

**Teaching Business English and ESP:      Effective Sales**

**EFFECTIVE SALES**

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**Aim**

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

**Level**

Upper-intermediate (groups)

**Pre-lesson**

This lesson is suitable for any sales staff needing to revise and expand their ability to function effectively in English for international business.

## EFFECTIVE SALES

You are at an international sales conference. The following practice is based on highlighted points you have heard at the different programmes at the conference.

### 1 Choose a synonym from the list to complete the tip box on successful selling.

rapport superior cooperating assurance persuasive consideration grooming

#### Success in Sales depends on

- \* showing self-\_\_\_\_\_ (confidence)
- \* building good \_\_\_\_\_ (understanding) with people
- \* being \_\_\_\_\_ (convincing) with new or regular customers
- \* showing \_\_\_\_\_ (attention) with good listening skills
- \* being smartly dressed with neat \_\_\_\_\_ (care in appearance)
- \* providing \_\_\_\_\_ (excellent) after-sales service
- \* \_\_\_\_\_ (working well with others) within a sales team

### 2 Match the sales ideas from A to their meaning in B.

#### A

1. Follow-through
2. Network the market
3. Make sales calls
4. Do cold calling
5. Overcome objections
6. Log visits and calls
7. Establish a target
8. Over promise, exaggerate
9. Follow-up
10. Prospect a customer

#### B

- A. Say something that isn't true or realistic
- B. Visit or phone customers
- C. Keep a record of customer contact
- D. Set a goal
- E. Make contact after the sale is finished
- F. Deal successfully with customer worries
- G. Research, profile and make contact with new customers
- H. Do something 100% for the customer
- I. Make new contacts for potential clients
- J. Visit or call a customer unannounced

**3 Write the full expressions for the highlighted acronyms.**

- Basic sales techniques centre on **AIDA** from the customer.  
.....
- The sales manager can give a **GBS** to help convince the client.  
.....
- Compared to the competition, the sales agent should be clear about his **USP**.  
.....
- The customer needs to know **WIIFM** before he can decide on the contract.  
.....

**4 Number the sales tips and steps in a logical order.**

- > ..... Negotiate with the customer.
- > ..... Clarify features and benefits. Give the customer a GBS.
- > ..... Give alternatives.
- > ..... Don't rush the sale.
- > ..... Recap the agreement.
- > ..... Identify and analyse needs.
- > ..... Deal with rejection.
- > ..... Set up an appointment with the client.
- > ..... Write a sales proposal.
- > ..... Follow-up on the SLA.
- > ..... State your sales pitch with a USP.

**5 Write a similar word or phrase for each underlined idea in exercise 4.**

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**6 Choose the best word to finish each sentence.**

- a. Good selling is all about \_\_\_\_\_ (friendship/ relationship/ connection) building.
- b. Your product or service should be \_\_\_\_\_ (adaptable/ changeable/ variable) to meet the needs of each customer.
- c. The sales manager and the customer have an intense \_\_\_\_\_ (conversation/ negotiation/ discussion) to agree on the details of the contract.
- d. We always aim to give a long-term \_\_\_\_\_ (promise/ decision/ commitment) to every customer.

## EFFECTIVE SALES

### Teachers Notes

**Aim:** To practise and expand vocabulary and phrases associated with basic sales strategy

**Level:** Upper Intermediate (groups)

### Pre-lesson

This lesson is suitable for any sales staff needing to revise and expand their ability to function effectively in English for international business.

### Procedure

- As a preview elicit from the students who attends sales conferences. What do they hope to get out of these conferences? Brainstorm 5-6 sales tips and advice they could gain from attending the programmes.
- Hand out the worksheets. Have the participants work in pairs. Stop and check answers in each section, one step at a time. (Answers for 1: rapport – understanding, superior – excellent, cooperating – working well with others, assurance – confidence, persuasive – convincing, consideration – attention, grooming – care in appearance)
- In exercise one elicit from each pair another quality to be successful in sales. Ask them which is the most important or do a quick ranking task of the qualities. In any case, students explain why each is crucial to good sales.
- For both exercise 2 and 4, have the students expand on the answers in the exercises. (Answer for 2: 1 – H, 2 – I, 3 – B, 4 – J, 5 – F, 6 – C, 7 – D, 8 – A, 9 – E, 10 – G) Draw boxes on the whiteboard or flipchart where they categorise the answers into these steps:
  - \* Sales preparation
  - \* Starting the sale
  - \* During the sale
  - \* Finishing the sale
  - \* After the sale
- Their answers here may vary where the ideas can belong to more than one step. Each pair can add 1-2 other ideas from their own sales experience.
- Check the answers in exercise 4 (AIDA: Attention, Interest, Desire, Action. GBS: General Benefit Statement. USP: Unique Selling Point. WIIFM: What's in it for me?) The pairs can give an example of each from their own jobs.
- For exercises 4, 5, 6, students come up with word formations for the focus vocabulary. Write their answers in a chart on the whiteboard or flipchart.

### 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 elicit more student input for each exercise.
- Elicit real-life, authentic examples from the participants throughout the practice and related brainstorming and/ or discussion. Each pair can prepare and then give a 5 minute mini-presentation about general tips for successful sales. Suggest topics such as good listening, body language and eye contact, being organised/ prepared.
- Invite comments on the cultural element of international sales. Students can talk about the impact of dealing with Asians, Europeans, Middle Easterners, etc from their own sales experience.