
Part 1: Branding

Pre-Speaking Activities

A brand is a symbol, a name, a color, or a slogan for a company, product, or service. Most companies want their brand to be famous and recognized around the world so that customers who see or hear the brand will associate it with a company's products, services, or even its personality. Answer these questions with a partner.



1. What are your favorite brands?

2. “Just Do It” is a slogan that Nike has used. What other slogans can you think of?

3. List some companies or businesses you recognize from their brands.

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Strategy: Giving Advice

In English, people often ask for advice. They might ask about social situations (which restaurant to go to), academic contexts (which class to take), or professional input (best way to complete a job task). There are several ways speakers can give advice. You need to deliver advice carefully and think about who is talking and what the content is to make sure your listener knows when you are simply giving advice and when you are actually telling someone what to do.

Giving Advice (in approximate order of strength)

You had better
I recommend
Maybe you should
You might want to
You have to
You have to be careful that
If I were you
I would
You might want to (wanna)
Why don't you
You could
It seems to me
How about if you

Giving Advice in the Negative (in approximate order of strength)

I don't think you should
I wouldn't
You shouldn't
You don't have to
You don't need/want to
You wouldn't want to

Pronunciation Note

Intonation is very important. Although advice is sometimes worded as a suggestion or recommendation, it is really a command or order, especially when a professor is "giving advice" to a student. In such cases, each word is stressed and the statement has falling intonation. When you do not want to sound too forceful: do not stress each word evenly; think about your tone; and use one of the less forceful phrases before your actual advice.

Command: You should study every night.

Less Forceful: If I were you, I would study every night.

Giving Advice

Read these situations. Decide what advice you would offer. Begin with a phrase from the list on page 26. Consider who the interaction is between as you choose your phrase. Then compare your answers with a partner or small group. Talk about why you chose the advice as well as how you decided on the strength of your phrasing. Practice delivering the advice, choosing your tone carefully to convey meaning.

Participants	Situation	Advice Phrasing	Advice
Two students	One student is asking for ways to improve his/her English.		
Student/English teacher	The student is asking for ways to improve his/her presentation for class.		
Two interns at a company	One intern at a summer job is asking a peer how to ask for a day off.		
Intern/Boss	The intern is asking the boss at the office what he/she should do to get a full-time job after college.		
Roommates	One roommate is asking the other about ways to ask someone for a date.		
Student/Professor	The student is asking a professor who teaches in his/her major how to improve a research paper.		
Student/Advisor	The student is asking an academic advisor about what to do with a class that seems too hard.		
Student/Teaching Assistant	The student is asking the TA how to study for the professor's midterm.		

Now write two situations. Ask the members of your group to offer advice. Write the phrasing and advice they offer. Then talk about why they chose that phrasing and advice.

Participants	Situation	Advice Phrasing	Advice

Speaking

Asking for Advice

Sometimes you want to get advice from someone else. There are some formal and informal ways to ask, depending on the person and situation.

Formal	Informal
What would you recommend? Where do you recommend I go? Which professor do you recommend?	What should/do I do?
What do you suggest?	Any ideas?
Do you think this is okay?	What do you think? What do you think is best?
What do you think I should do?	I was wondering, should I [do something]?
What would you do? If it was/were you, what would you do? How would you do it?	Help. I don't know what to do.

Asking for Advice

Think about how you would ask for advice using the phrases in the boxes. Answer the questions. Then share your ideas with the class.

1. How would you ask for advice about each of the situations?

- a. a good restaurant for a formal dinner _____

- b. which computer to buy _____

- c. how to do develop better study habits _____

- d. changing your major _____

- e. the best way to cook chicken _____

- f. ways to save money _____

- g. ways to lose weight _____

2. Who would you ask for advice from each of the situations from Question 1?

- | | |
|----------|----------|
| a. _____ | e. _____ |
| b. _____ | f. _____ |
| c. _____ | g. _____ |
| d. _____ | |

3. What words do you use to ask for advice? Use phrases from page 28 or add other phrases to the list.

4. What things affect the advice and/or the response? Does the place or time of the interaction matter? Does the formality of the question affect the response?

Making Contact

Ask three English speakers for advice about where to take your friends or family when they visit. Take notes on the advice wording you used, the response you received, and the details of the interaction (person's status, age, and gender, the time of day, and the location). Be prepared to discuss your data with the class.

Your Advice Wording	The Person's Response	Details of the Interaction

Part 2: Product Differentiation

Pre-Speaking Activities

Think about the variety that exists for each type of product. For example, there is more than one type of computer, toothpaste, or clothing design. Product differentiation is what marketing professionals do to make their product different from the competition. This list of differences is what a product needs for consumers to think that product is worth having because it is different from others. Answer these questions with a partner.



