

STEP 1

Listen and Apply New Strategies

LISTENING STRATEGY

Build Background Knowledge to Understand Lectures

Before you go to a lecture, think about what you already know about the lecture's topic. Complete any reading assignments, and discuss your reading with classmates. This will give you necessary background information and vocabulary that will prepare you to take in new information in the lecture.

Think about the topic

A. Look at the picture of a husband and wife shopping together. Then work with a partner to do the exercise below.



Imagine this situation. A husband and wife go together to a big department store. The store has a wide variety of products—clothes, computers, food, appliances, automotive supplies, and furniture. The couple decide to separate and meet again in an hour.

1. What things do you think the man will shop for?
2. What things do you think the woman will shop for?
3. In the same situation, what would you probably shop for? Do you think your shopping habits are typical? Why or why not?

Read to build background knowledge  
See page 2

B. Read this article about the changing shopping habits of women.

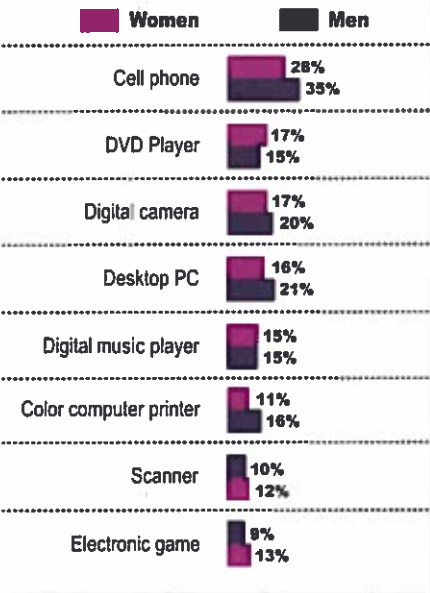
Women Enter the Electronics Market

Just as men and women's roles and responsibilities are changing in society, so are the shopping habits of the two **genders**. The electronics industry (computers, cell phones, digital cameras, etc.) is one place where gender differences in purchasing are rapidly changing.

Until very recently, the electronics **market** consisted mostly of men. Today, however, women are some of the biggest **consumers** of computers and other electronics. With more and more women working and in control of their own and their family's money, women now want **to have a say** in the type of electronics that they have in their homes. Some experts report that women are actually buying more electronics than men. A recent **study** by the Consumer Electronics Association reports another interesting development. It states that almost a third of the new and more **innovative** electronics are sold to women. So not only are women becoming more interested in electronics purchases in general, but they are also increasingly willing to try the latest products.

Women are now spending more than \$50 billion on electronics. What are the **implications** of this change in women's spending habits for marketing? Laura Heller, senior editor of *DSN Retailing Today*, believes that until recently women have been

PURCHASING POWER



ignored by the electronics industry. She says, "There's so much we don't know about this group: How they shop for electronics, how they feel about these products, and more importantly, how these products make them feel." Businesses need to understand the changes in their customer population and create new **strategies** to meet consumers' needs. These strategies will focus on the need to **appeal** to their new customers—women.

**Check your comprehension**

**C.** Answer these questions about the article. Then discuss your answers with a partner.

1. What is one change in the way women spend money?  
\_\_\_\_\_
2. What's one interesting development in the electronics industry today?  
\_\_\_\_\_
3. What questions do electronics marketers have about women?  
\_\_\_\_\_

**Expand your vocabulary**

**D.** Match the words with their definitions. Look back at the article on page 3 to check your answers.

- |                    |  |
|--------------------|--|
| ___ 1. gender      | a. a person who buys things or uses services                 |
| ___ 2. market      | b. to be attractive or interesting to someone                |
| ___ 3. consumer    | c. developed using new ways of thinking                      |
| ___ 4. study       | d. plan used to achieve a goal                               |
| ___ 5. innovative  | e. a research project about a particular subject             |
| ___ 6. implication | f. classification of people as male or female                |
| ___ 7. strategy    | g. the effect that something will have in the future         |
| ___ 8. appeal      | h. the demand for product; those people who desire a product |

**E.** Circle the phrase with a similar meaning to the underlined idiom.

Women today are more involved in family finances, so they also want to have a say in purchasing decisions for the home.

