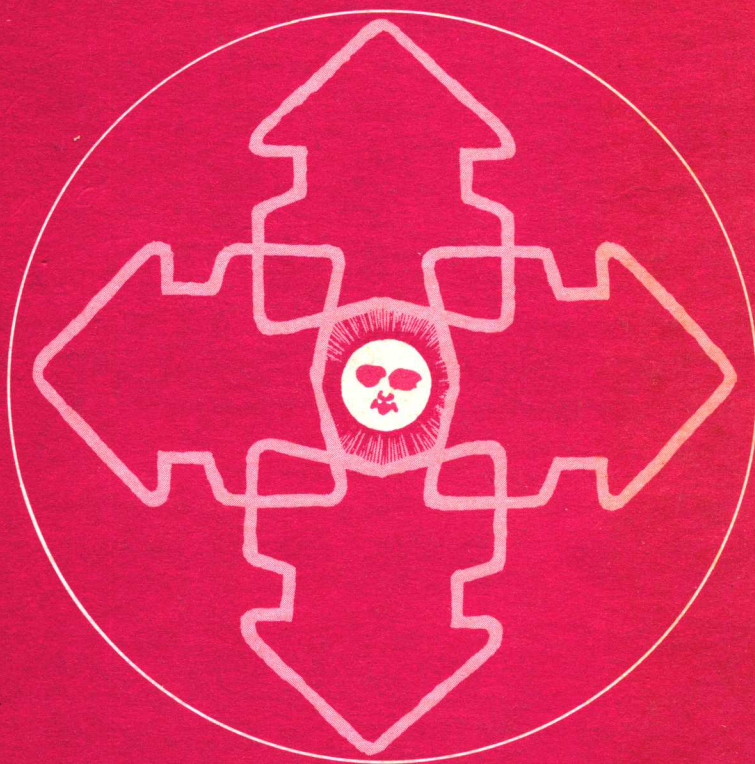


ENGLISH FOR  
PROFESSIONALS:  
**MARKETING**

DAVID P. REIN



Intermediate Level

English for Professionals

# MARKETING

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Intermediate Level

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## FOR THE TEACHER, SOME OBSERVATIONS AND SUGGESTIONS ABOUT THIS TEXT:

The single guiding principle throughout has been to provide the language and to exercise the skills necessary for reading and talking about modern marketing in English. All vocabulary, all examples, all exercises use the vocabulary and concepts of marketing. The goal is to have your students transfer into English their knowledge of the field in their own language.

Relations—of theory to practice, of words, grammatical structures, sentences, and paragraphs to each other—are consistently emphasized, and the text itself is tightly constructed to stress internal relations as well. Answers to questions of content, vocabulary, grammar, and organization are found in the readings, except when the questions concern application of theory to the students' own experience and environment. It is always advisable to go back to earlier exercises and add information gathered from later readings; for example, to return after each reading and continue the list of time signals in Chapter 1. The same is true of going back to earlier readings for examples of items introduced later, such as finding gerunds in readings before Chapter 9 or uses of *should* and *would* before Chapter 10. Answers to the BEFORE YOU READ section preceding each chapter provide a summary and review of the reading. Students should use this section first as a pretest; again, after doing the reading, as a comprehension check; and again later, as a means of review.

Students should always be encouraged to try answering questions first without referring to the readings, so that they will see what they already know and then build upon that. They should have dictionaries, and they should be introduced to the glossaries. There is a brief glossary after each reading, which defines words from the reading as they are used there. These are words useful for talking about marketing but not easily understood from context, as most of the undefined words are. All of the words defined immediately after the readings are listed at the back of the book, with reference to the chapters where they appear. In addition, there are two glossaries at the back of the book: one of grammatical terms and one of technical terms. It is essential that students realize how much they can do for themselves with the tools they have.

Exercises can be done in class or at home. Every CONTENT section has at least one exercise (A, E, and F in Chapter 2, for example) with no space for writing answers. These are recommended for written assignment outside of class. Although the text is not programmed, it is even suitable for self-study because in itself it contains the information needed for doing most of the exercises.