1. What brand of computer do you have? What is your favorite toothpaste? What brand of clothing do you prefer?

2. Think about two different computers, toothpastes, and clothing items. What makes the two different from each other?

3. What do you think are some differences that marketing professionals use to make their products stand out?



Strategy: Making Introductions

Sometimes you will find yourself in situations where you have to introduce yourself. For example, you may introduce yourself to the person who sits next to you in a classroom on the first day of class, when you meet professors during their office hours, or when you meet new people at a meeting or a club. You may even introduce a speaker at a meeting or conference. There are several ways to do this.

Hi, I'm [name].

My name is [name].

Most often, the person will respond with their name and a phrase such as *Good to meet you* or *Nice to meet you*. It is also likely they'll respond with their name and a greeting such as *How are you doing*.

It should be noted that introductions are not always the first thing that you talk about. In other words, there may be a little small talk followed by **By the way, I'm [name].**

- 1: I heard this class is really hard.
 2: Me, too. But it's required for me, so I've got to take it.
 1: It's required for me, too. Do you know anything about this professor?
 2: My roommate took his class last semester. Says he's tough but fair.
 1: Is it true that there is a TA for this course?
 2: Yeah. My roommate went to the sessions and said it really helped.
 I'm going to go to the sessions. You?
 1: I'm planning to. Did your roommate have any other advice?
 2: He said to form a study group. Would you be interested in that?
 1: Definitely. Anything to make this course easier.
 2: **By the way, I'm Carlos.**
 1: **Hey, I'm Li. Good to meet you.**
 2: Yeah, you too. Let's see who else sits with us. Maybe we can get a study group of four.
 1: Sounds good.

Sometimes you may have to introduce someone else. When you do this, you should tell the other person the name and something about how you know this person. Then both people will know your relationship to the other and have a little information they can use to continue the conversation.

Hi, Carolina, this is my friend Runjie. She is my lab partner in my Chem 101 class. **Runjie, this is Carolina.** She lives down the hall from me in the dorms.

Practicing Introductions and Extending Conversations

Work with a partner. For each situation, write a dialogue that either begins with a short conversation and ends with an introduction or begins with an introduction and continues with a short conversation. Be prepared to present one dialogue to the rest of the class.

1. You are on a plane flying to an honor society conference. Someone is already in the seat next to you. Talk to that person.

2. You get to a professor's office hours, but there is someone in the office and someone else waiting outside. You don't know this professor very well since this is the first time you've taken one of his or her classes. Talk to the person who is waiting.

3. You go to a friend's birthday party, but you don't know anyone else at the party. You go over to the table where the drinks are located. A member of the opposite sex is standing there. Talk to that person.

4. You are meeting your English conversation partner for the first time. You've been paired with someone who is much older than you. Start the conversation.

5. You like to play basketball, so you joined the intramural team. No one else from your country plays, so you arrive and don't know anyone. The rest of the players are there practicing. Walk up to the other players and start a conversation.

Speaking

Making Comparisons and Stating Contrasts

In English, speakers sometimes compare and contrast at the same time. Certain words or phrases are used when you are going to point out a difference to someone: Sometimes you do this after someone has given a similarity or positive idea and you need to state a difference or a negative idea. Certain words or phrases are used to compare or contrast two things, and those phrases can be at the beginning or in the middle of the statement.

Comparison Words and Phrases	Contrast Words and Phrases
also	alternatively
and	although
as [big] as	as opposed to
as much as	but
as well as	contrasts with
both . . . and	conversely
by the same token	despite
compared to	even though
either	however
have in common	is different from/than
in the same manner	is the opposite of
in the same way	on the other hand
just as	or
like/likewise	rather
similar/similarly	whereas
the same as/the same thing	while
too	yet

Stressing the comparison word or phrase or pausing before and after a word or phrase will indicate to the listener that the speaker thinks the comparison is important.

Making Comparisons and Stating Contrasts

Work with a partner. List five things you have in common. Write sentences using signal words or phrases from page 34. Then list five differences and write sentences. Share your comparisons and contrasts with the class.

List of Comparisons

List of Contrasts

Your Sentences

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Video: Comparing and Contrasting

Listen to the pair of students work together to decide how to prepare for a class project. Discuss the questions in a small group.

Focus on Language

1. What words or phrases giving and asking for advice do the students use?

Note: Don't worry about writing exact words. Refer to the box on pages 26 and 28.

2. What are some comparisons the students make? What words do they use?

Note: Don't worry about writing exact words.

3. What are some contrasts the students make? What words do they use? Note: Don't worry about writing exact words.

4. Write any phrases or idioms that you are not familiar with. Discuss what they mean and in what type of interactions they are appropriate.

Focus on Tone

1. Is it clear when comparisons and contrasts are being made?

2. How can you tell how each person is feeling about the discussion? Describe the intonation used by each student.

3. Is each person's tone appropriate? Why or why not?

Focus on Nonverbal Communication

1. What nonverbal cues are used to show how each student feels about ideas from other person?

2. Were any of these inappropriate? Why or why not?

3. Which student do you think has the most expressive nonverbal communication? Is this good or bad for the interaction?

Summary

1. Which student uses the best combination of words, tone, and nonverbal communication? Support your answer.

2. Who would you most want to work with? Why? Who would you rather not work with? Why?

3. What do you think of the idea to focus on the ingredients? What convinced you this is or is not a good idea? Would you choose something else?