- a. to tell someone about
- b. to be part of
- c. to make

**Discuss the reading**

**F.** Discuss these questions in a group. Share your answers with the class.

1. Think of the men and women that you know. What changes have you noticed in their shopping interests? Give some examples.
2. Think of a store that usually appeals to men. What could it do to appeal to women? What could a "woman's" store do to appeal to men?

**review what you know**

**G.** With a partner, discuss three things that you have learned from the reading and from your discussion about gender and spending.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Prepare for the listening strategy**

**H.** To help you understand the listening strategy, work with a partner to discuss the situation below and to answer the question.

You arrive five minutes late to class, and the professor has already begun the lecture. You start to take notes, even though you are not sure what the lecture is about. You see that the student next to you understands the lecture. What is one quick question you can ask your classmate to help you get oriented to the professor's lecture?

**LISTENING STRATEGY**

**Recognize Lecture Language for the Topic**

Often when students come to a university lecture, they have a lot of background information about the topic from the reading that they've done for homework. However, when the professor begins the lecture, students don't know exactly what the lecture will be about. At the beginning of a lecture, the professor usually tells you the topic, or what the lecture is going to be about.

Listen for the words and expressions that professors use to tell you the topic.

**Expressions That Signal the Topic of a Lecture**

- Our topic today is ...
- I'll be talking about ...
- What I want to talk about today is ...
- We'll be discussing ...
- We're going to look at ...
- Let's go back to our discussion of ...
- Let's continue our discussion of ...

**List more examples**

**I.** Work with a partner to think of other expressions that signal the topic of a lecture. Write your examples here.

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## Recognize topic lecture language

- J.** Read these introductions to two business lectures. Then underline and label the lecture language that signals the topic.

Let's get started because the topic is really interesting. What I want to talk about is how people spend money. This is a really popular topic because everyone has a personal story about spending money.

All right. Are we ready? I want to look in depth at the chapter you read for homework. I want you to understand more about this topic, so we're going to look at the impact women have on the electronics market.

## Listen to the lectures

GO ONLINE

- K.** Listen to the introductions of three different lectures. Write down the topic lecture language and the topic.

1. Topic lecture language: \_\_\_\_\_

Topic: \_\_\_\_\_

2. Topic lecture language: \_\_\_\_\_

Topic: \_\_\_\_\_

3. Topic lecture language: \_\_\_\_\_

Topic: \_\_\_\_\_



## STEP 2

## Take Notes

### NOTE-TAKING STRATEGY

#### Write the Most Important Words

During a lecture, you do not have time to write down every word that a professor says. Write down only the words that have the most meaning in the lecture.

The words that are **not** important to the meaning of the professor's ideas are usually in these categories:

**pronouns:** *our, my, their* ...

**prepositions:** *in, on, at* ...

**helping verbs:** *be, have, do* ...

**conjunctions:** *and, but, so* ...

**determiners:** *a, the, this* ...

#### Write the most important words

- A.** Read this excerpt from a lecture on how men spend money. Then look at one student's notes from the lecture. Cross out the words in the lecture that are not in the notes. The first sentence has been done for you.

Our topic is trends in gender and spending. New trends are in the electronics industry. Marketers and advertisers want to know the kinds of electronics women are buying and the electronic products men are buying.

Topic - trends gender/spending

New trends electronics industry

Marketers/advertisers want to know —

kinds electronics women buy/men buy

- B.** Read these sentences from a lecture on trends in spending. Write down only the words that have the most meaning in the lecture.

1. In the past, the electronics market consisted mostly of men.

2. Almost a third of the new and more innovative electronics are being sold to women.

3. Businesses have only recently noticed the change in their customer base and are beginning to create new strategies to appeal to women.