Movement within the text is from the concrete to the abstract, from recognition to comprehension in context to expansion and application, and from the simpler to the more complex in vocabulary and structure. Grammatical structures emphasized are those that appear most frequently in marketing texts, those used more in reading and writing than in speech. Nevertheless, you are urged to use the text not only for work in reading and writing but also for oral exercise. Readings can be read aloud; most exercises can be done orally, particularly those (CONTENT B in Chapter 9, for example) where there is no one right answer. These can be effective springboards for active in-class discussion. Students can always make up additional questions to ask each other concerning comprehension and application.

The information in the readings applies to marketing everywhere. It needs to be made specific to the society and culture of your students through use of local resources: What are examples *there* of methods of consumer research, of cultural taboos, of demographic data, of ways to generate ideas for new products, of typical buying behavior, of physical distribution of goods, of a successful advertising campaign?



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# Chapter One: Marketing, Past and Present

## BEFORE YOU READ

*Try to answer these questions:*

1. What is marketing?
2. How did it develop?
3. What is the modern concept of marketing?

*Try to define these terms, as they are used in marketing:*

*produce, producer, product, production*

*consume, consumer, consumption*

*ultimate consumer*

*services*

*distribution*

*transfer of ownership*

*medium of exchange*

*production-oriented*

*seller's market (buyer's market)*

*consumer good*

*industrial good*

*target market*

*channeling strategy*

*promotion strategy*

*pricing strategy*

*All of these terms are used in the following reading and are listed and defined in the glossary at the end of the book.*

## AS YOU READ

*Read as quickly and smoothly as you can.*

*Read for main ideas, not details.*

*Do not stop to translate.*

*Do not stop to look up new words.*



## Marketing, Past and Present

The history of marketing may be nearly as long as the history of man on earth. In its earliest form, the "market" may have consisted of only two people. Each knew that the other had something he wanted at that time: some grain, an animal, or a tool. The two people simply exchanged\* their goods. In order to have a fair\* exchange, they both had to agree on the value\* or utility\* of what they were offering to trade\*. But barter\* had its problems. If one man exchanged a cow for 200 fish, he might not be able to use all 200 fish, and so he would lose both his cow and the value of the fish he could not use. People then began to accept certain objects in exchange for any product. They had to agree on the value of these objects, which became the first money. Some people began to specialize in the production of goods for others' consumption, and others began to offer services. An increasingly complex\* marketing system was born.

As a society's total economy becomes more complex, so does the function of marketing. Production becomes more highly specialized. Producers and consumers become more widely separated, and so do the centers of production and consumption. It is not very likely now that two people will meet face to face for an exchange of goods. A huge distribution network is necessary to move goods to consumers. Marketing, which has been defined as "the performance of business activities that direct the flow of goods and services from producer to consumer or user,"<sup>1</sup> thus is crucial\* to all phases\* of business.

Marketing, even among the most highly industrialized nations, still has characteristics that it has in the most primitive economy. It still involves having the right goods (or service) at the right place at the right time for the right price. ("Right" here means "according to the needs or desires of the person who wants the goods or service.") There must still be agreement on the value or utility of the goods or services. For goods, there is still a transfer of ownership, which utilizes a medium of exchange: money, or even a piece of paper that records the transaction.

There is, however, a major change in emphasis. In the 1920's, Henry Ford could say about his automobiles, "(The customers) can have any color they want, as long as it is black." This was an appropriate statement in a production-oriented economy, or a seller's market. But today, the buyer's or consumer's desires must be satisfied. The entire concept of marketing has changed in recent years. The following chart contrasts the old and new concepts.

<sup>1</sup>Marketing Definitions: A Glossary of Marketing Terms, American Marketing Association (Chicago, 1960)

The old concept of marketing emphasized	The new concept of marketing emphasizes
technological research creating a market the product a narrow line of products product performance selling as the major activity  sales profits goods as products	market research identifying a market the consumer a broad range of products customer needs and desires seeing all marketing activities as parts of one system customer satisfaction goods, services, and ideas as products

Marketing today is everywhere. The producer, or the consumer, may be a person, a group, a firm\*, an institution, an organization, a government. The product can be a consumer good: a head of lettuce, a pencil, a washing machine—anything bought by the ultimate consumer for his own use. It may be an industrial good, bought by a government or institution; to be resold; or to be used in the production of other goods. A typewriter bought by a government agency, a bed bought by a hospital, and raw cotton bought by a factory to make clothing are industrial goods. The product could be a service, such as cutting hair, performing a marriage, providing insurance or a hotel room. It may be an idea: “Don’t drive after drinking,” “Protect wildlife,” “Elect me president.”

