1. Where do you think each of the extracts is from?

Newspaper Journal Student textbook Magazine Encyclopaedia
Book Dictionary

2. Draw up a table showing features of each text. You might like to consider some of the following aspects:

Length of paragraphs Vocabulary — formal/informal
Length of sentences Vocabulary — neutral/colourful
Use of definitions Readability, for you
Use of references Interest, for you

	Text 1.1	Text 1.2	Text 1.3
Source			
Typical features			

Unit 2 Products

In this unit there are three texts. Two come from the same source. Can you work out which two come from the same source?

Text 2.1 Give benefits not products

Pre-reading:

What purpose do the following things fulfil for you? i.e. Why do you buy them?

toothpaste
light bulbs
batteries

Skim and scan:

- (a) What is the main point the writer makes in the first two paragraphs?
- (b) Why is product orientation considered too narrow?
- (c) What is 'marketing myopia'?

Give benefits not products

- 1 Successful marketers try to remain open and flexible, yet there is one unchanging maxim which they share: *customers don't buy products; they seek to acquire benefits*. Those few words hold the secret of many an innovative organisation's success. It is a principle which can be applied to almost any product/market decision. 5
- 2 The principle itself is almost deceptively simple, which is why some marketers pass it by. The successful marketing organisation will pay more than lip service to its meaning, because it represents the most basic yet most important principle of marketing. Customers do not buy a product for the product itself. Customers buy clean floors, not floor polish. They buy security, 10 not insurance policies; high performance engines (or status), not Ferraris; better lubrication, not industrial cutting oil.
- 3 An innovative tool manufacturer realised, through the course of its relationship with its customers, that a major problem on the production floor was the time lost in changing abrasive discs. The company invested a great 15 deal of time and money in seeking a solution, and invented a highly specialised system of binding grit to disc. The result was a new disc which had a much longer life and could be removed and replaced much faster than the old type.

Marketing

This gave the organisation's customers the benefit of more efficient production time and better value for money. 20

4 The benefit in the last example served a dual purpose; it gave the customer the advantage of time-saving and cost-effectiveness, and at the same time solved a traditional problem of changing discs. The 'problem' in this case was a customer need which had to be satisfied.

5 The concept of customer benefits shows the importance of an organisation being orientated towards the customer, or market, rather than the product. 25
The organisation cannot afford to adopt a narrow view of its role by concentrating only on the product. An organisation, for example, manufacturing adding machines in a marketing environment which is moving towards calculators will soon find itself and its product obsolete. It must 30
consider what the benefits of its product are — in this case computing sums accurately and quickly — and make sure that it is providing that benefit better than any other organisation. If a better or more cost-effective method of computing comes along, the customer will naturally be attracted to that product which incorporates those developments and can therefore provide 35
increased benefits.

6 Marketers must be on guard against what one marketing specialist has termed 'marketing myopia'. Theodore Levitt described this condition as the result of confusing products with markets.

7 The organisation can avoid myopia of this kind by maintaining a dynamic 40
and regular check on its product range. It must constantly assess its product by asking: 'Does the product provide the relevant and desired benefits to meet our customers' needs today?'

'Introducing Marketing' Willis, G., et al (Pan Books) 1984

Comprehension

1. (a) Copy Table A into your notebook, allowing space for further examples. Record the products named in the second paragraph and the corresponding benefit.

Table A

	Products	Benefits
Paragraph 2	(a) (b) (c) (d)	

- (b) Can you find more examples in the passage to add to Table A? Can you add any examples of your own?