## LISTENING STRATEGY

### Use Your Background Knowledge to Predict the Lecture's Content

To help you get ready for new information and listen more actively, think about what the professor might discuss in the lecture. Make a prediction based on what you already know.

#### Make predictions

- C.** Before the lecture, think about everything you have learned and discussed on the topic of gender and spending. What do you expect to learn from the lecture? Write three predictions below. Compare your predictions with a partner.

1. I expect to learn more about . . .
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Watch the lecture



- D.** Watch the lecture, and take notes. Remember to write down the most important words. Listen for the lecture language that signals the topic.

Topic:

*Traditional responsibilities for women*

*Traditional responsibilities for men*

*Changes to traditional roles*

*Changes in spending*

*Meaning for business*

*Marketing to women*

### Assess your comprehension

- E.** Check the statement that best describes how well you were able to recognize the lecture language.

- \_\_\_ I was able to recognize when the lecturer said the topic.  
\_\_\_ I didn't recognize when the lecturer said the topic.

- F.** Use your notes to answer these questions.

1. Traditionally, what types of things were women responsible for buying?

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2. Traditionally, what types of things were men responsible for buying?

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3. What are two reasons for the change in women's shopping habits?

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4. What are businesses doing to become female friendly?

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### NOTE-TAKING STRATEGY

#### Assess and Revise Your Notes

During a lecture, you can sometimes miss an important idea or piece of information. Compare notes with classmates in a study group after the lecture to check that your notes are complete. Revise your notes.

### Assess and revise your notes

- G.** Were you able to answer the questions in Exercise F using the information in your notes? Compare and discuss your notes with a few other students. Help each other fill in any missing information. Revise your notes.

# STEP 3

## Discuss the Lecture

### ACADEMIC DISCUSSION STRATEGY

#### Enter the Discussion

You will often be asked to discuss the lecture's ideas with the whole class or with a group of classmates. In these discussions, professors expect all students to participate actively. Do not wait for someone to ask you to speak. Instead, use expressions to enter the discussion so that you can contribute your ideas.

#### Expressions for Entering the Discussion

- I'd like to say something here.
- I'd like to comment on that.
- Can I say something here?
- Can I add something to that?
- I have a question about that.
- I'd like to add my two cents.

**Note:** Speakers often say a small word or interjection to get attention before using one of the expressions above.

- Well, I'd like to say something here.
- Yes, I have a question about that.
- So, can I say something here?
- Um, I'd like to add my two cents.

List more examples

- A.** Work with a partner to think of other expressions for entering a discussion. Write your examples here.



### Practice entering the discussion

- B.** In a group, read and discuss the questions below. Keep the conversation going until every student has had a chance to practice entering the discussion. Use your own ideas or the ones given below.

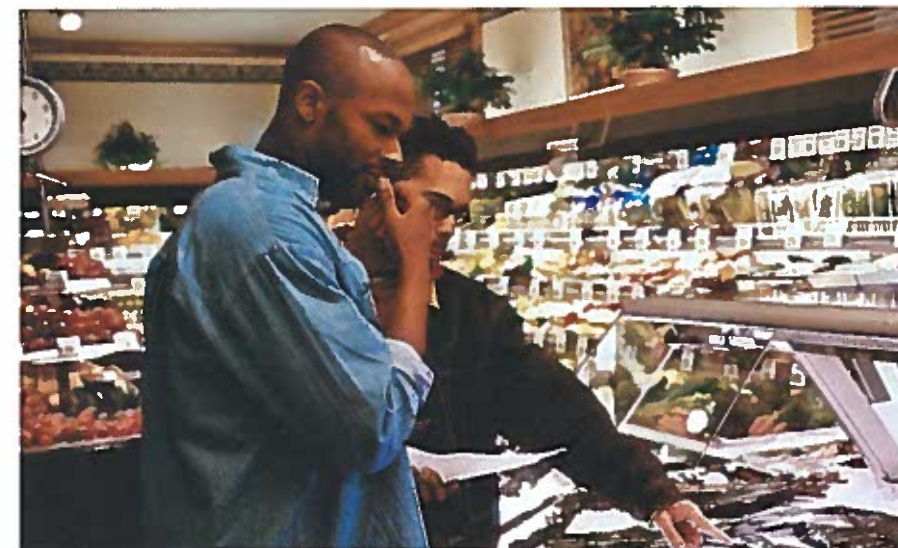
1. Where do women like to shop?
2. Where do men like to shop?