Because this text is brief, it concentrates upon the marketing of consumer goods. But similar\* principles\* are used in the marketing of industrial goods, services, and ideas. The marketing environment is the same for all. For all, it is necessary to gather\* market information, choose target markets, study consumer behavior\*, and develop strategies for production, channeling, promotion, and pricing. All of these activities are parts of a single process that really begins and ends with the consumer. Successful modern marketing begins with his needs and desires, and it ends with his satisfaction, as he buys goods, uses services, or accepts ideas.

\**barter (noun)*

Trade, exchange. In *barter*, goods change hands, but not money.

\**behavior (noun)*

The way a person or thing acts. A marketer has to study market *behavior*.

\**complex (adjective)*

Complicated or involved. A machine can be very simple (a lever) or very *complex* (a computer).



* <i>crucial</i> (adjective)	Very important, vital, necessary. It is <i>crucial</i> for a marketer to know his product.
* <i>fair</i> (adjective)	Right, just. If both people are happy in an exchange of goods, they feel that the exchange is <i>fair</i> .
* <i>firm</i> (noun)	A company, business, or industry. The name of his <i>firm</i> is United Products, Inc.
* <i>gather</i> (verb)	To collect. Market researchers <i>gather</i> data about consumer behavior.
* <i>phases</i> (noun, plural)	Aspects or stages. The <i>phases</i> of marketing include the activities of producing, channeling, promoting, and pricing. An economy may have <i>phases</i> of recession and recovery.
* <i>principles</i> (noun, plural)	Ideas that guide the behavior of someone or something. One of the most crucial <i>principles</i> in marketing is that the consumer's needs must be satisfied.
* <i>similar</i> (adjective)	Almost the same, like. They exchanged goods of <i>similar</i> value.
* <i>utility</i> (noun)	Usefulness. For a housewife, a can opener has <i>utility</i> .
* <i>value</i> (noun)	What someone pays for something; what it is worth to him, in money or in importance to his life. A can opener usually has little <i>value</i> .

You can find a list of these words (*barter*, etc.) at the back of the book.

## CONTENT

- A. Go back to *BEFORE YOU READ*. Answer the questions and define the terms.
- B. Which of these statements are true, according to the reading? Mark them with X. (Try to answer without looking back at the reading. Then check your answers there.)

- ☒ 1. A market can consist of only two people.
- ☐ 2. A government can be a consumer.

- 3. Money is a medium of exchange.
- 4. The old idea of marketing emphasized customer satisfaction.
- 5. There is no marketing in an undeveloped economy.
- 6. A car can be a consumer good or an industrial good.
- 7. Ideas cannot be marketed.
- 8. The new concept of marketing emphasizes a broad product line.
- 9. Goods bought for resale are industrial goods.
- 10. In the 1920's, there was a buyer's market.

*C. Add to these lists.*

<i>consumer goods</i>	<i>industrial goods</i>	<i>services</i>	<i>ideas</i>
a head of lettuce	a typewriter bought by	cutting hair	Don't drive after
a pencil	a government agency	performing a	drinking
a washing machine	a bed bought by	marriage	Protect wildlife.
	a hospital	providing	Elect me
	a car bought for resale	insurance	president.
	raw cotton bought by	providing a	
	a factory to make	hotel room	
	clothing		
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*D. Answer these questions briefly.*

1. How has marketing become more complex?
2. How is marketing similar in all kinds of economy?
3. Why isn't Henry Ford's statement apt today?
4. What are the differences between the old and new concepts of marketing?
5. How can the same article be either a consumer good or an industrial good?
6. How can a service be a product?

**VOCABULARY**

*A. The words listed here are from the reading.*

value	characteristics	firm
system	primitive	brief
network	appropriate	principles
crucial	concept	behavior



Choose a word from the list for each space in the sentences below. A synonym (a word that has a similar meaning) is given in parentheses before each blank.

