



Marketing

NOTE-TAKING using abbreviations and symbols

CRITICAL THINKING making judgments

LISTENING making inferences

VOCABULARY percentages and fractions

GRAMMAR conjunctions *and* and *but*

PRONUNCIATION linking consonants to vowels

SPEAKING sourcing information



UNIT QUESTION

How do we make decisions?

A. Discuss these questions with your classmates.

1. Look at the photo. Is it easy or difficult for you to make decisions? Explain and give examples.
2. What is the last major decision you had to make? What helped you make your decision?
3. What are some other examples of big decisions people need to make? What kinds of things affect these decisions?



B. Listen to *The Q Classroom* online. Then answer these questions.

1. What examples do the students give of everyday decisions? What examples do they give of more important decisions?
2. In what ways do they say other people can affect our decisions?
3. Sophy says, "Sometimes we decide to buy or do something because we want to change. We want to feel better about ourselves." Do you agree?

iQ PRACTICE Go to the online discussion board to discuss the Unit Question with your classmates. *Practice > Unit 6 > Activity 1*

UNIT OBJECTIVE

Listen to a lecture and a TV news report. Gather information and ideas to conduct a survey on what influences people's decisions. Then report your results to the class.

NOTE-TAKING SKILL Using abbreviations and symbols

When you take notes, you need to write a lot of information quickly. Using **abbreviations** (short forms of longer words) and symbols can save time and help you take notes more quickly, so you don't miss important information.

Here are some common ways to abbreviate longer words in English.

- Write the first few letters of the word:

bus	business	info	information	prod	product
ex	example	org	organization	tech	technology
imp	important	prob	problem	univ	university

- Leave out all or most of the vowels in the word:

dvlp	develop	mgr	manager	mtg	meeting	ppl	people
------	---------	-----	---------	-----	---------	-----	--------

- Use the first few letters and the last letter of the word.

dept	department	govt	government
------	------------	------	------------

There are some common letter abbreviations and symbols used to stand for English words. Here are some common abbreviations used in English.

b/c	because	incl.	including	w/	with
co.	company	no.	number	w/o	without
etc.	et cetera (and so on)				

Here are some symbols used in English.

+/&	and	>	more than	=	equal to	↑	increase
<	less than	%	percent	↓	decrease	#	number



Listen to the beginning of a report about why companies sometimes change popular products. Look at the student's notes and notice the use of abbreviations and symbols.

Smtimes buss. change pop prods

b/c they hope ppl will try "new & imprvd" prod

1 way cos. try to ↑ sales

Ex: Am. sft drk co. Coca-Cola dvlpd new recipe

Mgrs hoped ppl would be exctd, but a few probs



A. APPLY Listen to the rest of the report. On a separate sheet of paper, take notes. Use abbreviations and symbols to save time.

B. DISCUSS Compare notes with a partner.

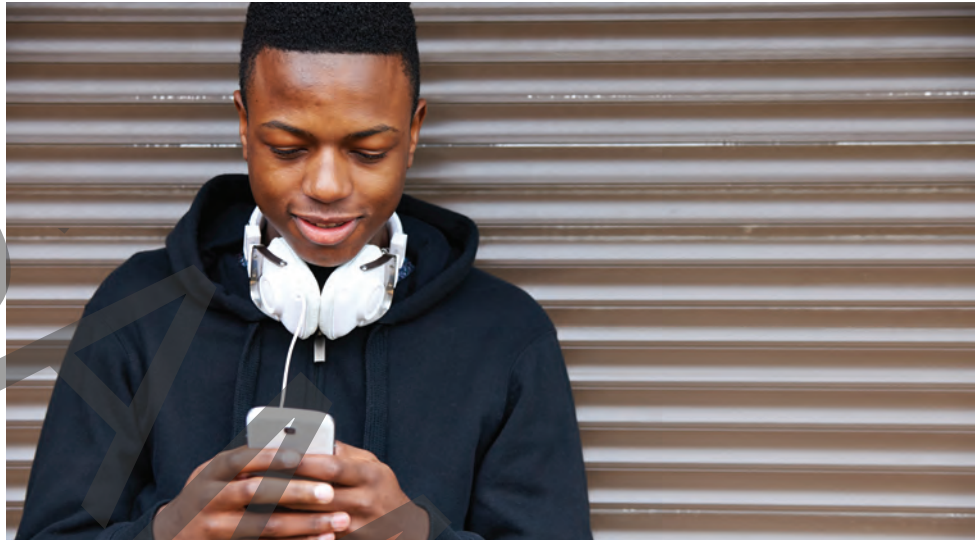
iQ PRACTICE Go online for more practice using abbreviations and symbols.
Practice > Unit 6 > Activity 2

LISTENING

LISTENING 1 Marketing Strategy

OBJECTIVE ►

You are going to listen to a university marketing lecture. As you listen to the lecture, gather information and ideas about how we make decisions.



PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words and phrases from Listening 1. Read the sentences. Then write each underlined word or phrase next to the correct definition on the next page.

1. Pooja pays close attention to fashion trends. She has the best style of anyone I know.
2. The teacher took a survey to find out how many students use the Internet. Everyone answered yes.
3. According to the magazine article, most people ask their family for advice on major decisions.
4. She isn't ready to start a blog. She only has a little bit of experience with writing.
5. Before you make an important decision, it's your responsibility to research all the choices.
6. The average high school student spends nine hours a day on a phone or computer.
7. Most consumers say they shop both online and in stores.
8. A website is one of the best ways to promote a business or a product.

VOCABULARY SKILL REVIEW

In Unit 5, you learned about using the dictionary to find the right definition. Use your dictionary to find another definition for the vocabulary word *average*. Write a sentence using that definition.

- a. _____ (noun) the people who buy or use a product
- b. _____ (verb) to help a product sell more
- c. _____ (noun) questions to find out what people think or do
- d. _____ (noun) changes to something new and different
- e. _____ (noun phrase) a small amount
- f. _____ (adjective) normal, usual, not special
- g. _____ (adverb phrase) as something or someone says
- h. _____ (noun) a duty to take care of someone or something

ACADEMIC LANGUAGE

The corpus shows that *according + to* is often used in spoken academic language. It introduces a source of information.

According to a recent survey...

According to a news report...

OPAL

Oxford Phrasal Academic Lexicon

IQ PRACTICE Go online for more practice with the vocabulary.
Practice > Unit 6 > Activities 3–4

B. PREVIEW You are going to listen to a university lecture about ways companies promote their products through social media. How many people around the world do you think use social media?

- ☐ over 3,000
- ☐ over 3,000,000
- ☐ over 3,000,000,000

WORK WITH THE LISTENING



A. LISTEN AND TAKE NOTES Read these questions. Then listen to the lecture and take notes on the answers. Use abbreviations and symbols when possible.

IQ RESOURCES Go online to download extra vocabulary support.
Resources > Extra Vocabulary > Unit 6

1. What is the definition of marketing? What does a company's marketing department do?

2. What is "influencer marketing"? How do companies identify influencers?

3. How can an average person become an influencer?

4. What other groups of people can be influencers?

B. **APPLY** Compare notes with a partner. Did you use the same abbreviations and symbols?



C. **IDENTIFY** Read the paragraphs. Then listen again. Check (✓) the paragraph that best summarizes the main idea of the lecture.




- ☐ 1. Most people around the world now have access to the Internet. As a result, more and more companies are using the Internet to market their products and services.
- ☐ 2. Social media is becoming more popular around the world. According to a recent survey, over 3 billion people actively use social media. That's 40 percent of the world's population.
- ☐ 3. The responsibility of a company's marketing department is to research what consumers want and need. They then use this information to promote and sell their products.
- ☐ 4. Marketers try to influence consumers' decisions. A recent trend, "influencer marketing," uses celebrities or people with knowledge about a topic to promote products on social media.
- ☐ 5. Average people can become influencers. They need to have special knowledge or experience with the product or the topic. And they need to have a lot of followers on social media.

D. **COMPOSE** Complete the sentences in your own words using information from the listening.

1. *Marketing strategy* means _____.
2. The way influencer marketing works is _____.
3. Some common types of influencers are _____.
4. Companies choose influencers who they think _____.
5. A micro-influencer is someone who _____.



E. **EXPLAIN** Listen again to the end of the lecture. In the chart, write notes about each type of influencer. Then work with a partner and take turns explaining how each one helps to influence consumers' decisions.

Type of Influencer	Notes
Micro-influencer 	
Industry expert 	
Blogger 	



CRITICAL THINKING STRATEGY

Making judgments

Judging is deciding your opinion of what is right and what is wrong. A judgment is an opinion based on your personal values. Your judgment may be different from another person's. When you make judgments, it's important to think about different sides of the issue. Judging right from wrong is an important critical thinking skill, and it helps you clarify and share your opinions.

