

**МІНІСТЕРСТВО ОСВІТИ ТА НАУКИ УКРАЇНИ
ЧЕРНІГІВСЬКИЙ НАЦІОНАЛЬНИЙ ТЕХНОЛОГІЧНИЙ УНІВЕРСИТЕТ**

ENGLISH FOR SPECIFIC PURPOSES

Методичні вказівки до практичних занять з англійської мови
для студентів II курсу денної форми навчання за напрямом
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ВСТУП

Навчально-методичне видання “English for Specific Purposes. Методичні вказівки з англійської мови для студентів II курсу напряму підготовки 6.030507 Маркетинг. У 2 частинах” укладено за вимогами модульно-рейтингової системи навчання й відповідно до навчальних програм і планів. Методичні вказівки складаються з двох частин, кожна з яких включає по три модулі, що містять різноманітні завдання для формування професійної комунікативної компетенції, вправи для розвитку та вдосконалення граматичних і лексичних навичок, ділові ігри, творчі завдання.

Матеріал кожного модуля містить тексти для читання, на основі яких студенти мають можливість поглибити свої професійні знання з таких тем, як „Маркетинговий мікс”, „Реклама”, „Попит і пропозиція”, „Промоушн і його види”, „Конкуренція”, „Типи монополій”. Післятекстові лексичні вправи дозволяють оволодіти професійною лексикою на рівні, необхідному для здійснення професійної іншомовної комунікації. Для розвитку мовленнєвих умінь студентів-маркетологів використовуються автентичні матеріали та спеціально розроблені завдання різного рівня складності (множинний вибір, вибір правильних і неправильних тверджень, заповнення пропусків, вибір заголовків до частин тексту із запропонованих, доповнення та завершення речень тощо).

Граматичні вправи спрямовані на поглиблення знань та закріплення навичок уживання всіх часів активного та пасивного стану, умовних речень, модальних дієслів.

Метою письмових завдань є ознайомлення майбутніх маркетологів з видами ділового листування, складанням звітів, прес-релізів, відгуків тощо.

1. Module 1. Marketing

1.1 READING

Reading 1

1.1.1 Can you answer these questions?

What is marketing?

What is the aim of marketing?

1.1.2 Read the text and decide which paragraphs are about these subjects:

..... - company-to-company marketing

..... - identifying market opportunities

..... - the marketing mix

..... - the selling and marketing concepts

..... - the importance of market research

THE CENTRALITY OF MARKETING

1. Most management and marketing writers now distinguish between selling and marketing. The 'selling concept' assumes that resisting consumers have to be persuaded by vigorous hard-selling techniques to buy non-essential goods or services. Products are sold rather than bought. The 'marketing concept', on the contrary, assumes that the producer's task is to find wants and fill them. In other words, you don't sell what you make, you make what will be bought. As well as satisfying existing needs, marketers can also anticipate and create new ones. The markets for the Walkman, video games, personal computers, and genetic engineering, to choose some recent examples, were largely created rather than identified.

2. Marketers are consequently always looking for market opportunities – profitable possibilities of filling unsatisfied needs or creating new ones in areas in which the company is likely to enjoy a differential advantage, due to its distinctive competencies (the things it does particularly well). Market opportunities are generally isolated by market segmentation. Once a target market has been identified, a company has to decide what goods or service to offer. This means that much of the work of marketing has been done before the final product or service comes into existence. It also means that the marketing concept has to be understood throughout the company, e.g. in the production department of a manufacturing company as much as in the marketing department itself. The company must also take account of the existence of competitors, who always have to be identified, monitored and defeated in the search for loyal customers.

3. Rather than risk launching a product or service solely on the basis of intuition or guesswork, most companies undertake market research (GB) or marketing research (US). They collect and analyze information about the size of a potential market, about consumers reactions to particular product or service features, and so on. Sales representatives, who also talk to customers, are another important source of information.

4. Once the basic offer, e.g. a product concept, has been established, the company has to think about the marketing mix¹, i.e. all the various elements of a marketing program, their integration, and the amount of effort that a company can expend on them in order to influence the target market. The best-known classification of these elements is the '4 Ps': product, place, promotion and price. Aspects to be considered in marketing products include quality, features (standard and optional), style, brand name, size, packaging, services and guarantee. Place in a marketing mix includes such factors as distribution channels, locations of points of sale, transport, inventory size, etc. Promotion groups together advertising, publicity, sales promotion, and personal selling, while price includes the basic list price, discounts, the length of the payment period, possible credit terms, and so on. It is the job of a product manager or a brand manager to look for ways to increase sales by changing the marketing mix.

5. It must be remembered that quite apart from consumer markets (in which people buy products for direct consumption) there exists an enormous producer or industrial or business market, consisting of all the individuals and organizations that acquire goods and services that are used in the production of other goods, or in the supply of services to others. Few consumers realize that the producer market is actually larger than the consumer market, since it contains all the raw materials, manufactured parts and components that go into consumer goods, plus capital equipment such as buildings and machines, supplies such as energy and pens and paper, and services ranging from cleaning to management consulting, all of which have to be marketed. There is consequently more industrial than consumer marketing, even though ordinary consumers are seldom exposed to it.

¹ **Marketing mix** – the mix of marketing actions, usually product, price, place and promotion. A company should find the right combination of products for each market it is in, price them correctly in relation to each other and to competitors' products, use the best ways to deliver them, and support this with suitable communication with customers.

VOCABULARY

distinguish – розрізняти

assume – припускати

resisting consumer – споживач, що не зацікавлений у новому товарі або послугі

persuade – переконувати

hard-selling techniques – прийоми нав'язування товарів продажу споживачу

satisfy – задовольняти

profitable – прибутковий

advantage – перевага

differential advantage – характерна перевага

target market – ринок, зорієнтований на певну групу споживачів (цільовий ринок)

take account of smth / take smth into account – брати до відома
competitor – конкурент
loyal customer – постійний споживач
launch a product – запускати товар у продаж
market research – вивчення кон’юнктури ринку
feature – особливість, характерна риса
distribution channels – канали розповсюдження товарів
sales promotion – засоби стимулювання збуту
discount – знижка
increase – збільшувати
consumption – споживання
acquire – придбати, купувати
raw materials – сировина

1.1.3 Answer the questions

1. What’s the difference between the selling concept and the marketing concept?
2. What are all marketers always looking for?
3. Why do companies undertake market research?
4. What does marketing mix include?
5. What does the ‘4 Ps’ stand for?
6. What aspects have to be considered in marketing products?
7. What factors do ‘Place’, ‘Promotion’ and ‘Price’ include?
8. What is a producer market?
9. What does a producer market contain?

1.1.4 Match the words in A with the words in B to make up word combinations and translate them into Ukrainian

A	B
market	consumption
sales	channels
target	segmentation
distribution	competence
direct	market
marketing	equipment
capital	representatives
market	term
distinctive	research
hard-selling	mix
loyal	period
credit	techniques
payment	customers

1.1.5 Match up the words or expressions on the left with the definitions on the right?

- | | |
|--------------------------|--|
| 1) distribution channel | A all the companies or individuals involved in moving a particular good or service from the producer to the consumer. |
| 2) to launch a product | B an idea for a new product, which is tested with target consumers before the actual product is developed. |
| 3) market opportunities | C attributes or characteristics of a product: quality, price, reliability, etc. |
| 4) market research | D dividing a market into distinct groups of buyers who have different requirements or buying habits. |
| 5) market segmentation | E places where goods are sold to the public – shops, stores, kiosks, market stalls, etc. |
| 6) packaging | F possibilities of filling unsatisfied needs in sectors in which a company can profitably produce goods or services. |
| 7) points of sale | G someone who contacts existing and potential customers, and tries to persuade them to buy goods or services. |
| 8) product concept | H collecting, analyzing and reporting data relevant to a specific marketing situation (such as a proposed new product). |
| 9) product features | I to introduce a new product onto the market. |
| 10) sales representative | J wrappers and containers in which products are sold. |

1.1.6 Translate the following words and phrases into English:

постійний споживач; незацікавлений споживач; прийоми нав'язування товарів; ринок, зорієнтований на певну групу споживачів; виробничий відділ; конкуренти; задовольняти існуючі потреби; необхідні товари; запускати товар у продаж; знижка; вивчення кон'юнктури ринку; канали розповсюдження товарів; торгова точка; збільшувати продаж; споживацький ринок; виробничий (індустріальний) ринок.