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Ranking

What qualities do you think a musician or musical group needs to have to sell a lot of their music? How can marketing professionals describe musicians? How are musicians different from each other?

Work with a group and list four qualities of musicians. Then rank them by what you consider to be the most important difference to the least important difference.

Qualities of Differentiation

Compare and contrast what you know about the top-selling music artists worldwide. Based on your qualities, rank them in order, starting with the ones that sold the most. It's okay if you don't know who all of them are. Do a quick online image search because you are likely to recognize them when you see a photo.

The Beatles

Madonna

The Eagles

Mariah Carey

Elton John

Michael Jackson

Elvis Presley

Pink Floyd

Led Zeppelin

Rihanna

Our Ranking

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

Based on Google search. Other searches may produce different results.

Part 3: Marketing Mix

Pre-Speaking Activities

Advertising is a big business. The purpose of advertising is to convince people to use a product. People see advertising everyday in a variety of forms. Some advertisements are directed at a particular group of people; others are placed where the largest number of people can see them. A lot of thought goes into the kinds of advertising used for certain products. Answer these questions with a partner.



1. What is your favorite advertisement? Why do you like it?

2. Other than television commercials, what kinds of advertising can you think of?

3. What are some factors that marketing professionals consider when planning advertisements?



Presentation Strategy: Using Persuasion Words and Phrases

Speakers often use signal words and phrases to let you know when they are emphasizing an idea and want to convince their listeners that their idea is the best one or the right one. Using these words and phrases will help you persuade your listeners.

These words are often adjectives or adverbs. Some common words are:

absolutely	most
best	much
certainly	notably
considerably	obviously
especially	particularly
extremely	positively
greatly	really
highly	substantially
incredibly	unusually
largely	worst
many	

They may also use phrases such as:

- You must believe...**
- You have to agree that...**
- Surely you can see that...**
- Most experts will tell you...**
- Do you really think...**
- Of course...**
- How can you possibly think that...**

Quality is the most important factor in advertising. **Obviously**, a quality commercial will sell more than a poorly made commercial.

Most experts will tell you that humorous advertisements are more memorable than serious advertisements.

Do you really think that college students will enroll in that elective course?

What other words and phrases can you think of to add to the list?

Preparing a Short Speech: Persuasion

Choose an item you own that you want to “sell.” This item can be anything you want: an item of clothing, a cosmetic item, something from your country, or even a food item from your kitchen. Pick an item you can bring to class on the day of your presentation. Write a commercial selling this product to your classmates. Make sure to differentiate it from other products like it and use persuasion words and phrases to help convince your peers that this is the best product. Give your speech on the day assigned.

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In-Depth Discussion

Work with a small group. Imagine your marketing team has been offered the chance to advertise a new electronic game. Work together and think about the product and the advertising plan. Prepare a presentation that addresses these questions.

1. What is the name of the game? Describe it.

2. Who do you expect to buy the game?

3. How is it packaged?

4. How much does it cost? Will there be any fees to pay?

5. What is the branding (symbol, slogan, etc.)?

6. Where will you advertise (magazines, television, etc.)? Why are these the best places?

7. What percentage of your budget will you spend on each type of advertising?

8. Write a commercial for your game.

Rapid Vocabulary Review

From the three answers on the right, circle the one that best explains, is an example of, or combines with the vocabulary item on the left as it is used in this unit.

Vocabulary	Answers		
Synonyms			
1. scene	part	whole	half
2. hilarious	priceless	comedic	earnest
3. whereas	and	but	or
4. claim (v)	announce	affirm	share
5. recommend	advise	advocate	advance
6. angle	curve	judgment	perspective
7. feature	attribute	sign	excellence
8. ensure	weaken	moderate	assure
Combinations and Associations			
9. get a point ____	across	on	over
10. main ____	road	way	strip
11. night ____	Bird	owl	worm
12. ____ of mouth	talk	word	sound
13. set ____	together	away	apart
14. ____ advice	can	give	home
15. a slogan ____	for an animal	for a company	for a friend
26. associated ____	to	with	by

Vocabulary Log

To increase your vocabulary knowledge, write a definition or translation for each vocabulary item. Then write an original phrase, sentence, or note that will help you remember the vocabulary item. The log includes 15 items from this unit and allows space for you to add 10 more from your discussions in this class or any other classes.

Vocabulary Item	Definition or Translation	Your Original Phrase, Sentence, or Note
1. gross	to make (money)	That movie grossed 100 million dollars.
2. organic		
3. a fee		
4. allergies		
5. flyers		
6. a slogan		
7. advice		
8. consumers		
9. competition		
10. standout		
11. ingredients		
12. convince		
13. substantially		

Vocabulary Item	Definition or Translation	Your Original Phrase, Sentence, or Note
14. obviously		
15. largely		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		