



# Vocabulary

**A**  1.28 Listen and check (✓) the words you already know. Use a dictionary to help you with any new words.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> achieve (v)       | <input type="checkbox"/> energy (n)         | <input type="checkbox"/> stand out (phr v) |
| <input type="checkbox"/> attract (v)       | <input type="checkbox"/> figure out (phr v) | <input type="checkbox"/> visual (n)        |
| <input type="checkbox"/> complicated (adj) | <input type="checkbox"/> join (v)           |  |
| <input type="checkbox"/> design (n)        | <input type="checkbox"/> result (n)         |  |

MEANING FROM  
CONTEXT

**B**  1.29 Read and listen to the information. Notice each word in **blue** and think about its meaning.

### Creating a Marketing Message

What **result** are most companies trying to **achieve** with their marketing campaigns? Usually, they want more sales and more customers for their products. First, they need to **figure out** who their ideal customers are. Then they can focus on what will work for that audience.

If you want to advertise a product, you need to think about **design**. What should the ad look like? What kind of **visual** will get people's attention quickly? What will **attract** the most new customers? You also need to think about your message. A simple message is often more successful than a **complicated** one. Your advertising needs to have new **energy** and **stand out** from other campaigns. If it re-uses old ideas and images, it won't get new people to **join** your customer base.

**C** Write each word in **blue** from exercise B next to its definition.

- \_\_\_\_\_ to be easily seen or noticed
- \_\_\_\_\_ to reach a goal
- \_\_\_\_\_ the power to do work; a quality of being active
- \_\_\_\_\_ to solve, discover
- \_\_\_\_\_ an effect or outcome
- \_\_\_\_\_ the art of deciding how something will look or work using a plan, model, or drawing
- \_\_\_\_\_ difficult to understand or explain
- \_\_\_\_\_ to associate with, become part of a group
- \_\_\_\_\_ to draw in, interest
- \_\_\_\_\_ a picture or image used to explain something

**D** Complete the sentences with the correct word from exercise A.

1. If you want your product to \_\_\_\_\_, you need to show how special it is.
2. The park wants to \_\_\_\_\_ more visitors, so they are hosting some fun events.
3. Rising sea levels are a(n) \_\_\_\_\_ of climate change.
4. If you want to meet new people, you should \_\_\_\_\_ a club.
5. My new phone is very \_\_\_\_\_. I can't \_\_\_\_\_ it \_\_\_\_\_. I need a simpler one.
6. Luis created an effective \_\_\_\_\_ to explain his ideas for a new marketing campaign.
7. I'd like to make a table for my office. Do you like this \_\_\_\_\_?
8. If you want to \_\_\_\_\_ your dream of owning a business, you need to save money. And you're going to need a lot of \_\_\_\_\_ because you have to work very hard.

**E** Look at the diagram. Underline the vocabulary words from exercise A. Answer the questions with a partner. Use the information in the diagram and your own ideas.


1. What do you need to know when you are planning a marketing campaign?
2. What or who is an audience?
3. What are different ways or channels you can use to attract your customers?
4. How will you know when you have achieved your goal?



# Listening An Interview with a Graphic Designer

## BEFORE LISTENING

### PRONUNCIATION The Simple Past *-ed* Endings

 1.30 There are three ways to pronounce regular past tense endings. If a verb ends in:

- a *t* or *d* sound, the *-ed* ending adds a syllable, which sounds like /əd/ or /ɪd/:  
*need – need**ed***                      *start – start**ed***
- *f*, *k*, *p*, *s*, *sh*, *ch*, or *x*, the *-ed* ending sounds like /t/:  
*look – look**ed***                      *watch – watch**ed***
- any other consonant sound or a vowel sound, the *-ed* ending sounds like /d/:  
*play – play**ed***                      *design – design**ed***

**A**  1.31 Listen and check (✓) the sound you hear for each verb in the past.

|              | /t/ or /d/               | /əd/                     |            | /t/ or /d/               | /əd/                     |
|--------------|--------------------------|--------------------------|------------|--------------------------|--------------------------|
| 1. graduated | <input type="checkbox"/> | <input type="checkbox"/> | 5. worked  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. achieved  | <input type="checkbox"/> | <input type="checkbox"/> | 6. used    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. wanted    | <input type="checkbox"/> | <input type="checkbox"/> | 7. created | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. learned   | <input type="checkbox"/> | <input type="checkbox"/> | 8. posted  | <input type="checkbox"/> | <input type="checkbox"/> |

**B** Read the statements about the graphic designer in the interview. Circle the words you think you will hear.

1. She (studied / did not study) graphic design in college.
2. She (got / didn't get) a degree.
3. Her classes (helped / didn't help) her in her work.