1.1.7 Complete the following definition of marketing using the given verbs below:

design, develop, identify, influence, modify, persuade

Marketers have to: (1) or anticipate a consumer need;
(2) a product or service that meets that need better than any

competing products or services; (3) target customers to try the product or service; and, in the long term, (4) it to satisfy changes in consumer needs or market conditions. Marketers can (5) particular features, attractive packaging, and effective advertising, that will (6) consumers' wants. Marketing thus combines market research, new product development, distribution, advertising, promotion, product improvement, and so on.

1.1.8 Explain the meaning of the following phrases in English:

marketing concept, selling concept, distinctive competencies, market opportunities, loyal customer, market research, marketing mix, consumer market, producer market.

1.1.9 Fill in the missing words in this description of the marketing mix

The traditional marketing mix was described in terms of four Ps:

1. P _____, the goods or services.
2. P _____, the cost of the product.
3. P _____, often called distribution.
4. P _____, which aim's to make people aware of the product.

In recent years three more Ps have been added to a marketing mix.

5. P _____, or everyone involved from producer to consumer.
6. P _____, which means the wrapper or the box the product comes in, but also all added – value and intangible assets.
7. P _____, or everything to do with time.

1.1.10 Find 9 common words connected with marketing in the word square. You can read the words vertically (3 words), horizontally (5 words) or diagonally (1 word). See the example

R	Q	A	I	J	K	L	M	P	L	A	N
C	U	S	T	O	M	E	R	N	P	O	Q
S	A	A	M	A	R	K	E	T	I	N	G
H	L	B	L	F	G	H	J	T	S	T	O
O	I	F	E	F	W	R	U	U	C	V	O
J	T	G	A	G	Y	B	B	C	E	A	D
L	Y	H	T	H	I	R	U	B	D	U	S
N	Q	R	P	R	O	D	U	C	T	Q	P
O	S	I	T	T	R	V	G	H	J	W	R
O	M	S	E	R	V	I	C	E	S	X	E
D	I	K	I	R	E	S	E	A	R	C	H
D	X	X	A	P	Q	U	A	N	A	F	H

Reading 2

1.1.11 Read the text

MARKETING MIX

The **marketing mix** is the combination of techniques used to **market a brand**. The techniques are often called **the Ps**. Originally, there were four Ps:

Product (or service): what you sell, and the variety or **range** of products you sell. This includes the **quality** (how good it is), **branding**, and **reputation** (the opinion the consumers have) of the product. For a service, **support** for the client after the purchase is important. For example, travel insurance is often sold with access to a telephone helpline in case of emergency

- **Price:** how much the product or service costs.
- **Place:** where you sell the product or service. This means the **location** of your shop, or **outlet**, or the **accessibility** of your service - how easy it is to access.
- **Promotion:** how you tell consumers about the product or service. The **promotional mix** is a blend of the **promotional tools** used to communicate about the product or service – for example, **TV advertising**.

Today some marketers talk about an additional four Ps:

- **People:** how your **staff** (or employees), are different from those in a competitor's organization, and how your clients are different from your competitor's clients.
- **Physical presence:** how your shop or website looks.
- **Process:** how your product is built and delivered, or how your service is sold, delivered and accessed.

Physical evidence: how your service becomes **tangible**. For example, tickets, policies and brochures create something the customers can touch and hold.

Marketing a new product

A small educational games company is launching a new game to teach English vocabulary to beginner learners. The marketing manager, Dominic Dangerfield, is making a presentation using PowerPoint slides.

The Turnover Game

PRODUCT

Innovative way to learn new vocabulary

Launch: how we are planning to introduce the product onto the market

PLACE

Distribution: high street retailers and mail order via website and catalogues

Delivery: five days by mail order or straightaway in shops

PROMOTION

Advertising: in children's magazines

Direct marketing: insert catalogue in *Parent* magazine

PEOPLE

Customers: educated, city-dwellers with pre-teen children, school teachers

Competitors: they have a larger sales force to sell their products

PRICE

Premium pricing: 20% above market average for a CD-ROM

Special deals: 15% discount for schools

1.1.12 A marketing manager is talking about the marketing mix for a brand of cleaning products. Choose the correct words from the brackets to complete the text, and then match each speech with one of the Ps

1. Our (staff / reputation / competitors) are highly motivated. We really believe in our brand. For example, our (consumers / employees / customers) are always trying to improve what we do.

2. Our (tools / range / support) includes detergent, toilet cleaner and sponges.

3. We use a lot of (advertising / presence / promotional), usually in women's magazines.

4. You can find the brand in supermarkets and local shops. The (tangible / accessibility / process) of our (staff / mix / outlets) is important. We need to be in a lot of (locations / supports / distributions) so that we are easy to find.

5. We are more (accessibility / reputation / expensive) than our (competitors / staff / sales) but we offer good credit terms and we sometimes run special (deals / processes / support).

1.1.13 Complete the text using words from the box

advertising	mix	price	products	promotional
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Marie Curie Cancer Care is reviewing its marketing strategy in an attempt to attract a wider audience. It will stop using (1)_____ techniques, such as mailings and events. Television (2) _____ and face-to-face marketing are both being tested in a bid to supplement the charity's typical over-60s donor base with younger supporters. If tests prove successful, they will become part of Marie Curie's marketing (3) _____. In addition, Marie Curie Cancer Care is expanding its online shop. Stylish handbags at a (4) _____ of £10 are attractive to younger customers. Marie Curie Cancer Care says it is responding to customers' needs and wants by selling elegant fashionwear (5)_____.

1.1.14 Do the following words and expressions refer to product, price, place, promotion, or people?

PRODUCT	PRICE	PLACE	PROMOTION	PEOPLE

accessibility customers discounts location sales force

branding delivery distribution quality special deals
 competitors direct marketing launch reputation support

Reading 3

1.1.15 Read the text

4Ps	4Cs	4As	4Os
PRODUCT	<p>Customer needs What does the customer need to solve a problem? For example, people don't have time to cook - we offer the solution of frozen dinners. The company must identify customer needs so that products that meet these needs can be developed</p>	<p>Acceptability How acceptable is the product, and do people approve of the product? Is it socially acceptable, fashionable and attractive? Does the product respect the laws of the country? Is it legally acceptable?</p>	<p>Objects What do you sell? How is it manufactured, or made? Is it a high quality (or excellent) product, or is it bottom end?</p>
PRICE	<p>Cost to user Does the customer perceive the cost of the product as fair, or is it too expensive?</p>	<p>Affordability Does the customer have enough money to buy the product - can he / she afford the product?</p>	<p>Objectives Revenue objectives concern the income you want to generate. Price objectives concern the price you want to sell at.</p>
PLACE	<p>Convenience How convenient is it to find your product? Is it easy, or does the customer have to make an effort?</p>	<p>Accessibility Is the product easy to access? Is the product accessible for people with disabilities?</p>	<p>Organization How should you organize the sale and distribution of your product? Which distribution methods will work best?</p>
PROMOTION	<p>Communication How should you communicate with your customers?</p>	<p>Awareness How many people know about, or are aware of, the product? Is awareness high?</p>	<p>Operations Which kind of promotional operations, such as direct mail, will work best for the product?</p>

AIDA

AIDA is an acronym which represents the steps a marketer takes in order to persuade customers to buy a product or service.

Attention	Marketing must first attract the customers' attention to the product. Customers become aware of a product and know it is available
Interest	Then, marketing must create an interest in the product. Customers will develop an interest in the product.
Desire	Next, marketing must develop a desire to own or have the product so that customers actively want the product
Action	Finally, marketing must prompt action to purchase, so that customers take steps to buy the product - for example, by going to the shop or ordering it online

1.1.16 Put the words and expressions from the box into the correct columns

acceptability	awareness	cost to user	objects
accessibility	communication	customer needs	operations
affordability	convenience	objectives	organization

price

product

place

promotion

1.1.17 Complete the article about a supermarket in-store event using words from the box

awareness	customers	identified	meet	promotional
-----------	-----------	------------	------	-------------

This week, Tesco launches its biggest ever ‘Health Event’ – illustrating its commitment to helping (1) _____ lead a healthy and active lifestyle. The supermarket has (2) _____ health as an important customer concern and is working to (3) _____ the needs of its customers.

Hundreds of (4) _____ operations for healthy products will run all over the store, from fresh produce through to grocery and healthcare lines. Tesco hopes that (5) _____ of its initiative will be high.