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. *Practice > Unit 6 > Activity 5*

F. EVALUATE Check (✓) your personal opinion of each marketing strategy. Then compare your opinions with a partner.

Your Opinion	Marketing Strategy
<input type="checkbox"/> It's OK <input type="checkbox"/> It's not OK	to pay celebrities to use and promote a product.
<input type="checkbox"/> It's OK <input type="checkbox"/> It's not OK	to pay average people to use and promote a product.
<input type="checkbox"/> It's OK <input type="checkbox"/> It's not OK	to change or edit photos to make a product look bigger or better than in real life.
<input type="checkbox"/> It's OK <input type="checkbox"/> It's not OK	for one company to post negative comments online about another company's products.
<input type="checkbox"/> It's OK <input type="checkbox"/> It's not OK	to change a popular product a little bit and call it "new."
<input type="checkbox"/> It's OK <input type="checkbox"/> It's not OK	to ask influencers to promote a product, even if they don't use the product.

G. DISCUSS Work with your partner. Choose one opinion from Activity F that you and your partner *disagree* on. Share one or two reasons for your opinion.

iQ PRACTICE Go online for additional listening and comprehension. *Practice > Unit 6 > Activity 6*



SAY WHAT YOU THINK

DISCUSS Ask and answer the questions in a group.

1. Do you use social media sites? Which sites do you use? How often do you use them?
2. For what kinds of products do you think “influencer marketing” on social media works best? Explain and give examples.
3. Many people do not trust influencer marketing. They say that some influencers want the money from the companies, so they say good things about the products, even if they don’t really use them. What is your opinion about influencer marketing?

LISTENING SKILL Making inferences

Sometimes speakers don’t give their opinions directly. To understand what a speaker thinks or feels about a topic, we need to “read between the lines,” or use the context to decide what the speaker is really saying. We call this **making an inference**. For example, in Listening 1, the professor talks about her students’ use of social media.

The key to influencer marketing is where it happens. It’s a place you all spend a lot of your time—on social media.

Everyone has access to social media now—for some of you, maybe too much access.

She doesn’t say her opinion directly, but you can infer that she thinks her students spend too much time using social media.

You can also make inferences about people’s attitudes by listening for tone of voice.

iQ RESOURCES Go online to watch the Listening Skill Video.

Resources > Video > Unit 6 > Listening Skill Video



A. IDENTIFY Listen to two students discussing the lecture. Circle the correct answer.

1. The woman . . .
 - a. has a lot of respect for the marketing professor.
 - b. didn’t understand the marketing lecture very well.
2. The man . . .
 - a. has experience as a social media marketer.
 - b. was not very interested in the marketing class.



3. The man . . .
 - a. thinks companies should avoid social media marketing.
 - b. thinks there are a lot of problems with influencer marketing.
4. The woman . . .
 - a. didn't know about the problem with fake users before.
 - b. agrees with the man that influencer marketing has problems.
5. The man . . .
 - a. thinks the woman trusts the Internet too much.
 - b. thinks it's OK for celebrities to have fake followers.
6. The woman . . .
 - a. thinks it's important to have a lot of followers on social media.
 - b. does not think celebrities should use social media.



B. EXPLAIN Compare answers with a partner. Explain the reasons for your answers. What information helped you get the answers? Listen again if necessary.

iQ PRACTICE Go online for more practice making inferences.

Practice > Unit 6 > Activity 7

LISTENING 2 The Power of a Crowd

OBJECTIVE ▶

You are going to listen to a TV news report. As you listen, gather information and ideas about how we make decisions.



PREVIEW THE LISTENING

A. VOCABULARY Here are some words and phrases from Listening 2. Read the sentences. Circle the answer that best matches the meaning of each underlined word.

1. That restaurant is very busy. There's a crowd at the front door every night.
 - a. one or two people
 - b. a large group of people
2. This computer was a bargain. I bought it online and saved a lot of money.
 - a. something that is cheaper than usual
 - b. something that is given as a prize
3. The police thought the woman's behavior was strange. They stopped her and asked her some questions.
 - a. looks; appearance
 - b. way of doing things
4. My brother and I had an argument. Now he won't speak to me.
 - a. disagreement
 - b. meeting
5. I want to buy a new video game. Does this store have an electronics section?
 - a. employer
 - b. part; area
6. I just checked my phone messages. Juanita called me three times. I hope there isn't any trouble.
 - a. good news
 - b. problem
7. My best friend moved far away. Now it takes more than an hour to reach her house.
 - a. to arrive somewhere
 - b. to find something
8. The firefighters were able to rescue everyone from the building.
 - a. save from danger
 - b. communicate with

iQ PRACTICE Go online for more practice with the vocabulary.
Practice > Unit 6 > Activities 8–9

B. PREVIEW You are going to listen to a TV news report. The report talks about ways being in a crowd can influence our decisions. What are examples of bad crowd behavior? What are examples of good crowd behavior? Write two examples for each.