#### Possible Ideas

Stores that:  
are small  
have clear signs  
have nice lighting  
have helpful clerks

#### Possible Ideas

Stores that:  
are on the Internet  
have a variety of products  
have quick service  
have knowledgeable clerks



### Discuss the ideas in the lecture

- C.** Discuss these ideas with your classmates. Remember to use the phrases for entering the discussion.

1. The professor pointed out that more and more women are making "big ticket" purchases such as computers and cars. Do you think this is true? Have you seen evidence of this change in spending habits?
2. According to the lecture, marketers are now trying to appeal more to women. Do you think marketers need to use different marketing strategies for men and for women?
3. If you were a marketing manager, how would you increase the appeal of a computer store (or car repair shop or hardware store) to women? How would you increase the appeal of a home decoration store (or supermarket or day spa) to men?
4. Look back at your notes. What was another idea in the lecture that you found important or interesting? Tell the class why you think it is important or interesting, and ask for their opinions.

**PRESENTATION  
STRATEGY****Make Eye Contact while Using Notes**

Looking at the audience during a presentation helps the audience stay interested and, as a result, better able to follow the speaker's ideas. This isn't always easy to do, especially when the speaker uses notes. It's important for the speaker to look down at his or her notes only briefly and spend more time looking at the audience.

Make eye contact with your audience to help them stay interested and follow your ideas.

**Check your  
comprehension**

**A.** Watch a student give a presentation about a marketing plan. Then answer these two questions.

1. According to the presenter, what are two problems with computer stores?

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2. According to the presenter, what is one important thing marketers should know about children?

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**Notice eye contact**

**B.** Watch the video again. Think about the information in the strategy box above. List two problems with the student's eye contact.

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**C.** The student received some suggestions about the presentation and delivered it again. Watch the new presentation. List two improvements the student made to her eye contact to keep the audience interested.

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**PRESENTATION  
STRATEGY****Strategies for Making Effective Eye Contact while Using Notes**

- Establish eye contact with your audience before you begin speaking.
- Look down at your notes to remember what you want to say. Then look up when you say it.
- Move your head around so you can make eye contact with everyone in the room, not just the people in the front row.

**List more examples**

**D.** Work with a partner to think of other ways to make eye contact that keeps the audience interested. Write your examples here.

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**Practice making  
eye contact**

**E.** Work in a group. Choose one of the new words you have learned in this chapter. On a notecard, write the word, its definition, and its importance to marketing.

Stand in front of the group. Present the information on the notecard. As you speak, look at your notes briefly, and make eye contact with each person for three seconds.

After you finish, have your classmates give you feedback on your eye contact. Ask them these two questions:

1. What are two ways I made effective eye contact?
2. What is one way to improve my eye contact?

**Give a presentation**

**F.** Prepare and deliver a presentation about how a store can appeal to consumers.

Choose a store in your area that sells a specific product, such as computers, clothing, books, or tools.

Next, choose a specific group of consumers such as children, parents, elderly people, students, workers, or young people.

Analyze the target group of consumers, and explain how to design the store and train the workers to appeal to this group. Use the strategies for making eye contact.

Before you prepare your presentation, review the ideas and vocabulary from this chapter.



## STEP 1 Listen and Apply New Strategies

Think about the topic **A.** Look at the picture. Then with a partner discuss the questions below.



1. How many advertisements can you see in the photograph?
2. How many advertisements do you think you see in a typical day? Trace your steps and list the places where you see ads.
3. Do you think you see more ads now than you saw ten years ago? Why or why not?
4. What types of ads do you see today that you didn't see when you were a child?