1. A company should offer a (wide) broad range of products.
2. The (company's) \_\_\_\_\_'s (way of acting) \_\_\_\_\_ was contrary to (guiding ideas) \_\_\_\_\_ of good management.
3. It's (absolutely vital) \_\_\_\_\_ for a marketer to have a (whole idea) \_\_\_\_\_ of the (worth, importance) \_\_\_\_\_ of developing market strategy.
4. Goods follow a (complex path) \_\_\_\_\_ or \_\_\_\_\_ from producer to consumer.
5. (Qualities) \_\_\_\_\_ of a (beginning, undeveloped) \_\_\_\_\_ economy include the use of barter.
6. The manager's (short) \_\_\_\_\_ statement to his salesmen was (apt, suitable) \_\_\_\_\_; it helped them correct their mistakes.

B. Knowledge of word suffixes can help you develop your vocabulary and read with greater understanding. A suffix is added to a root. For example, produce (root) + -tion (suffix) = production. The suffix has a meaning of its own and often signals part of speech: -tion means "the act of" and shows that production is a noun. Other useful noun suffixes are -ment, which means "the result, act, or state of," and -er, which means "a person or thing that does something."

Many English nouns were formed from Latin words, so it is not always possible to recognize English roots in them. A teacher is "a person who teaches," but a carpenter is not "a person who carpenents." The spelling of a root often changes when a suffix is added. Satisfy + -tion = satisfaction. Sometimes what looks like a suffix is not; barter is not "a thing that barts." However, many words in this first reading use the suffixes -tion, -ment, and -er, and so do hundreds of other words.

Add to the lists that are started here for you. First find all of the words in the reading that use these suffixes. Then add other words you know and words you learn from further study.

WORD	=	ROOT	+	SUFFIX	MEANING
production		produce		-tion	the act of producing
consumption		consume		-tion	the act of consuming
function		(Latin root)		-tion	the act of working
_____		_____		-tion	_____
_____		_____		-tion	_____
_____		_____		-tion	_____
_____		_____		-tion	_____
government		govern		-ment	the state of governing
fragment		(Latin root)		-ment	the result of breaking
_____		_____		-ment	_____
_____		_____		-ment	_____
_____		_____		-ment	_____
_____		_____		-ment	_____
producer		produce		-er	a person who produces
consumer		consume		-er	a person who consumes
_____		_____		-er	_____
_____		_____		-er	_____
_____		_____		-er	_____

*Additional words that have the suffixes -tion, -ment, and -er:*

## GRAMMAR

*You will read faster and better if you understand the grammatical structures of English. Try not to translate the structures into your own language. Accept and use them as part of English.*

*See the back of the book for a glossary of grammatical terms.*

A. As used in this reading, “the consumer,” “a consumer,” and “consumers” all have the same meaning. They make generalizations.

*Rewrite each of these sentences to form general statements. Change only the underlined portions.*

1. The customer is always right.

A customer is always right.  
Customers are always right.

2. The concept of a market is part of every economy.

3. The desires of the consumer must be satisfied.

4. Producers provide service as well as goods.

5. A seller must consider the buyer's needs.

*Write some of your own generalizations.*

The \_\_\_\_\_

A \_\_\_\_\_

An \_\_\_\_\_

- B. *The words will, would, shall, should, can, could, may, might, and must are modal auxiliaries. They are used with main verbs, they never change form, they have no infinitive (to) form, and they have many different meanings.*

*In line 1, you read, "The history of marketing may be nearly as long as the history of man on earth." Another way of saying this is, "It is possible that the history of marketing is nearly as long as the history of man on earth." Here, may talks about possibility.*

*In lines 34 and 35, you read, "The buyer's or consumer's desires must be satisfied." This means, "It is necessary to satisfy the buyer's or consumer's desires." Here, must talks about necessity.*



*Find other examples of may (possibility) and must (necessity) in the reading, and copy the sentences here.*

*Have to is not a true modal auxiliary, because it changes form (he has to, they had to) and it uses to. But it is always used with a main verb. It also talks about necessity, as in line 5: "They both had to agree on the value or utility of what they were offering to trade." This means, "It was necessary for them both to agree . . . ." Find another sentence using had to and write it here.*

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*C. Complete these sentences in your own words.*

1. The marketing manager must know \_\_\_\_\_
2. Marketing may be one of the most \_\_\_\_\_
3. The value of a good to a consumer may depend upon \_\_\_\_\_
4. We have to \_\_\_\_\_ about marketing.
5. To sell his product, a producer has to \_\_\_\_\_