Bad crowd behavior: _____



Good crowd behavior: _____

WORK WITH THE LISTENING



A. LISTEN AND TAKE NOTES Listen to the TV news report. On a separate sheet of paper, take notes about the examples of crowd behavior. Use abbreviations and symbols when possible.

iQ RESOURCES Go online to download extra vocabulary support.
Resources > Extra Vocabulary > Unit 6

B. DISCUSS Compare notes with a partner. Discuss any differences.

C. CATEGORIZE Read the statements. Write *T* (true) or *F* (false). Then correct any false statements.

___ 1. Stores are closed on “Black Friday” because it is a holiday.

___ 2. Many people enjoy Black Friday because they can get bargains.

- ___ 3. Research shows that most people do not enjoy shopping in crowded stores.
- ___ 4. Last year, a few people suffered injuries after an argument in a department store.
- ___ 5. Roberta Ursrey was swimming alone, and an ocean current pulled her out to sea.
- ___ 6. A crowd at the beach rescued Roberta Ursrey's whole family.

D. RESTATE Complete the sentences in your own words using information from the listening.

1. During the holidays in the United States, stores _____.
2. According to Keith Cox, being in a crowd _____.
3. Shopping in a crowded store creates positive emotions, but if something bad happens, _____.
4. Bad crowd behavior can also happen at _____.
5. Cox says that every day on social media we can see examples of _____.
6. A crowd saved a family's lives at the beach when _____.



E. EXPLAIN Compare answers with a partner. Explain what key words or phrases from the listening helped you get the answers. Listen again if necessary.

WORK WITH THE VIDEO



VIDEO VOCABULARY

simple (adj.) easy

theory (n.)

an explanation or set of ideas about how a process works

spatula (n.) a flat

tool with a handle used for cooking

eliminate (v.)

to remove; to take away

speed up (v.)

to make faster



iQ RESOURCES Go online to watch the video about decision theory.

Resources > Unit 6 > Unit Video

B. IDENTIFY Watch the video two or three times. Choose the correct answers to complete the sentences.

1. Decision theory is a way to help people ____.
 - a. improve their cooking skills
 - b. make decisions faster
 - c. choose healthier foods
2. The theory works by eliminating ____ decisions.
 - a. all
 - b. important
 - c. smaller
3. According to the theory, it's important to make decisions ____.
 - a. one at a time
 - b. at the same time
 - c. in the right order
4. The narrator says people should make big decisions ____.
 - a. first
 - b. at home
 - c. after small ones
5. Decision theory works well for Bill Simmons because ____.
 - a. he dislikes grocery shopping
 - b. he is an organized person
 - c. he is not good at making plans
6. The narrator says that decision theory is also useful for other areas of life, such as ____.
 - a. sports
 - b. school
 - c. science

C. DISCUSS Work in a group. Explain decision theory in your own words. In what situations is decision theory useful for your life? Think of at least three examples and share them with the class.



SAY WHAT YOU THINK

SYNTHESIZE Think about Listening 1, Listening 2, and the unit video as you discuss the questions.

1. What factors influence our decisions about . . .
 - everyday choices like what to eat and what to wear?
 - which products we buy?
 - how we behave in public?

Give specific examples.

2. With your group, think of three major decisions most people have to make in their lives. List factors that can influence each decision.

VOCABULARY SKILL Percentages and fractions

Percentages and fractions are different ways of talking about an amount that is part of a whole (*one half, 50 percent*). When you give survey results or facts from an article, it's helpful to understand and know how to say numbers in these ways.

You can express amounts as either percentages or fractions. Here are some common examples.