1.1.18 Replace the underlined words and expressions with alternative words and expressions from the box

afford	high quality	revenue objectives
convenient	price	socially acceptable

- 1) Mobile phones are fashionable and attractive to the youth market.
- 2) We have a reputation for providing good standard mobile phones.
- 3) The cost to user of mobile phones is kept down because they are subsidized by the network providers.
- 4) This means more people can have the money to buy the product.
- 5) More and more, customers buy mobile phones online because it is more accessible
- 6) Expected earnings from 3G phones were not met when the products were first launched.

1.1.19 Put the words in each sentence in the correct order

1. attention attract must product the to We.
2. aware become of People brand the will.
3. an create in interest need product the to We.
4. an customers develop in interest product the to want We.
5. a desire develop must our own product to We.
6. People steps take it to try will.
7. action buy must prompt it to We.

1.1.20 Think about the most recent product you bought. Describe the marketing mix using the 4Cs, the 4As, or the 4Os

1.1.21 Marketing game

Groups of students are given the name of a consumer product e.g. a stereo music centre, a camera, a car, a television etc.

The task of each group is to design the product for a particular market.

This entails:

- 1) defining the market (what sort of people will buy it);
- 2) defining what qualities the product must have;
- 3) setting a price.

For example, if the students are marketing a stereo music centre, they must decide:

- 1) whether it is for up-market or down-market buyers;
- 2) whether it should have a cassette deck and a tuner or not, how powerful it should be, what sort of design and so on;
- 3) whether it should cost 900 UAH, 1800 UAH or 2500 UAH.

These details are then reported back to the class as a sales pitch and other students can ask questions about the product. Each group deals with the same type of product and at the end, the whole class decide which version of the product they would buy. This group is then the winner.

1.2 LISTENING

MARKETING MIX

1.2.1 Martin is the marketing manager of a telecommunications company. He is telling his colleagues about the marketing mix for a new product. Listen and take notes on the four Ps

Product	<u>have everything you need to connect to the Internet</u>
Place	_____
Price	_____
Promotion	_____

1.2.2 Now listen again and complete the phrases from the presentation

1. The _____ of our cable package are that you get ...
2. We will be _____ customers through ads on...
3. Our product will then be immediately _____ to customers in ...
4. We will _____ that customers will have ...
5. We haven't _____ a price yet.
6. Because our product is in the _____ phase, our _____ model should ...

1.3 WRITING

WRITING EMAILS

1.3.1 Martin is organizing a meeting to discuss the prices for the cable Internet package. Put the following sentences in the correct order to complete the email

- a Could you have a look and let me know if there's anything you'd like to add or change?
- b As you probably know, we need to think about scheduling a meeting to discuss our pricing strategy for our new cable Internet package,
- c Hope you all had a nice weekend.
- d Please let me know if you can attend by the end of the day.
- e How about next Tuesday at 9 a.m.?
- f I'm also attaching an outline of what I'd like to talk about.

Hi team,

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

Thanks for your help.

Regards, Martin

USEFUL PHRASES

Remember that not all emails are informal. Business emails to people outside the company tend to be like letters; they follow certain conventions (see below) and are written with punctuation and capital letters.

Errors can give a bad impression, so be sure to check your spelling using an online dictionary or the spell check function of your email program.

Greetings and closes

Dear Ms Flores-Yours sincerely (very formal)

Hello Geoff- Best wishes (neutral)

Hi Martin-All the best (less formal)

Pleasantries

Hope all's well with you.

Hope you (all) had a nice weekend.

How was your weekend?

Closes for saying thank you

Many thanks

Thanks for your help
Cheers (informal & British)

Tip

Remember to capitalize the first letter in an email (or letter):

Dear Mr Steinblatt

Thank you for your message

1.3.2 Look at three replies to Martin's email. Use the words in the box to complete them

attachment • attend • best • cheers • hope • input • mind • postpone see
--

Hi

Just wanted to let you know that I can (1) _____ the meeting. I've looked at your outline and can't think of anything to add. (2) _____ you on Tuesday.

Hello Martin

I'm still at the conference in Darmstadt and won't be back in town until Wednesday. Would it be possible to (3) _____ the meeting? I'm back in the office on Thursday and free all day. If not, I'll send you my ideas by email. By the way, I couldn't open the (4) _____. Could you send it again in a different format? (5) _____.

Hi Martin

Tuesday morning is fine for me. I noticed that you didn't send your message to Laura. Would you (6) _____ if I invited her to join us? It might be useful to have her (7) _____. I'll have a look at the attachment and will get in touch if there's anything missing. (8) _____ you had a nice weekend too. All the (9) _____.
Graham.

1.4 GRAMMAR

PRESENT TENSES

Present Continuous versus Present Simple

We use the Present Simple:

a) for permanent states, repeated actions and daily routines.

He works in a bank. (permanent state)

He takes the train to work every morning. (daily routine / repeated actions)

b) for general truths and laws of nature.

The sun sets in the west.

c) for timetables (planes, trains, etc.) and programmes.

The plane from Brussels arrives at 8:30.

d) for sports commentaries, reviews and narration.

Peterson overtakes Williams and wins the race. (sports commentary)

Mike Dalton plays the part of Macbeth. (review)

Then the prince gets on his horse and quickly rides away. (narration)

e) to give instructions or directions (instead of the imperative).

You sprinkle some cheese on the pizza and then you bake it. (Instead of: Sprinkle some cheese on the pizza ...).

The present simple is used with the following time expressions: *usually, often, sometimes, always, etc., every day / week / month / year, in the morning / afternoon / evening, at night, at the weekend, on Mondays, etc.*

We use the Present Continuous:

a) for actions taking place now, at the moment of speaking.

He is giving the baby a bath at the moment.

b) for temporary actions; that is actions that are going on around now, but not at the actual moment of speaking.

I'm looking for a new job these days. (He is not looking for a job at the moment of speaking.)

c) with adverbs such as: always, constantly, continually, etc. for actions which happen very often, usually to express annoyance, irritation or anger.

I'm always meeting Sara when I go shopping. (action which happens very often)

You're constantly interrupting me when I'm talking, (expressing annoyance / irritation)

d) for actions that we have already arranged to do in the near future, especially when the time and place have been decided.

They're moving into their new house next week. (The time has been decided.)

e) for changing or developing situations.

More and more species are becoming extinct.

The present continuous is used with the following time expressions: *now, at the moment, at present, these days, still, nowadays, today, tonight, etc.*

Adverbs of frequency

◆ Adverbs of frequency (*always, usually, often, sometimes, seldom / rarely, never, etc.*) come before the main verb (*read, work, etc.*) but after the verb *to be*, auxiliary verbs (*do, have, etc.*) or modal verbs (*can, should, etc.*). Adverbs of frequency go before the auxiliary verbs in short answers.

e.g. *Susan often goes skiing at the weekend. Kim is sometimes rude to other people. You can always call me if you need help. 'Do you help your mother with the housework?' 'Yes, I usually do.'*

◆ Expressions such as *every day, once / twice a week / month, etc., most mornings / evenings, etc.* go at the beginning or the end of a sentence. *Usually, often, sometimes, normally* and *occasionally* can go at the beginning or the end of a sentence for more emphasis.

e.g. *We go on holiday twice a year. Usually, I finish work at five. I feel bored sometimes.*

◆ The adverbs *never, seldom and rarely* have a negative meaning and are never used with the word *not*. e.g. *I rarely go to bed late. (NOT: I rarely don't go...)*

EXERCISES

1.4.1 Complete David's email to his secretary with the correct form of the present continuous

Hi Lesley,

I hope everything (go)is going.....¹ well in the office. I (write)² this email to let you know that we (have)³ a great time in Florida but we've had to change our holiday plans.

We (not/fly)⁴ on Sunday night as planned. We've decided to fly back on Monday and I (not/return)⁵ to the office until Tuesday. I (travel)⁶ to Cambridge on Wednesday for a meeting but I'll phone to confirm when I'm back in the country. Could you also please check that a taxi (come)⁷ to pick us up from Gatwick Airport at 17.00 hrs on Monday?

Thanks for everything.

Best regards,

David.

1.4.2 Underline the correct option in these sentences

1. A: What language *are you speaking / do you speak?*

B: English, French and Italian.

2. A: What's that song *you listen to / you're listening to?*

B: It's called "Angels." Good, isn't it?

3. A: What *are you reading / do you read?*

B: It's an article about holidays in Switzerland.

4. A: *Do you smoke / Are you smoking?*

B: No, thank you. I stopped smoking two years ago.

5. A: Why *are you laughing / do you laugh?*

B: It's your face. You look so funny!