## WHILE LISTENING

LISTENING FOR  
MAIN IDEAS

**C**  1.32 Read the questions. Then listen to the interview and choose the correct answer.

1. What is Kate's job?
  - a. designing visual art
  - b. marketing
  - c. community organizing
2. What is the most important skill she learned in college?
  - a. how to think
  - b. how to use software
  - c. how to work with clients
3. What kind of ad does she think works best?
  - a. one with a lot of details
  - b. one that doesn't cost a lot
  - c. one with a simple message

**D**  1.32 Listen again and complete the sentences.

1. Kate got a degree in \_\_\_\_\_.
2. Other companies hire her company to do \_\_\_\_\_ for them.
3. She's successful if she's achieved \_\_\_\_\_ the clients wanted.
4. In the example Kate gives, a rowing organization wanted \_\_\_\_\_.
5. Kate created a \_\_\_\_\_ and \_\_\_\_\_ to attract people to the club.
6. Social media is important in marketing because people like to \_\_\_\_\_ and companies can get \_\_\_\_\_.

**AFTER LISTENING**

**CRITICAL THINKING** Applying Information

When you apply new information, you show not only that you remember and understand it, but that you can use it in your own life or in new situations.

**E** Work with a partner. Apply what you learned about successful marketing. Complete the chart about two products or services you both know well.

CRITICAL THINKING:  
APPLYING

|                            | Kellogg's Frosted Flakes             | Product or Service 1: | Product or Service 2: |
|----------------------------|--------------------------------------|-----------------------|-----------------------|
| Who is the audience?       | children                             |                       |                       |
| What is the message?       | "They're grrreat!"                   |                       |                       |
| What channels do they use? | Cereal boxes, TV ads                 |                       |                       |
| What visuals do they use?  | Bright colors, friendly tiger mascot |                       |                       |

# Speaking

**A** Look at the infographic and then answer the questions. Discuss your answers with a partner.

1. Have you seen many infographics? Where? What was their purpose?
2. What features make an infographic good for marketing?

## HOW AN INFOGRAPHIC HELPS MARKETING

### Visual Information Is Easier to Understand



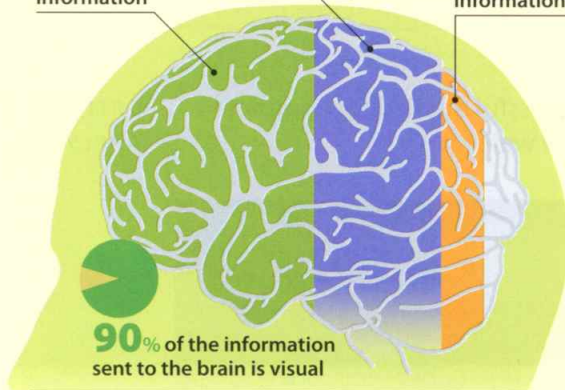
**50%**  
of our brain  
processes  
visual  
information



**30%**  
of our brain  
processes  
touch



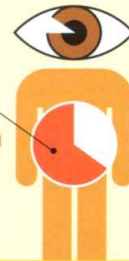
**10%**  
of our brain  
processes verbal/  
auditory  
information



People can remember

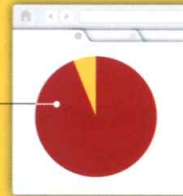
**80%** of what they see and do | **20%** of what they read | **10%** of what they hear

**65%**  
of population  
are visual  
learners



### Visual Information Engages

Webpages with visuals get **94% more views** than those without



Color visuals increase the willingness to read by **80%**



CRITICAL THINKING:  
INTERPRETING AN  
INFOGRAPHIC

**B** Complete the sentences with information from the infographic.

1. Only \_\_\_\_\_ percent of our brain processes information we hear.
2. \_\_\_\_\_ percent of the information sent to the brain is \_\_\_\_\_.
3. \_\_\_\_\_ percent of people are not visual learners.
4. People can remember 80% of what they \_\_\_\_\_.
5. Visuals with \_\_\_\_\_ are more popular than those without.