(25%) twenty-five percent = $(1/4)$ a quarter/one quarter

(33%) thirty-three percent = $(1/3)$ a third/one third

(50%) fifty percent = $(1/2)$ a half/one half

(66%) sixty-six percent = $(2/3)$ two thirds

(75%) seventy-five percent = $(3/4)$ three quarters



A. IDENTIFY Listen to the following excerpts. Complete the excerpts with the correct percentages.

1. _____ of people chose the new Coca-Cola as their top choice. So the company introduced the new product and it stopped selling the original Coca-Cola.
2. According to a recent survey, over 3 billion people now actively use social media. That's _____ of the world's population.
3. Social media sites are a great place for marketing. In a recent survey of small businesses, _____ of the companies said they do not use social media to promote products.

4. One famous singer's Twitter account lists millions of followers—but _____ of them are fake!
5. According to our sources, about _____ of people shop online these days, but millions of Americans still go to stores for the Black Friday sales.
6. If you join the crowds on Black Friday, you'll find items at _____ off normal prices.

B. APPLY Rewrite each amount from Activity A as a fraction. Use expressions like *around*, *more than*, or *less than* if needed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

iQ PRACTICE Go online for more practice with percentages and fractions.
Practice > Unit 6 > Activity 10



SPEAKING

OBJECTIVE ►

At the end of this unit, you are going to survey your classmates about what influences their decisions. Then you will report the survey results to the class. As you speak, you will need to refer to a source of information.

GRAMMAR SKILL Conjunctions *and* and *but*

You can use the **conjunction *and*** to join two ideas or add another idea.

It's almost time for the holiday shopping season, **and** stores are getting ready for the crowds.

The conjunction ***but*** connects two opposite ideas.

About seventy-five percent of people shop online these days, **but** millions of Americans still go to stores for the Black Friday sales.

A. APPLY Complete the excerpt from Listening 2 with *and* or *but*. Then take turns reading the sentences with a partner.

This is one example of how crowds can influence us to make bad decisions, _____
1 _____ we also have many examples of crowds that do good things. Every day on social media, we see examples of people giving money or helping other people—often strangers. Sometimes crowds can even save lives. Last summer, Roberta Ursrey and her family were at the beach. Roberta's two sons were swimming, _____
2 _____ a strong ocean current pulled them out to sea. Roberta and several family members jumped into the water to help the boys, _____
3 _____ the whole family went into the current. The other people on the beach saw that the family was in trouble. About 80 people stood up and held hands. They formed a human chain from the beach. The crowd reached the family in the water, _____
4 _____ they rescued the whole Ursrey family.



B. COMPOSE Circle *and* or *but*. Then complete each sentence with your own idea. Share your sentences with a partner.

1. When I have to make a decision, I usually ask my parents for advice, (and / but) _____.
2. I usually find it easy to make decisions, (and / but) _____.
3. I often see influencer marketing on social media, (and / but) _____.
4. I buy some products online, (and / but) _____.
5. Being in a crowd can influence our decisions, (and / but) _____.

iQ PRACTICE Go online for more practice with the conjunctions *and* and *but*.
Practice > Unit 6 > Activities 11-12

PRONUNCIATION Linking consonants to vowels

Speakers often connect the sounds between words. This is called **linking**. One way they do this is by linking a word that ends in a consonant sound to a word after it that begins with a vowel sound.

Listen to these phrases.



millions of soon afterward report about
false information have a lot of fake account



A. IDENTIFY Listen to the sentences. Show the linked consonant and vowel sounds by connecting the letters.

1. Decisions are difficult for a lot of people.
2. How often do companies change a product after they introduce it?
3. About twenty-five percent of the students in the class have an account on a social media site.
4. Do you think it's OK for a company to give false information about a product?
5. We gave our survey to a group of about 100 people, but only about a third of them answered.


B. APPLY Work with a partner. Take turns reading the sentences from Activity A. Practice linking the consonant and vowel sounds.

iQ PRACTICE Go online for more practice linking consonants to vowels.
Practice > Unit 6 > Activity 13

SPEAKING SKILL Sourcing information

Sometimes you need to include information that you get from the Internet, a newspaper or magazine article, a TV news report, or a survey. It's important to give this information the right way in research reports or class discussions. You must name the **source** of your information. Here are some useful phrases to refer to a source of information.

According to the	survey, article, website,	75 percent of students think it's difficult to make decisions.
The survey The results	found that showed that	50 percent of the class trusts influencers' opinions.
More than half	answered	yes / no.
About 75 percent	said	others' opinions influenced their decisions.

-  **A. IDENTIFY** Look at the survey below. Make guesses to match the survey results on the right with the phrases on the left. Then listen and check your answers.