6. A: *Does your brother play / Is your brother playing* any sport?

B: Yes. Football in the winter, tennis in the summer and swimming all year.

1.4.3 Read the following extracts and put the verbs in brackets into the present simple or the present continuous. Then, say what use of these tenses each extract shows

1 These days, it seems everything 1) *...is changing...* (change). Cities
2)(become) bigger and busier every year, technology
3)(develop) faster than ever before, and scientists
4)(learn) more about the way things work.

2 Water 1)(boil) at 100°C and 2)(freeze)
when the temperature 3) (drop) below 0°C. Salt water
4)(be) different, however.

3 This film 1)(be) great! It 2)(have) an all-star
cast and the script 3)(be) very funny. The action
4)(begin) when two young men 5)(try) to rob a bank....

4 Rogers 1)(kick) the ball and 2)(pass) it to
Jones. Jones 3)(run) down the pitch. He
4)(pass) the ball to Smith who 5)(shoot) and
6)(score)!

1.4.4 Put the verbs in brackets into the correct form of the present continuous or the present simple

1 A: Where's James?

B: He (play) football in the garden right now.

2 A: Bill.....(dance) very well.

B: Yes, he's a good singer, too.

3 A: Lucy is very busy.

B: Yes. She.....(work) very hard these days.

4 A: What(you/do) on Saturdays?

B: I clean the house and go shopping.

5 A: Why.....(you/pack) your suitcase?

B: Because I(fly) to Paris tomorrow morning.

6 A: Fred.....(not/know) how to swim.

B: That's because he's only three.

7 A: Max looks very fit.

B: Yes. He(take) a lot of exercise these days.

1.4.5 Put the verbs in brackets into the present simple or the present continuous.

Dear Martin,

How are you and Sally? I 1) *...hope...* (hope) you're well. I
2)..... (write) to give you some good news. I have got a

summer job for the holidays! I 3) (repair) telephone lines for a telephone company. I 4).....(usually/ride) my bicycle to work because it's only a ten minute ride from home. We 5)..... (start) work at 8:30. We 6) (finish) at 4:30 on Mondays to Thursdays, but at 2:30 on Fridays, so I 7)..... (have) long weekends. I 8)..... (work) very hard at the moment. To tell you the truth, I 9) (be) a bit nervous because my boss 10)..... (leave) for Scotland on business next week, so I'll be on my own. Lizzie says I 11)..... (worry) about it too much. She's probably right! Please write with your news. Say hello to Sally for me.

Best wishes,
Richard.

1.4.6 Read the text and put the verbs in brackets into the present simple or the present continuous

Michael Barns 1) ..is... (be) a very busy man. Every morning, he 2).....(leave) home at 8 o'clock, and 3).....(go) to his office. He 4).....(usually/have) meetings until lunchtime, and in the afternoon, he 5)..... (often/visit) the people of Madewell. He really 6).....(enjoy) talking to people. At the moment, he and his team 7).....(organise) his election campaign. There are elections in June and he 8) (hope) to persuade lots of people to vote for him.

Next month, he 9)..... (go) to London to meet the Prime Minister. They 10)..... (have) a meeting to discuss future plans for Madewell.

1.4.7 Correct the mistakes

1. Steve goes fishing tomorrow.
2. Rebecca wash her hair every day.
3. I am visiting my grandparents every week.
4. Tim doesn't wants to do his homework.
5. He sits on the floor at the moment.
6. Do you watch TV in the evenings always?
7. Sarah is drinking coffee every morning.
8. They don't go usually on holiday in May.
9. Does she work late? No, she does never.
10. Peter looks for a new house at the moment.

State verbs are verbs which do not normally have continuous tenses because they describe a state rather than an action. These include:

- verbs which express likes and dislikes: *like, love, hate, dislike, enjoy, prefer*, etc.
e.g. *Cathy likes romantic films.*

- verbs of perception: *believe, know, notice, remember, forget, recognise, understand, realise, seem, think*, etc. e.g. *I don't believe a word he's saying.*

- verbs of the senses: *see, hear, feel, taste, look, smell, sound*. We often use *can* or *could* with these verbs when we refer to what we see, hear, etc. at the moment of speaking.

e.g. *The soup tastes delicious. John must be in the attic. I can hear his footsteps.*

some other verbs: *be, contain, fit, include, matter, need, belong, cost, owe, mean, own, appear, want, have (=possess)*, etc. e.g. *This book is mine. It belongs to me.*

Some state verbs have continuous tenses, but there is a difference in meaning. Study the following examples:

1) *I think she's Italian. (=believe) I'm thinking about my holiday. (=am considering)*

2) *The soup tastes awful. (=has an awful flavour) She's tasting the soup. (=is testing the flavour of)*

3) *I can see an aeroplane in the sky. (=perceive with my eyes) I'm seeing Jill tonight. (=am meeting)*

4) *Susan looks tired. (=appears) Susan is looking at some photos. (=is studying)*

5) *The room smells of perfume. (=has the smell) The cat is smelling its food. (=is sniffing)*

6) *This towel feels soft. (=has a soft texture) Jill is feeling her son's forehead. (=is touching)*

7) *He has a sports car. (=possesses) He's having lunch now. (=is eating — idiom)*

Some idioms with *have* include: **have** breakfast / lunch / dinner, etc.

a bath / shower / swim / party, etc.

a(n) accident// experience / dream, etc.

a baby

difficulty / fun / trouble, etc.

1.4.8 Put the verbs in brackets into the present simple or the present continuous

1 A: ...*Do you know...* (you/know) that man over there?

B: Actually, I do. He's Muriel's husband.

2 A: Are you doing anything tomorrow evening?

B: Yes. I(see) Jack at nine o'clock.

3 A: I.....(see) you're feeling better.

B: Yes, I am, thank you.

4 A: What's that noise?

B: The people next door.....(have) a party.

5 A: Graham.....(have) a new computer.

B: I know. I've already seen it.

6 A: This dress.....(not/fit) me any more.

B: Why don't you buy a new one?

7 A: Your perfume(smell) nice. What is it?

B: It's a new perfume called Sunshine.
 8 A: What is Jane doing?
 B: She(smell) the flowers in the garden.
 9 A: What.....(you/look) at?
 B: Some photos I took during my holidays. They aren't very good, though.
 10 A: You(look) very pretty today.
 B: Thank you. I've just had my hair cut.
 11 A: I(think) we're being followed.
 B: Don't be silly! It's just your imagination.
 12 A: Is anything wrong?
 B: No. I(just/think) about the party tonight.
 13 A: This fabric(feel) like silk.
 B: It is silk, and it was very expensive.
 14 A: What are you doing?
 B: I(feel) the radiator to see if it's getting warm.
 15 A: She.....(be) generous, isn't she?
 B: Yes, she has never been a mean person.
 16 A: He.....(be) very quiet today, isn't he?
 B: Yes, I think he has some problems.
 17 A: Would you like some cherries?
 B: Yes, please. I(love) cherries. They're my favourite fruit.
 18 A: I'm sorry, but I (not understand) what you mean.
 B: Shall I explain it again?
 19 A: The children are making lots of noise today.
 B: I know, but they.....(have) fun.
 20 A: This cake.....(taste) awful.
 B: I think I forgot to put the sugar in it!

Present Perfect Continuous versus Present Perfect Simple

We use the Present Perfect:

a) for an action which has recently finished and whose result is visible in the present.

*She **has just washed** her hair. (She has now wrapped her hair in a towel, so the action has finished.)*

b) for an action which happened at an unstated time in the past. The exact time is not mentioned because it is either unknown or unimportant. The emphasis is placed on the action.

*The Taylors **have bought** a sailing boat. (The exact time is unknown or unimportant. What is important is the fact that they now own a sailing boat.)*

c) for an action which has happened within a specific time period which is not over at the moment of speaking. We often use words and expressions such as *today, this morning / evening / week / month, etc.*

She **has taken** fifteen pictures today. (The time period - today - is not over yet. She may take more pictures.)

BUT: She **took** twenty pictures yesterday. (The time period - yesterday - is over.)

Note: We use the present perfect to announce a piece of news and the past simple or past continuous to give more details about it.

The police **have finally arrested** Peter Duncan. He **was trying** to leave the country when they **caught** him.

d) for an action which started in the past and continues up to the present, especially with state verbs such as be, *have, like, know*, etc. In this case, we often use *for* and *since*.

Rachel **has had** the dog **for** three years. (She got the dog three years ago and she still has it.)