**Read to build background knowledge**  
See page 2

**B.** Students in a Principles of Marketing course had to write a report about all of the advertising they encountered in a single day. Read one student's blog about his experiences with advertising.

### Hiding in Plain Sight: Ads in Daily Life

I have to admit that I thought Professor Kinney's assignment was silly. What could I possibly learn from counting all the ads I see? But actually, it was really interesting. I always knew there was a lot of advertising out there—companies are in business to sell their **products**, so that's okay. But I couldn't believe all the ads "hidden in plain sight." I didn't realize just how many ads I see all around me every day but never notice. Here are some examples.

Yesterday morning I ran into the cafe on the ground floor of my dormitory to get some coffee. The server handed me a giant cup. I wasn't surprised to see that the cup advertised the cafe. The cup had a thick paper ring around it to protect my hand from the coffee's heat. On the ring, I noticed the **logo** of my favorite radio station. A radio station? On a coffee cup??? Was that there yesterday? It probably was.

I went outside and sat down on a bench to enjoy my liquid breakfast. There was an ad on the bench for an insurance company. The other benches had ads on them, too. I never noticed that before!

After class, I headed to the college bookstore. There's an electronic sign over the entrance flashing the word "Igneous." This word has nothing to do with books. Instead, it is the **brand name** of some cool bicycles I've seen around campus. Okay, I can understand that. College students ride bikes, so from the company's **perspective**, it makes sense to **promote** their products in a college bookstore.

From there I walked to my bank to get some money from the automatic teller machine (ATM). While I was waiting for the cash to come out, a five-second commercial for a new sports car played on the screen of the ATM. I really don't know how **cost-effective** that kind of ad is. I mean, it must be expensive to make, and I don't think the students here can even dream of buying a car like that. I wondered about the commercial, though. Did the machine wait until the commercial was over before it gave me my cash? Or is the length of the commercial made to fit the time that you have to wait for your cash anyway?

Well, I saw at least four ads, and I didn't even watch TV or read a magazine. Some of these ads seem traditional, like the ad painted on the bench. But some, like the ATM ad, were **high-tech**—they really use the latest **technology** to grab people's attention. I'm just not sure if the high-tech ads are more effective in the **long run** than the more traditional ads. Why make the ad so high-tech? I mean, you really can't look anywhere but the ATM screen while you're waiting for your cash, right? But would advertisers produce those ads if they didn't increase sales?

Lots of questions to bring up in my report! More on this later.

**Check your comprehension**

**C.** With a partner, discuss these questions about the reading.

1. What surprised the student about this assignment?
2. What kinds of ads did he see in one day? Where were they?
3. What questions occurred to him as he thought about his experience?

**Expand your vocabulary**

**D.** Circle the answer that correctly completes the definition of the word. Look back at the reading on page 15 to check your answers.

1. A product is something that is usually made in a \_\_\_\_\_.  
a. factory                      b. shopping mall
2. A logo is \_\_\_\_ of a company.  
a. the symbol                  b. the product
3. A brand name is the name that a company gives to its own \_\_\_\_\_.  
a. products                      b. advertisements
4. Perspective refers to the way a person \_\_\_\_ something.  
a. thinks about                  b. earns
5. To promote a product, a company \_\_\_\_ the product and hopes that people buy it.  
a. makes                          b. advertises
6. An ad is cost-effective if a company \_\_\_\_ from it than the ad cost to produce.  
a. earns less money          b. earns more money
7. A high-tech company uses a lot of \_\_\_\_ equipment.  
a. modern                        b. tall
8. Technology refers to all the machines or equipment used to \_\_\_\_ products.  
a. make                            b. name

**E.** Circle the answer with a similar meaning to the underlined idiom.

High-tech ads may cost a company a lot of money to produce, but in the long run, they increase sales and company profits.