SURVEY RESULTS

People surveyed . . .	do this.
___ 1. More than half	a. make decisions with their emotions.
___ 2. Over two thirds	b. regret a past decision.
___ 3. About 30 percent	c. ask a friend or family member for advice when making a decision.
___ 4. About 90 percent	d. lose sleep when they have to make a big decision.
___ 5. Three quarters	e. use social media to make product decisions.

TIP FOR SUCCESS

To avoid plagiarism, always use quotation marks (“ . . .”) around anything that comes directly from a text. Be sure to give the source.

B. EXTEND Work with a partner. Talk about the survey results in Activity A. Use the phrases from the Speaking Skill box on page 138.

“The survey found that more than half of people . . .”

iQ PRACTICE Go online for more practice sourcing information.

Practice > **Unit 6** > **Activity 14**

UNIT ASSIGNMENT Report on a class survey

OBJECTIVE ▶

In this assignment, you are going to survey your classmates about how they make decisions. Then you will report your survey results to the class. As you prepare your survey, think about the Unit Question, “How do we make decisions?” Use information from Listening 1, Listening 2, the unit video, and your work in the unit to support your survey. Refer to the Self-Assessment checklist on page 140.

CONSIDER THE IDEAS



IDENTIFY Listen to the beginning of Nasir’s report on his survey of his classmates. Fill in the blanks with the missing percentages.

Nasir Memon

Decision-Making Survey Report

English 101

Decision-Making Survey Results

1. How difficult is it for you to make a decision?

very difficult	62%
a little difficult	___%
not difficult	2%

2. Do you usually ask for others’ advice when you make a decision?

yes	___%
no	___%

3. Think about the last time you made an important decision. What was the decision about?

job or career	10 %
home	___%
school	___%
other	___%

PREPARE AND SPEAK

A. **GATHER IDEAS** Complete the activities.

1. Write five survey questions to ask your classmates about decisions. Use *yes/no* questions and multiple choice questions.
2. Work with a partner to test your questions. Ask your partner the questions and make changes if necessary.

B. **ORGANIZE IDEAS** Ask ten people your five survey questions. Record each person's answers. When you finish, count the number of answers for each question. Write your survey results as percentages.

C. **SPEAK** Work in a group. Report the results of your decisions survey. Use percentages and fractions, and use phrases that source the results of your survey. Refer to the Self-Assessment checklist below before you begin.

iQ PRACTICE Go online for your alternate Unit Assignment.
Practice > Unit 6 > Activity 15

CHECK AND REFLECT

A. **CHECK** Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT	Yes	No
I was able to speak easily about the topic.	<input type="checkbox"/>	<input type="checkbox"/>
I used abbreviations and symbols in my notes.	<input type="checkbox"/>	<input type="checkbox"/>
My partner/group/class understood me.	<input type="checkbox"/>	<input type="checkbox"/>
I used <i>and</i> and <i>but</i> correctly.	<input type="checkbox"/>	<input type="checkbox"/>
I used vocabulary from the unit.	<input type="checkbox"/>	<input type="checkbox"/>
I used percentages and fractions.	<input type="checkbox"/>	<input type="checkbox"/>
I used phrases to source information.	<input type="checkbox"/>	<input type="checkbox"/>
I linked consonants and vowels correctly.	<input type="checkbox"/>	<input type="checkbox"/>

B. **REFLECT** Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—How do we make decisions? Is your answer different now than when you started the unit? If yes, how is it different? Why?

iQ PRACTICE Go to the online discussion board to discuss the questions.
Practice > Unit 6 > Activity 16



TRACK YOUR SUCCESS

iQ PRACTICE Go online to check the words and phrases you have learned in this unit. *Practice > Unit 6 > Activity 17*

Check (✓) the skills and strategies you learned. If you need more work on a skill, refer to the page(s) in parentheses.

NOTE-TAKING

☐ I can use abbreviations and symbols. (p. 122)

CRITICAL THINKING

☐ I can make judgments. (p. 127)

LISTENING

☐ I can make inferences. (p. 128)

VOCABULARY

☐ I can recognize and use percentages and fractions. (p. 134)

GRAMMAR

☐ I can recognize and use the conjunctions *and* and *but*. (p. 136)

PRONUNCIATION

☐ I can link consonants to vowels. (p. 137)

SPEAKING

☐ I can source information. (p. 138)

OBJECTIVE ▶

☐ I can gather information and ideas to write a class survey about decisions and report on the survey results.