The present perfect is used with the following time expressions: *for, since, already, yet, always, just, ever, never, so far, today, this week / month, etc., how long, lately, recently, still (in negations), etc.*

We use the Present Perfect Continuous:

a) to put emphasis on the duration of an action which started in the past and continues up to the present, especially with time expressions such as *for, since, all morning / day / year, etc.*

Sam **has been talking** on the phone **for** half an hour. (He began talking on the phone half an hour ago and he is still talking.)

b) for an action which started in the past and lasted for some time. The action may have finished or may still be going on. The result of the action is visible in the present.

Her feet hurt. She **has been walking** all morning. (The result of the action is visible in the present - her feet hurt.)

c) to express anger, irritation or annoyance. Somebody **has been giving away** our plans. (The speaker is irritated.)

Note: With the verbs *live, work, teach* and *feel* we can use the present perfect or present perfect continuous with no difference in meaning. *We have lived/have been living here for twenty years.*

The present perfect continuous is used with the following time expressions: *for, since, how long, lately, recently.*

Note: We use the present perfect to put emphasis on number and the present perfect continuous to put emphasis on duration.

Compare the examples:

e.g. *I've typed* four reports so far.

I've been typing reports all morning.

EXERCISES

1.4.9 Use the prompts to make sentences in the Present Perfect Tense

1. I/not complete/my studies/yet

I haven't completed my studies yet.

2. I/already/read/twenty pages of a book

3. You/ever/give an interview?

4. How long/you/know each other?

5. She/never/take part in any competition

6. They/publish/ three articles on this topic

7. He/not do/ anything exciting this week

8. She/have/four different jobs during the last ten years

9. How many times/you/be married?

10. He/just/start/his own company

1.4.10 Put the verbs in brackets into the present perfect continuous

A: Hi! Liz. You look exhausted. 1) Have you been working (you/work) overtime again?

B: Yes, I have. I 2)(help) my boss to update the files in the office all week. He 3).....(read) the files and I 4)(write) down names, addresses, phone numbers and so on. What about you?

A: Well, I 5)(train) hard for the championship next week.

B: I see! 6)(you/lift) weights all day long?

A: Yes, for two weeks. How's Sue? 7)..... (she/study) for her exams?

B: No, she hasn't. She 8).....(go) out every evening I won't be surprised if she fails again!

1.4.11 It is 11 o'clock. The following people all started work earlier this morning. Look at the information and say how long they have been working and how much work they have done so far, as in the example

S1: Sandra's been typing since 9 o'clock / for two hours.

S2: She's typed twenty letters so far.

Name	Started / Activity	Completed
Sandra	9 o'clock / type	20 letters
Kim	8 o'clock / clean the guestrooms	4 rooms
Bob	10 o'clock / examine patients	3 patients
Sam	6 o'clock / carry guests' bags	20 bags
John	7 o'clock / deliver parcels	15 parcels
Helen	8 o'clock / serve guests at the bar	10 guests

1.4.12 Fill in the gaps with have / has been to or have / has gone to

1 A: Hello, Jim! Have you seen Mum?

B: Yes. She ...*has gone to*... the shops. She'll be back soon.

2 A: Where.....you.....today?

B: I.....the cinema.

3 A: Shall we go on a picnic this weekend?

B: Oh, yes! I.....not.....on a picnic for ages.

4 A: I'm going to India this year.

B: I.....never.....India.

A: Really? I.....there twice before.

5 A: Where are the children?

B: They.....the park to play football.

A:Dad.....with them?

B: Of course. Don't worry!

1.4.13 Underline the correct word in bold

1 I **always/already** do the housework on Saturdays.

2 We haven't booked our summer holiday **just/yet**.

3 My brother has **just/ever** joined the football club.

4 Linda has **already/ever** bought a new dress for the party.

5 Have you so **far/ever** tasted Japanese food?

6 Joe has been in Paris **since/for** two weeks.

7 I have **never/just** seen this film before.

8 The secretary has typed twenty letters **yet/so far** this morning.

9 I have been working here **since/still** July.

10 The Taylors have moved house **recently/so far**.

11 They **still/already** haven't employed a new supervisor.

1.4.14 Fill in the gaps with *recently, how long, yet, for, always, ever, already, since, so far or just*. Sometimes more than one answer is possible

1. A: Has Tom finished his exams ...**yet**...?

B: No. He finishes them next Thursday.

2. A:has Janet been working at the hospital?

B: She has been working thereshe left school.

3. A: How are you finding your new job?

B: Great. I haven't had any problems

4. A: Is John at home, please?

B: No, I'm afraid he's.....gone out.

5. A: Have you been waiting long?

B: Yes, I've been here.....two hours.

6. A: Has Martin.....been to Spain?

B: No, I don't think so.

7. A: Have you spoken to Matthew.....?
 B: Yes. I phoned him last night.
- 8 A: Can you do the washing-up for me, please?
 B: Don't worry. Mike hasdone it.
- 9 A: Lucy has.....been musical, hasn't she?
 B: Yes, she started playing the piano when she was five years old.
- 10 A: Shall we go to that new restaurant tonight?
 B: Yes. I havebeen there. It's really nice.
11. A: Your dog's been barking.....three hours!
 B: I'm sorry. I'll take him inside.
12. A: Have you finished reading that book yet?
 B: No, I've.....started it.

1.4.15 Put the verbs in brackets into the present perfect or continuous, using short forms where appropriate

1. A: How long ...*have you known*... (you/know) Alison?
 B: We (be) friends since we were children.
2. A: Who (use) the car?
 B: I was. Is there a problem?
3. A: What are Andrew and David doing?
 B: They (work) in the garden for three hours.
4. A: Why is Sally upset?
 B: She (lose) her bag.
5. A: I (always/believe) that exercise is good for you.
 B: Of course, it's good to keep fit.
6. A: Emily (teach) Maths since she left university.
 B: Yes, and she's a very good teacher, too.
7. A: Fred (open) a new shop.
 B: Really? Where is it?
8. A: This pie is delicious.
 B: Is it? I (not/taste) it yet.
9. A: Have you found your umbrella yet?
 B: No, I (look) for it for an hour now.
10. A: You look exhausted.
 B: Well, I (clean) the windows since 8 o'clock this morning.
11. A: Can I have some more lemonade, please?
 B: Sorry, your brother (just/drink) it all.
12. A: Have you got new neighbours?
 B: Yes, they (just/move) to the area.

7. Identify the tenses, then match them to the correct descriptions.

1.4.16 Put the verbs in brackets into the present perfect continuous or the present perfect simple

A: Good evening and welcome to our show. Tonight we have Steve Connolli, the well-known director. We're glad to have you here Steve. What 1) have you been doing (do) lately?

B: Well, I 2).....(finish) my latest film, "Double Crossing".

A: That 3).....(just/come out) at the cinema, hasn't it?

B: Yes. The papers 4).....(give) it good reviews. I hope they'll like my next film too.

A: 5).....(you/decide) what it'll be about?

B: Yes, I 6).....(read) an exciting book over the last few weeks and I want to make it into a film. I 7).....(not/decide) where to film it yet, perhaps Moscow.

A: Aha! Is it true that you 8).....(recently/start) learning Russian?

B: Yes, I 9).....(study) it for three years now and I 10) (visit) the country twice.

A: Steve, thank you very much for being with us, and good luck with your new film.