## ORGANIZATION

*Knowing the grammatical structures of English will help you read better and faster. So will understanding the structure of the reading itself. You must understand the separate parts and how they are related in order to understand the whole. And understanding will help you to remember and use what you read.*

*Time relations are especially important. English verb tenses alone signal many of these. The use of past tense in the first paragraph of the reading and present tense in the second paragraph shows the shift of time from past to present. In the chart, so does the use of emphasized on the left and emphasizes on the right.*

*There is another clue to time relations in the chart, in the use of old and new, which contrast like the past and present tenses. Key words such as old and new are valuable signals of how a reading is structured or organized. Other "time signals" in this reading are listed below.*

*Find them in the reading as quickly as you can. This is called "skimming," and its purpose is to find specific information without reading word by word. Write the number of the line where you find each time expression. Tell what time, time relation, or shift of time it indicates.*

<i>time signal</i>	<i>line</i>	<i>time(s) indicated</i>
still	<u>23</u>	<u>both past and present</u>
in the 1920's	<u>                    </u>	<u>                    </u>
in recent years	<u>                    </u>	<u>                    </u>
as . . . . so does	<u>                    </u>	<u>                    </u>
now	<u>                    </u>	<u>                    </u>
still	<u>                    </u>	<u>                    </u>
	<u>                    </u>	<u>                    </u>
	<u>                    </u>	<u>                    </u>
earliest	<u>                    </u>	<u>                    </u>
began to	<u>                    </u>	<u>                    </u>
	<u>                    </u>	<u>                    </u>
then	<u>                    </u>	<u>                    </u>
today	<u>                    </u>	<u>                    </u>
	<u>                    </u>	<u>                    </u>

# Chapter Two: The Marketing Environment

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## BEFORE YOU READ

*Try to answer these questions:*

1. *What are the internal variables in marketing a product?*
2. *What are the external variables?*
3. *What do you have to know about a foreign market before you try to enter it?*

*Try to define these terms, as they are used in marketing:*

*internal variable  
external variable  
marketing environment  
packaging  
labeling  
market share  
buying (purchasing) power  
duty  
tariff  
quota  
standard of living  
cost of living  
legal  
economic  
sociocultural*

*All of these terms are used in the following reading, and are listed and defined in the glossary at the end of the book.*

## AS YOU READ

*Read as quickly and smoothly as you can.*

*Read for main ideas, not details.*

*Do not stop to translate.*

*Do not stop to look up new words.*



## The Marketing Environment

To market a product successfully, a marketer must develop a strategy. He makes decisions within the framework of that plan. His decisions depend upon many variables, or factors that are constantly changing. Some variables are internal. The marketer has some control\* over the variables that affect the product: its nature, promotion of it, the path it will follow from producer to consumer, and its price. But when something is produced, it enters an existing external environment of law, economy, and society or culture. Intelligent decisions about the product can be made only within the current\*, and changing, environment. The marketer cannot control\* these external variables; instead, they control him.

Suppose a company has developed a new kind of light bulb, one that works better and lasts longer than any other. Laws might exist\* that regulate its packaging, its labeling, its distribution. There could be legal restrictions\* on safety, advertising, and price. Laws might discourage\* or encourage\* a competitive economy. Even if there are no legal limits, there can be too much competition\* from other producers of light bulbs. A company competes not only with other companies that make similar products, but with all other companies. All want their share of the same consumer market. In a competitive economy, a company depends upon the approval and support of the public.

The social and cultural nature of that public further influences the marketer's decisions. He must know what kind of people will need and use the product. Are they rich or poor? What is their level\* of education and sophistication? Are they increasing\* or decreasing in numbers and buying power? What are their interests, attitudes, and values? The marketer must not only know the way of life of his potential market. He must also realize that today a business is expected to take responsibility\* for the quality of life in a society. If the product, or its means of production, is seen by people as harmful\* in any way, they will withdraw\* their approval and support. Without a market, the product is useless.

Knowledge of the environmental factors is necessary in marketing any product. It is especially crucial in international marketing, where one must understand the legal, economic, and sociocultural differences of a foreign country. These are some of the questions to be answered before trying to enter a foreign market.

### *Questions about the legal environment*

1. To what extent are foreign imports controlled by government regulation? What duties, tariffs, quotas, and other nontariff barriers are there?