**C** Work with a partner. Take turns asking and answering the questions about the infographic.

1. What are different ways we take in information from the outside world?
2. Why is visual information easier to understand than just text?
3. What kind of information is easiest to remember?

**D** Discuss the questions below in a group.

PERSONALIZING

1. Do you think you learn more through visual images, doing an activity, or hearing/talking about something? Explain.
2. Do you like infographics? Why or why not?
3. When you look at a website, what do you notice?
4. What kind of information do you like to read on a screen? What do you like to read in print?

**E** Work in a group. Create an infographic to communicate information about one of the topics in the unit. Follow these steps.

CRITICAL THINKING:  
APPLYING

1. Choose a topic from this unit (mascots in marketing, mascots in Japanese tourism, or the job of a graphic designer) or your own idea.
2. Make a list of five to seven main points about the topic.
3. Discuss ways to provide the information for each point in a visual way.
4. Create a basic infographic.
5. Present it to another group.

## FINAL TASK Presenting a Marketing Plan

You are going to work with a group to develop a marketing plan for a product or service of your choice. Then you will present your plan to the whole class.

**A** Work with your group to brainstorm a list of products or services you want to sell.

BRAINSTORMING

**B** Look at your list of ideas from exercise A. Choose one product or service and write it below. Check (✓) each element you will use in your marketing plan. Then describe it in more detail.

ORGANIZING IDEAS

| Marketing plan for:                    | Description |
|--|-------------|
| <input type="checkbox"/> mascot        |             |
| <input type="checkbox"/> message       |             |
| <input type="checkbox"/> TV commercial |             |
| <input type="checkbox"/> print ads     |             |
| <input type="checkbox"/> infographic   |             |

## PRESENTATION SKILL Ending Strong

A strong conclusion reminds your listeners of your main ideas and encourages them to think about your presentation after it is over. To end strong, you can:

- summarize and restate your main points.  
*As I said, my product is the best on the market because ...*
- make a connection between your audience and your ideas.  
*This service is ideal for you because ...*
- suggest an action to your audience.  
*Look for my product in your local store!*

### C Use your chart from exercise B and follow these steps.

- Decide who your customers are.
- Decide what the story or message is for your product or service.
- Create any visuals you will include in your presentation.
- Decide who will present each part of the marketing plan.
- Take notes on what you will say in your part.
- As a group, write a strong conclusion to encourage the audience to buy your product or service.

### D Take turns practicing your part of the presentation and making helpful suggestions for improvement to your group members.

PRESENTING

### E Give your presentation to the class. Remember to end strong and tell your audience why they should buy your product.

## REFLECTION

1. What skill from the unit do you think you need more practice with?

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2. Which part of marketing do you find most interesting? Why?

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3. Here are the vocabulary words and phrases from the unit. Check (✓) the ones you can use.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> achieve <small>AWL</small> | <input type="checkbox"/> design <small>AWL</small> | <input type="checkbox"/> quality                    |
| <input type="checkbox"/> advertise                  | <input type="checkbox"/> encourage                 | <input type="checkbox"/> recognize                  |
| <input type="checkbox"/> aim                        | <input type="checkbox"/> energy <small>AWL</small> | <input type="checkbox"/> result                     |
| <input type="checkbox"/> attract                    | <input type="checkbox"/> figure out                | <input type="checkbox"/> section <small>AWL</small> |
| <input type="checkbox"/> character                  | <input type="checkbox"/> join                      | <input type="checkbox"/> stand out                  |
| <input type="checkbox"/> complicated                | <input type="checkbox"/> popular                   | <input type="checkbox"/> visual <small>AWL</small>  |
| <input type="checkbox"/> customer                   | <input type="checkbox"/> product                   |   |