PRESENT TENSES REVISION

1.4.17 Identify the tenses, then match them to the correct descriptions

1 The plane to Sydney leaves at eleven o'clock.	a actions which started in the past and continue up to the present
2 I have written two letters this morning.	b action which has recently finished and whose result is visible in the present
3 They're going on holiday on Saturday.	c to put emphasis on the duration of an action which started in the past and continues up to the present
4 Graham has known Errol for five years.	d to express criticism or annoyance
5 You're always leaving the door open.	e timetables and programmes
6 We are rehearsing a new play at the moment.	f actions that we have arranged to do in the near future
7 George has bought a new car.	g action which has happened within a specific time period which is not over at the moment of speaking
8 Lisa has been cleaning the house all morning.	h action which happened at an unstated time in the past
9 Look! Alison has dyed her hair!	i changing or developing situations
10 More and more people are recycling their rubbish.	j temporary actions

1.4.18 Underline the correct tense

1. Liz and I are good friends. We *know/have known* each other for four years.

2. Sarah is very tired. She *has been working/is working* hard all day.
3. 'Where is John?' 'He's upstairs. He *does/is doing* his homework.'
4. I can't go to the party on Saturday. I *am leaving/have been leaving* for Spain on Friday night.
5. Jane *has finished/is finishing* cleaning her room, and now she is going out with her friends.
6. I didn't recognise Tom. He *looks/is looking* so different in a suit.
7. I don't need to wash my car. Jim *washes/has washed* it for me already.
8. Ian *has been talking/is talking* to his boss for an hour now.
9. Claire's train *arrives/has arrived* at 3 o'clock. I must go and meet her at the station.
10. 'Would you like to borrow this book?' 'No, thanks. I *have read/have been reading* it before.'
11. 'Where *are you going/do you go*?' 'To the cinema. Would you like to come with me?'
12. Have you seen my bag? I *am searching/have been searching* for it all morning. .
13. 'Is Colin here?' 'I don't know. I *haven't seen/haven't been seeing* him all day.'
14. Sophie is very clever. She *is speaking/speaks* seven different languages.
15. We *are moving/have moved* house tomorrow. Everything is packed.
16. The plane *leaves/has left* at four o'clock. We must be at the airport by two o'clock.
17. It *gets/is getting* colder and colder every day.
18. Have you seen Linda? I *have been looking/am looking* for her for almost an hour.
19. Sam is a very interesting person. He *knows/has known* all kinds of unusual facts.
20. First, you *are heating/heat* the oven to a temperature of 180°C.
21. Have you heard the news? They *have just elected/have been electing* a new club chairman!
22. Martha *is finding/has found* a new job. She is starting next week.
23. The teacher *has been correcting/has corrected* essays for three hours.
24. Michael's car broke down last week, so he *uses/is using* his father's for the time being.
25. It rarely *gets/is getting* hot in Britain.

1.4.19 Choose the correct answer

1. 'I met our new boss this morning.'
'I him, too. He's very nice.'
A am meeting B have been meeting C have met
2. '.....in a hotel?'
'No, but my parents did last summer in Rome.'
A Have you ever stayed B Did you ever stay C Are you ever staying
3. 'Who is in that new film?'
'Well, a young actress.....the leading role.'
A has been playing B plays C has played

4. 'Is David at home?'

'Yes, but he.....a shower at the moment.'

A is having B has been having C has

5. 'Why are you so upset?'

'I.....my favourite ring.'

A lose B have been losing C have lost

6. 'Have you found a house yet?'

'No. I.....with my aunt at the moment.'

A stay B am staying C have stayed

1.4.20 Put the verbs in brackets into the correct present form

1 A: Tortoises (live) to be very old.

B: I've heard of one which is over a hundred years old.

2 A: Are you still busy?

B: Yes. I(read) this article for an hour and I still
.....(not/finish).

3 A: More and more people.....(go) to university these days.

B: Yes. I think it's a good thing.

4 A: I(have) a party tonight. Do you want to come?

B: Yes. What time does it start?

5 A: Why are your shoes wet?

B: I(wash) the car.

6 A: What's the matter?

B: I(break) my ankle.

7 A: What do I need to do next?

B: You(add) the sugar to the mixture and you
.....(mix) it well.

8 A: Who(use) my car?

B: I have.

9 A: Are you new here?

B: No. Actually, I(live) here for almost ten years.

10 A: Pete is playing his music very loud.

B: Again! He.....(always/do) that!

11 A: Have you made plans for Saturday yet?

B: I(go) to the cinema with Jack.

12 A: Mr Collins is a very good teacher.

B: Well, he(teach) Maths for twenty-five years, you know.

13 A: Are you going to the concert on Saturday night?

B: Yes. Actually, I.....(already/buy) the tickets.

14 A: Hello, Simon.

B: Oh! We(always/meet) each other in this supermarket.

2. Module 2. Supply and Demand

2.1 READING

Reading 1

2.1.1 Read the text

Bananas are a typical example of perishable goods. By ‘perishable’ we mean goods which cannot be stored for any length of time without going bad. Most foodstuffs are in the perishable category. Such goods are offered for sale as quickly as possible, and so the supply of perishables and the stock of perishables available at any time are usually the same in quantity.

This is not true in the case of non-perishable goods like coal, steel and cars, which do not deteriorate easily. The supply of cars on the market may not be the same as the actual stock of cars in the factories. Economists talk about the Law of Supply, in which a rise in prices tends to increase supply, while a fall in prices tends to reduce it. If prices rise for a particular commodity, the rise will of course encourage producers to make more. On the other hand, if prices fall either locally or throughout the world, producers will reduce production. This can result in serious difficulties for many producers, and may cause them to go out of business completely. Over-production of any commodity can also create difficulties, because it can lead to a glut on the market, which may cause prices to fall sharply.

Supplies of many commodities can generally be adjusted to suit market conditions. This means that changes in prices lead to changes in the quantity of a particular commodity which is made available to consumers. Household goods and furniture belong to this category. In such instances supply is said to be ‘elastic’, because it can be increased or decreased rapidly in response to market prices.

Elasticity of supply, as a response to changes in price, is related to demand. Economists define ‘demand’ as a consumer’s desire or want, together with his willingness to pay for what he wants. We can say that demand is indicated by our willingness to offer money for particular goods or services.

Elasticity of demand is a measure of the change in the quantity of a good, in response to demand. The change in demand results from a change in price. Demand is inelastic when a good is regarded as a basic necessity, but particularly elastic for non-essential commodities. Accordingly, we buy basic necessities even if the prices rise steeply, but we buy other things only when they are relatively cheap.

VOCABULARY

perishable goods – товари, що швидко псуються

store – зберігати

available – наявний

deteriorate – псуватися

supply – пропозиція; постачання; (PL) запаси

stock – запас

glut – надлишок

adjust – пристосувати, регулювати

in such instance – у такому випадку
in response to – у відповідь на
relate to – стосуватися
demand – попит
willingness – готовність
indicate – означати, вказувати
regard – вважати, розглядати
essential commodities – товари першої необхідності

2.1.2 Answer the questions

1. What happens when the Law of Supply operates?
2. What does a rise in prices encourage?
3. What does a fall in prices cause?
4. What can over production lead to?
5. What happens when the supply of a commodity is adjusted to suit market conditions?
6. What is meant by ‘elastic’ supply?
7. What is elasticity of supply a response to?
8. What is the definition of ‘demand’?
9. How is demand indicated?
10. What is elasticity of demand?
11. When is demand inelastic?

2.1.3 According to the text are the following statements TRUE or FALSE? Correct the false statements

1. The actual stock of cars in a factory is usually the same as the supply of cars available on the market.
2. According to the Law of Supply a rise in prices tends to reduce supply.
3. If prices fall locally production will be reduced throughout the world.
4. When there is a glut on the market, demand decreases and prices fall.
5. Changes in prices lead to a change in the quality of a commodity.
6. Supply is ‘elastic’ because market prices rise and fall.
7. ‘Demand’ is a consumer’s willingness to pay for particular goods or services.
8. Demand for essential commodities is always elastic.

2.1.4 Match up the words or expressions on the left with the definitions on the right

- | | |
|--------------|---|
| 1) glut | A) an amount of something that is available to be sold, bought, used etc. |
| 2) supply | B) when a change in the price of something leads to a larger change in the amount of it that is sold or that could be sold if it was available. |
| 3) commodity | C) store of goods available for sale, distribution or use. |

- | | |
|---------------------|--|
| 4) elastic demand | D) a supply of something that is more than is needed, caused by producing too much of it. |
| 5) stock | E) when a large change in the price of something results in only a small change in the supply of it. |
| 6) demand | F) an article of trade. |
| 7) inelastic supply | G) people's need or desire to buy or use particular goods or services. |

2.1.5 Give opposites for these words:

perishable, possible, rise, reduce, elastic, rapidly, encourage, producer, income, essential, important, cheap, necessary.

2.1.6 Translate the following words and phrases into English:

зберігати товари; товари, що швидко псуються; збільшувати запас; зменшувати виробництво; надвиробництво; створювати труднощі; надлишок; різко падати (про ціни); пристосовувати до ринкових умов; падіння цін; пропозиція і попит; споживач; у відповідь на; стосуватися; товари першої необхідності; дешевий; дорогий.

2.1.7 Below are pairs of sentences. In the first sentence there is a verb in italics. In the second sentence there is a blank. Make the italicized verb into a noun in order to fill the blank

EXAMPLE: agree + ment = agreement

- It is sometimes necessary to *adjust* the quantity of goods flowing on to the market. This _____ is made according to market conditions.
- He *arranged* the committee meeting. His _____ were very efficient.
- The government *encourages* private enterprise. Their _____ sometimes takes the form of financial help.
- Some economists are interested in *measuring* changes in the price of essential commodities. This _____ extends over a period of years.
- The management tried to *assess* the amount of money needed for the plan. The _____ was to be made by a special committee.
- He decided to *invest* his capital in the new enterprise. His _____ might be very profitable.