- a. very quickly                  b. sometimes                  c. over a long time

**discuss the reading**

**F.** Discuss these questions in a group. Share your answers with the class.

1. Do you think the number and placement of ads that the student saw is unusual? Why or why not?
2. How do you feel about ads that are "hidden in plain sight"?
3. Why do you think advertisers use these kinds of ads?

**Review what you know**

**G.** With a partner, discuss three things that you have learned from the reading and from your discussion about advertising.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**LISTENING STRATEGY**

**Recognize Lecture Language That Signals the Big Picture**

You learned that a professor usually tells you the topic at the beginning of a lecture. A professor will often also give you the big picture, or the general plan of the lecture. The big picture is an overview of how the professor will present the material, like a map of the lecture.

Listen for the words and expressions that professors use to indicate the big picture.

**Expressions That Signal the Big Picture of a Lecture**

- First, we'll look at . . . , and then we'll move on to look at . . .
- I'm going to give you a few examples of . . .
- What I want to do today is discuss the causes of . . .
- We'll look at several ways that . . .
- I want to give you some background on . . .

**List more examples**

**H.** Work with a partner to think of other expressions that signal the big picture of a lecture. Write your examples here.

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**Recognize topic and big picture lecture language**

- I. Read each lecture introduction. Circle the topic. Then underline and label the lecture language that signals the topic and the big picture.

Lecture 1

Good afternoon. It's nice to see you all. It looks like you are ready to go, so let's get started. We'll be talking about techniques that advertisers use to sell movies. Think about the last movie you saw. Got it? Do you remember what made you go see the movie? OK. Well, this afternoon, we'll look at several ways that the movie industry advertises to moviegoers.

Lecture 2

Hi, everyone. Please take your seats so we can get started. Great. In today's lecture we're going to look at how high-tech products are advertised. To help you understand how sophisticated these ads are, I want to give you some background on the products and the education level of the people who use them.

**Listen to the lectures**



- J. Listen to the introductions of three different lectures. First, listen to each introduction, and write down the topic. Then listen to the introductions again, and write down the big picture lecture language.

1. Topic: \_\_\_\_\_

Big picture lecture language: \_\_\_\_\_

2. Topic: \_\_\_\_\_

Big picture lecture language: \_\_\_\_\_

3. Topic: \_\_\_\_\_

Big picture lecture language: \_\_\_\_\_

**STEP 2**

**Take Notes**

**NOTE-TAKING STRATEGY**

**Use an Informal Outline**

Your notes should give you an accurate record of the ideas in the lecture and show you how different points are related to each other. Organizing your notes in an outline form—using indentation—helps you remember which information is most important and which information is related but less important such as examples, definitions, and dates.

**Excerpt from a Lecture and Outline**

Now I want to talk about the three ways that advertisers appeal to consumers. They use facts, statistics, and research reports. A typical example of a research report is the ad where you see the doctor who says that a pill will help decrease pain by 23 percent.

*3 ways advertisers appeal to consumers*

*facts*

*statistics*

*research reports*

*• typical example: doctor in ad says*

*pill decreases pain 23%*

**Analyze the notes A. Answer the questions about the excerpt and outline.**

1. What is the topic in this part of the lecture? How does the student indicate this in his/her notes?

\_\_\_\_\_

2. What are the three ways that advertisers appeal to people? How does the student indicate this?

\_\_\_\_\_

3. Why is "typical example" indented under "research reports"?

\_\_\_\_\_

Take notes in  
outline form

- B.** Read this excerpt from a lecture on advertising. Take notes in outline form in your notebook.

Let's move on to discuss emotional appeals in advertising. Emotional appeals are advertising messages that try to create a feeling about a product. You might see an emotional appeal in an ad for a product that makes the person feel happy. A good example of this is the soft drink ad that shows people laughing and having a great time . . . and we see someone who is holding the soft drink. Another example of that is a car ad that shows a well-dressed person driving an expensive car through beautiful scenery. This makes you feel wealthy and powerful. With both of these ads, you begin to have a good feeling about the product, . . . and the advertisers think maybe you'll go out and buy that product.

