

## Teaching Business English and ESP: Sales Talk

### SALES TALK

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#### **Aim**

To practise and expand vocabulary and phrases associated with basic sales contact and promotion strategy.

#### **Level**

Upper Intermediate (groups)

#### **Pre-lesson**

This lesson follows *Effective Sales* from the ESP Bank. It is suitable for any sales staff needing to revise and expand their ability to function effectively in English for international business.

## SALES TALK

You are in a sales meeting with your colleagues. The following practice is based on your discussion on revising your sales techniques.

**1 Match the products in A to the typical customer expectations in B. More than one combination is possible.**

<b>A</b>	<b>B</b>
mobile	after-sales service
computer	environmental friendliness
television	style
refrigerator	price
dryer	user-friendliness
car	dependability
washing machine	reputation

**Add 2-3 other features or benefits that a customer would expect from the above products.**

.....

.....

**Make a brief list of customer expectations for your own products or services.**

.....

.....

.....

.....

**2 Use these sales ideas to finish sentences that involve the sales sequence.**

trial purchase   awareness   preference   loyalty   consumer behaviour

a. First, you should research and study ..... to get to know your customer base.

b. Second, you can stimulate ....., so the customer will pay attention to your product or service.

c. Next, you can offer a ..... for 30 days to test the quality and performance of a product.

d. Subsequently, buyers will give ..... to your products over your competitors.

e. Finally, satisfied customers will show ..... to your business.

**3 Fill in these note cards with suitable language for a sales presentation on your company product or service.**

Introduction

First of all, I'd like to.....  
Let me just briefly give you some background information on .....

Main ideas

Our product features and benefits include.....  
However, in contrast to our competitors, our USP is .....

Special offers

We are prepared to give you .....  
Please pick up one of our .....

Conclusion

To summarise, I would like to ..... the main points of this presentation.  
Are there any .....

**4 Complete these sentences with the right conditional form of the given verbs. Label each sentence as Realistic (R) or Hypothetical (H).**

- If we ..... (research) the market completely, then we..... (meet) customer demand.
- We have just done a market launch. If the products \_\_\_\_\_ (sell) well, we \_\_\_\_\_ (cut) our prices to create more demand.
- He is thinking about doing business in the Middle East. If he ..... (change) the product name, it ..... (do) well in Egypt.
- If we ..... (have) more money in our budget, we ..... (reach) a wider market. Next year our financial situation is looking better.

**5 Match A to B to make sales collocations.**

A  
achieve  
close  
attract  
cultivate  
offer  
give  
recognise  
try out  
meet

B  
personal contacts  
a sales presentation  
customer needs and demands  
a free trial period  
a sales quota  
new customers  
a deal  
long-term sales  
a new product or service

**6 Write other words or phrases for the following for high-impact sales talk.**

- made just for the customer's needs \_\_\_\_\_
- lets a customer do something \_\_\_\_\_
- gives the ability \_\_\_\_\_
- differentiates us from our the competitors *e.g. Unique* \_\_\_\_\_

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### Teachers Notes

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### Procedure

As a preview, elicit whether the students are involved in developing new sales strategies or making sales presentations. Brainstorm the key sales ideas they are focusing on at work.

Hand out the worksheets. Have the participants work in pairs. Stop and check answers in each section, one step at a time.

In **exercise 1**, have the pairs exchange their ideas with another pair. Pool their answers to the whole class by each pair discussing one customer expectation. (Possible answers below.

Many more are possible)

mobile	style
computer	price, user-friendliness
television	reputation
refrigerator	dependability
dryer	dependability, user-friendliness
car	after-sales service, style, reputation, environmental friendliness
washing machine	environmental friendliness

For **exercise 2**, review the sequencing words – *first, second, next, subsequently, finally* - by asking about their typical day at work. The students describe their sales task routines with *first, second, etc.*

a. consumer behaviour, b. awareness, c. trial purchase, d. preference, e. loyalty

**Exercise 3** is a chance to check students' basic understanding of presentation language – and how well they can talk about their products in English. Go through each note card and elicit 2 examples of how to finish each sentence. (USP: Unique Selling Point) The pairs can prepare and give sample mini-presentations. Other students give peer feedback.

After checking the answers in **exercise 4**, do a quick recap or review of the difference between these conditionals.

- If we research the market completely, then we will meet customer demand. (R)
- We have just done a market launch. If the products sell well, we will cut our prices to create more demand. (R)
- He is thinking about doing business in the Middle East. If he changes the product name, it will do well in Egypt. (R)
- If we had more money in our budget, we would reach a wider market. Next year our financial situation is looking better. (H)

Have students give example sentences using the collocations in section 5.

A	B
achieve	long-term sales
close	a deal
attract	new customers
cultivate	personal contacts
offer	a free trial period
give	a sales presentation
recognise	customer needs and demands
try out	a new product or service
meet	a sales quota

Stress the idea in **exercise 6** that successful sales needs attention-getting words or expressions.

- a. customised, tailor-made
- b. adapts, is flexible
- c. enables, empowers, creates
- d. unique, sets us apart

### Tips

- Look up basic sales procedure on the internet (basic sales skills/techniques) or in any general business coursebook. Review the fundamental components to help you generate more student input for each exercise.
- Elicit real-life, authentic examples from the participants throughout the practice and related brainstorming and/or discussion.
- Invite comments on the cultural element of making sales contact and doing presentations. Students can talk about the impact of communicating with Asians, Europeans, Middle Easterners, etc from their own sales promotion experience.