2.1.8 Complete the following sentences, using the appropriate prepositions or adverbs from the box

on	for	onto	away	on
with	to	off	for	of

- Perishable goods go _____ in a short time.
- Unsold perishable goods usually have to be thrown _____.

3. Non – perishable goods can be stored _____ considerable periods _____ time without loss of value.
4. ‘Demand’ is a consumer’s desire or want, together _____ his willingness to pay _____ what he wants.
5. Thousand of new products are put _____ the market every day, but only a few are successful.
6. Success or failure depends _____ many factors, but the most important is the quality of the marketing.
7. Over production can lead _____ a glut _____ the market.

2.1.9 Fill the missing words in the table

	Verb	Personal noun	General noun
1.	_____	marketer	_____
2.	distribute	_____	_____
3.	_____	_____	competition
4.	_____	_____	advertising
5.	_____	supplier	_____
6.	_____	sponsor	_____
7.	consume	_____	_____
8.	produce	_____	_____
9.	_____	researcher	_____
10	import	_____	_____

Reading 2

2.1.10 Read the text

Product and service types

Product types

Raw materials – such as cotton, gold and oil – are used to make, or manufacture, other products. A group of related products made and marketed by a manufacturer is a product line. There is usually a logical grouping of products - for example, Faber-Castell produce writing instruments, both high quality pencils for children and adults, and also high quality pens. A product type is a group of products offered by different companies which are technically similar. However, there will be variations in terms of price, appearance and marketing. A good example is cosmetics and make-up. A product class is a group of products that may be considered as substitutes for one another. H&M and Zara clothes are in the same class. Christian Dior is the same product type but not in the same class.

Words combinations with goods and services

convenience fast moving consumer consumer- packaged	goods	products with a high turnover and relatively low price, such as table salt or shampoo
white		major household electrical goods which are usually white, such as freezers, washing machines and dishwashers
brown		major household electrical goods that are not usually white, such as camcorders, televisions and DVD players
perishable		goods that have a limited shelf life and must be consumed relatively quickly, such as fresh fruit, fresh meat and eggs
durable\ hard		goods that last for a long time - they cannot be easily worn out or used up, such as cars, furniture and white goods
nondurable\ soft		goods that are used up or last for less than three years – for example, perishable goods, consumable supplies such as CD ROMs, or ink for a printer

green	products	products that are not harmful for the environment
generic		products sold without a brand name, usually in a supermarket or in a pharmacy as alternatives to brand name drugs
healthcare		products that are beneficial for your health and well-being – for example, vitamins and plasters

Types of service

A service is a non-material good, provided by a company or an individual.

Common service types are:

childcare (childminders, kindergartens)

financial (banking, real estate)

consulting (business and financial advisors)

risk management (insurance and security)

cleaning and maintenance (office cleaners, gardeners)

education and training (private schools

healthcare (doctors, hospitals)

hairdressing (small salons and large groups)

telecommunications (mobile phones, fixed lines)

entertainment (cinemas, theatres) tourism (hotels, airlines)

marketing and advertising (consultancies and agencies)

2.1.11 Complete the magazine article

Artificial diamonds may outsparkle genuine articles

Diamonds, one of the world's most beautiful and sought-after (1) _____ are now facing stiff competition from artificial gems. Apollo Diamonds, based in Boston, and Florida-based Gemesis both (2) _____ artificial diamonds with equipment that replicates the high pressure and temperatures found within the Earth. This new (3) _____ is attracting interest from jewellers and (4) _____ of semi-conductors.

De Beers Diamond Trading Company denies claims that the artificial diamonds are in the same (5) _____ as natural diamonds. Natural gems 'have a mystique and an emotional value to them with which synthetics can never compete', said Gareth Penny, of De Beers.

2.1.12 Make word combinations with *goods* and *products* using words from the box. One word can be used twice

brown convenience hard healthcare nondurable perishable white

goods

products

Reading 3

2.1.13 Read the text

Product life cycles

The Boston Consulting Group Matrix was devised in the 1970s as a planning tool for marketers to help them analyse their product lines and decide where to allocate money. Market growth rate, the speed at which the market is expanding, is plotted against relative market share – the percentage of consumers in the market that buy your service or product. Products or services have either high or low market growth rates or relative market shares.

Inside the Boston Box

In the matrix, products or services are divided into four different types. They relate to four stages in the product life cycle (PLC).

stars	problem children
cash cows	dogs

Stage of PLC	Position in the matrix
Product launch	Problem children are products or services that are not yet established, or well known, in the market. They will consume resources – for example, time or money – before giving a return on investment (ROI). In some cases these products or services may never be profitable – make the company money – especially if they are in a slow-growing business sector or a saturated market, such as diet drinks or the mobile phone market
Growth	Stars have both high market growth rate and high relative market share. These products or services are probably in a fast-growing business sector. They generate high cash flows, but are not always profitable. Profitability depends on the amount invested in the star.
Maturity-	Cash cows have high relative market share, but little market growth. They are products or services that consumers know, trust and consume. They generate profit as they don't need much investment. They can be used to feed research and development for other products
Decline	Dogs are products or services that have low relative market share and low market growth. They consume resources and do not create profit. They may- generate a negative cash flow - that is, they make a loss. The best course of action is to raise prices to maximize income, known as harvesting, before finally dropping the line - taking the product or service off the market.

2.1.14 Put the words in italics in the correct order to complete the sentences

1. *Boston Consulting Matrix The Group* is used as a planning tool.
2. It concerns *the cycle life product*.
3. A product with a *market relative high share* and *market growth rate low* is a cash cow.
4. Cash cows can be used to fund *development research and* for new products.
5. Stars may *cash high flows generate* but are not always profitable.
6. *Dogs may cash negative flow generate*.
7. It may be necessary to *line the drop*.
8. Question marks will consume resources before *a return investment on giving*.

2.1.15 Decide where the following services can be placed on the Boston matrix: as question mark, problem child, star, cash cow or dog

Reading 4

2.1.16 Read the text

Price

Pricing strategies

Premium pricing: Use a high price where there is a substantial competitive advantage – for example, rooms in Savoy hotels.

Penetration pricing: The price charged for products and services is set artificially low in order to gain market share. Once this is achieved, the price is increased.

Economy pricing: Marketing and manufacturing costs are kept to a minimum. Supermarkets often have economy brands for soups, spaghetti, etc.

Price skimming: Charge a high price because you have a new product type. However, the high price attracts new competitors into the market, and the price falls due to increased supply. DVD players were launched with this strategy.

Psychological pricing: The consumer responds on an emotional, rather than rational, basis. For example, charging 99 cents instead of 1 dollar.

Captive product pricing: Companies will charge a premium price where the consumer cannot choose a competitive product.

Product bundle pricing: Sellers combine several products in the same package. This also serves to move old stock. Videos and CDs are often sold using the bundle approach.

Pricing considerations

The marketing team for Stick Tea are preparing for a meeting about the price of a new range of tea that comes in a stick instead of a bag. They make notes on **pricing considerations**.

- *Alternative solutions:* our stick packaging is unique
- *Ease of comparison:* easy to compare price but difficult to compare taste
- *Unique benefits\Unique selling points:* quality of tea, stick format
- *Monetary significance:* tea is cheap, but the innovative packaging has a high value.
- *Demand:* tea consumption is stable, but sales in speciality shops are on rise
- *Price sensitivity:* consumers are very price sensitive – sales decrease when prices increase
- *Complementary costs:* none the customer doesn't even need a spoon

The price test

Stick Tea decide to carry out a **price test** for their range of tea. They want to know what customers think is a **fair price** for a box of 50 sticks. They are also interested in comparing different possible retail **price points** (€12, €14 and €16),

to find out what customers consider to be the **full price** and the **bargain price** for a box of 250 sticks.

2.1.17 Read the descriptions and name the pricing strategies that are being used

1. charging a high amount for bottles of water inside a football stadium during the World Cup
2. charging \$2.95 instead of \$3
3. charging a low price to win sales in a new market
4. packaging shampoo, conditioner and hair gel from the same hair care product line together, and charging one price for the lot.