Make predictions

See page 8

- C.** Before the lecture, think about everything you have learned and discussed on the topic of advertising. What do you expect to learn from the lecture? Write three predictions in your notebook. Compare your predictions with a partner.

Watch the lecture



- D.** Watch the lecture, and take notes using an informal outline. Remember to listen for the lecture language that signals the big picture.

Topic

New kinds of advertising

One new kind of advertising

Another new kind of advertising

Reasons ads are everywhere

From advertiser's perspective

Reasons for increase in advertising

Assess your  
comprehension

- E.** Check the statement that best describes how well you were able to recognize the lecture language.

\_\_\_ I was able to recognize when the lecturer said the big picture.

\_\_\_ I didn't recognize when the lecturer said the big picture.

- F.** Use your notes to answer these questions. Write your answers in your notebook.

1. What are the two new kinds of ads explained in the lecture? Give one example of each new kind of ad.
2. What are the advantages of "hidden" ads for advertisers?
3. What are some reasons for the increase in advertising?
4. What is an example of how technology has contributed to the rise in advertising?

### NOTE-TAKING STRATEGY

#### Use Your Notes to Summarize the Lecture

A good way to remember a lecture is to put the key ideas into your own words. This will also help you confirm that you understood all the information and that your notes are complete.

As soon as possible after a lecture, put the key ideas into your own words, and speak them out loud to a study partner or to yourself.

Imagine this situation: Your friend had to miss class because he was ill. The next day, he asks you to tell him about the lecture. What would you tell him?

You would probably give him the following information:

- the topic of the lecture
- the big picture of the lecture (the most important ideas)
- a few important points and examples

This is the same information that you use when you summarize.

#### Expressions for Summarizing

- The professor talked about . . .
- She explained . . .
- She told us . . .
- Then he discussed . . .
- He gave us the example of . . .
- After that he wrapped up with . . .

Summarize the  
lecture

- G.** Work with a partner, and take turns. Review your notes from the lecture. Then summarize the main points of the lecture for your partner. Talk for 2-3 minutes only.

### STEP 3 Discuss the Lecture

#### ACADEMIC DISCUSSION STRATEGY

##### Contribute to the Discussion

You can contribute your ideas throughout a discussion. Your ideas might be important or interesting points from the lecture, comments and observations about the topic, or your own opinions. Use expressions to show that you want to contribute something to the discussion.

##### Expressions for Contributing to the Discussion

- I think it was interesting that ...
- I noticed that ...
- I was wondering if ...
- ... is a good example of ...
- I think ...
- In my opinion, ...
- To me, ...
- ... is really important because ...

List more examples

- A.** Work with a partner to think of other expressions for contributing to a discussion. Write your examples here.



practice contributing  
to the discussion

- B.** In a group, read and discuss the questions below. Keep the conversation going until every student has had a chance to practice contributing to the discussion. Use your own ideas or the ones given below.

1. In a typical day, where do you see advertisements?

##### Possible Ideas

on buses  
on the Internet  
on park benches

2. What kinds of ads are you most likely to read or listen to?

##### Possible Ideas

ads for sports equipment  
ads for movies  
ads for electronics

3. What kinds of ads do you enjoy looking at?

##### Possible Ideas

humorous ads  
ads with celebrities  
ads for products I'm planning to buy

Discuss the ideas in  
the lecture

- C.** Discuss these ideas with your classmates. Remember to use the phrases for contributing ideas to the discussion.

1. The professor talked about ads that don't seem like ads. What other examples of this kind of advertising have you seen? Why do companies use "hidden ads"? How do you feel about them?
2. In the United States, there are restrictions on the placement of certain types of advertising. For example, cigarettes cannot be advertised on television. Is it fair that the advertising for some products is restricted? Why or why not? What types of products probably have restrictions on their advertising? Why?
3. Imagine that your company wants to advertise at a baseball stadium. You can choose to have a painted sign on the back fence or an electronic ad that will appear only on television. Which type of ad would you suggest? Why?
4. Look back at your notes. What was another idea in the lecture that you found important or interesting? Tell the class why you think it is important or interesting, and ask for your classmates' opinions.



**PRESENTATION STRATEGY**

**Catch the Audience's Attention by Telling a Story**

Beginning a presentation by saying "Hello" or "Good morning" helps the audience feel welcome. Then the speaker should catch the audience's attention so they will be interested and curious.

One way to catch the audience's attention is to tell an interesting story related to the ideas in the presentation. When the speaker tells a story, he or she creates a connection to the audience. The audience naturally becomes more involved in the topic, and they want to listen more.

Catch the audience's attention by telling an interesting story at the beginning of your presentation.

**Check your comprehension**

**GO ONLINE**

**A.** Watch a student give a presentation about a new way to advertise. Then answer these two questions.

1. What product is being advertised?

2. What is the new way to advertise the product?

**Notice how the speaker catches the audience's attention**

**GO ONLINE**

**B.** Watch the video again. Think about the information in the strategy box above. List two problems with the way the student caught the audience's attention.

**GO ONLINE**

**C.** The student received some suggestions about his presentation and delivered it again. Watch the new presentation. List two improvements the student made to the way he caught the audience's attention.

**PRESENTATION STRATEGY**

**Strategies for Catching the Audience's Attention through an Interesting Story**

- Tell a story that is partially incomplete so the audience is curious to hear the ideas in your presentation.
- Tell a story that presents a problem that the ideas in your presentation will solve.
- Tell a story that shares an experience that your audience can relate to.

**List more examples**

**D.** Work with a partner to think of other ways to tell a story that catches the audience's attention. Write your examples here.

**Practice catching the audience's attention**

**E.** Stand in front of a group. Tell a story that will begin a presentation in which you describe one aspect of shopping that you like. For example, you could talk about helpful clerks, a beautiful design, or a wide selection of products.

Practice the strategies for catching the audience's attention. Then ask your classmates these two questions:

1. What is one way I effectively caught your attention?
2. What is one way to improve how I catch the audience's attention?

**Give a presentation**

**F.** Prepare and deliver a presentation about a product that interests you.

Choose a product that interests you. Describe a new place or a new way to advertise the product. Explain why you believe this advertising campaign would be effective. Show an example.

Use the strategies, and tell the audience a story to catch their attention.

Before you prepare your presentation, review the ideas and vocabulary from this chapter.

## UNIT WRAP-UP

- A.** Work in a group. Imagine that you work in the marketing department of a company that makes backpacks. Your group is in charge of developing a marketing campaign for a new backpack design. The targeted consumers are the students in your school.

Begin by developing a marketing survey. Work with your group to write a list of questions that will help you determine what kinds of ads appeal to the targeted consumers.

### **Listen and Take Notes**

Use the questions to survey students outside of class. Take notes on their answers to the questions, and compile your findings.

### **Discuss the Results**

Using the results of the survey, discuss what type of ads you will use and why. Then plan where to place the ads. Think about where students go, when they go there, and why they go there. Make a list of possible placement areas and give reasons for your choices.

### **Present Your Plan**

Share the results of your survey and your marketing plans with your class. Be sure to catch your audience's attention and to keep your audience's interest by retaining eye contact.

- B.** Work in a group. Look at two magazines: one for women and one for men. Find an ad for the same type of product, such as skin-care products, in both magazines.

### **Discuss these Questions**

1. What are some of the differences in the ads?
2. How does the ad in the men's magazine appeal to men?
3. How does the ad in the women's magazine appeal to women?
4. If the product is traditionally female, how does the company market it to men? If it is traditionally male, how does the company market it to women?
5. How could the company market this product to people of the opposite gender?

### **Present Your Findings**

Share what you learn with the class. Be sure to also share your ideas on how companies could market to people of the other gender. Give an example or short story to get your audience's attention. Then, keep their attention by using eye contact.