2.1.18 Match the questions about pricing strategy (1-7) to the pricing considerations

1. What is the value of the product or service for the consumer?
 2. What is special or different about the product or service?
 3. Is it difficult to compare the price and quality of similar products or services?
 4. How many people want to buy the product or service?
 5. How many similar products or services are there on the market?
 6. What else does the consumer need to pay for in order to use the product or service?
 7. How much does a change in price affect consumer demand for the product or service?
- a) alternative solutions
 - b) ease of comparison
 - c) unique benefits
 - d) monetary significance
 - e) demand
 - f) price sensitivity
 - g) complementary costs

2.1.19 Complete the text using words from the box

bargain fair	premium	significance	unique
costs	points	sensitive	solutions

When deciding on the price of a product or service you have to consider the product or service itself. For example, does it have (1) _____ benefits? Does the consumer have any alternative (2) _____? What is the monetary (3) _____ of the product or service? You also have to think about the possibility of complementary (4) _____ and how price (5) _____ the consumers are to these and the product or the service cost. Then you need to think about the pricing

strategy and how this relates to the brand. For a luxury brand it is essential to follow a (6)_____ pricing strategy in order to maintain the brand image. A no-frills low price would not be suitable for a brand such as Cartier.

Finally, you need to carry out a price test to check the price (7) _____ you are considering. The (8) _____ price is the amount that the consumer is prepared to pay for the product or service. A (9) _____ price is a low price that may be used during special offers or for promotional pricing.

2.2 LISTENING

BRAND VALUES

2.2.1 Representatives of three companies - a bank, a budget airline, and a car company - are giving presentations on their companies. Listen and make a note of each company's brand values

Company 1 *quality* _____
 Company 2 _____
 Company 3 _____

2.2.2 Which company is the bank, which is the budget airline, and which is the car company?

2.2.3 Listen again and complete these sentences from the presentations with words from the box

associate communicate emphasize external obvious
project promote remind reputation widely

1. We have three main brand values which we try to _____ in all our internal and _____ communication.
2. Our customers _____ us with the highest quality products
3. Our products are _____ seen as the safest on the market.
4. That's something we can _____ through our brand.
5. We have always had a _____ for coming up with new products and we try to _____ that through our brand
6. For us, the customer always comes first and we want to constantly _____ both ourselves and our customers of that fact.
7. That's something we continually _____ in our marketing.
8. Hopefully that is _____ from our logo and corporate design.

2.3 WRITING

CONSUMER SURVEY

2.3.1 A company called the Organic Burger Company has commissioned a consumer survey to find out who their customers could be in the future. The results of the survey are presented to them as a report. Here are some headings from the report

FAO (For the attention of...)

Title (of report)

Background and objectives

Research and findings

Summary and recommendations

Action next

2.3.2 Match these expressions with the headings

- a) In conclusion,
- b) The Managing Director
- c) The purpose of this report
- d) two main findings
- e) The history of this issue
- f) 'Survey into Potential Demand for Organic Burgers.'
- g) We recommend that
- h) The results
- i) We propose that
- j) were asked to say what they thought
- k) within the next six months
- l) We were asked to investigate
- m) not enough evidence

2.3.3 Read the report based on the consumer survey conducted for the Organic Burger Company and complete it with the expressions from exercise 2.3.2

THE ORGANIC BURGER COMPANY

FAO: (1) _____

Title: (2) _____

Date: 30th November _____

Background and objectives

(3) _____ is that there has recently been a drop in customers at traditional fast-food outlets such as McDonalds. The Organic Burger company wants to fill the growing gap in the market.(4) _____ is to survey consumer attitudes by doing preliminary

research with the young people of Nottingham, a medium-sized English town. (5) _____ what the customers would want from the experience of buying and eating a high-quality organic burger.

Research and findings

We surveyed 120 people. The age range was:

16-19:**31%**

20-24:**34%**

25-35:**19%**

36-50:**12%**

51+: **4%**

They (6) _____ about the following statements:

1. I prefer to eat organic meat in my burger.

SA A DK D SD

2. I prefer to have a restaurant interior that is tasteful and modern.

SA A DK D SD

3. I prefer my food to be grown with respect for the environment.

SA A DK D SD

4. I prefer all the other ingredients to be fresh and organic.

SA A DK D SD

5. I am prepared to pay more than I pay now.

SA A DK D SD

(SA = Strongly Agree, A = Agree, DK = Don't Know, D = Disagree, SD = Strongly Disagree)

1. **46%** agreed or strongly agreed

2. **47%** agreed or strongly agreed

3. **77%** agreed or strongly agreed

4. **39%** agreed or strongly agreed

5. **22%** agreed or strongly agreed

The (8) _____ are:

1. there is a growing preference for organic food.

2. there is (9) _____ that there is a large market yet.

Summary and recommendations

(10) _____ we believe that our survey showed that:

- the tastes of young people in a typical western town are changing
- demand exists for more stylish fast food and that this demand is growing.

(11) _____ the company loses no time in preparing for a push into all western markets.

Action next

(12) _____ further research is now carried out, on a larger scale and in other countries. This should be completed (13) _____.

Writing a survey and a report

2.3.4 You work for a firm of marketing consultants. Your client is a supermarket chain. Your brief is to find out if shoppers in your town would be prepared to buy more *Fairtrade* products in the local supermarket. *Fairtrade* products cost more, because they pay the producers in developing countries a better price for their products

- Think of four or five statements like the ones used in the survey for the Organic Burger Company.

I want to know where the things I buy come from.

SA A DK D SD

- Ask at least 20 people, either in your class or outside your class.
- Take data about age. Possibly also male / female.
- Add up the statistics

2.3.5 Write the report (about 250 words). Use the expressions from exercises and use the structure of the report as a model

2.4 GRAMMAR

PAST TENSES

We use the Past Simple:

a) for an action which happened at a definite time in the past. The time is stated, already known or implied.

*They **went** camping by the lake last month. (When did they go camping? Last month. The time is stated.)*

b) for actions which happened immediately one after the other in the past.

*First she **paid** the driver, then she **got out** of the taxi.*

c) for past habits or states which are now finished. In such cases we can also use the expression *used to*.

*Kitchens **were/used to be** very different a hundred years ago.*

The past simple is used with the following time expressions: *yesterday, then, when, How long ago ...?, last night / week / month / year / Tuesday, etc., three days / weeks, etc. ago, in 1997, etc.*

We use the Past Continuous:

a) for an action which was in progress at a stated time in the past. We do not mention when the action started or finished.

*At seven o'clock yesterday evening they **were having** dinner. (We do not know when they started or finished their dinner.)*

b) for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action).

*He **was walking** down the street when he **ran into** an old friend.*

c) for two or more simultaneous past actions.

She was talking on her mobile phone while she was driving to work.

d) to describe the atmosphere, setting, etc. in the introduction to a story before we describe the main events.

One beautiful autumn afternoon, Ben was strolling down a quiet country lane. The birds were singing and the leaves were rustling in the breeze.

The past continuous is used with the following time expressions: while, when, as, all morning / evening / day / night, etc.

We use the Past Perfect:

a) for an action which happened before another past action or before a stated time in the past.

She had finished work when she met her friends for coffee. (She finished work first and then she met her friends.)

b) for an action which finished in the past and whose result was visible in the past.

He was happy. He had signed an important contract. (The action finished in the past and its result was visible in the past, too.)

Note: The past perfect is the past equivalent of the present perfect.

e.g. a) He had fixed the old armchair. It looked brand new. (The action – had fixed – happened in the past. The result – looked brand new – was also visible in the past.)

b) He has fixed the old armchair. It looks brand new. (The action – has fixed – happened in the past. The result – looks brand new – is still visible in the present.)

The past perfect is used with the following time expressions: before, after, already, just, for, since, till / until, when, by, by the time, never, etc.

Note: We can use the past perfect or the past simple with before or after without any difference in meaning. e.g. They went out after it had stopped / stopped raining.

We use the Past Perfect Continuous:

a) to put emphasis on the duration of an action which started and finished in the past before another past action or a stated time in the past, usually with since or for.

They had been looking for a house for six months before they found one they liked.

b) for an action which lasted for some time in the past and whose result was visible in the past.

Last Friday Ron had to fly to New York. His flight was delayed.

He was annoyed. He had been waiting at the airport for three hours. (He waited at the airport for three hours and the result of the action was visible in the past, too.)

Note: The past perfect continuous is the past equivalent of the present perfect continuous.

e.g. a) *I had been driving for ten hours, so I felt exhausted.* (The action – had been driving – lasted for some time in the past. The result – felt exhausted – was also visible in the past.)

b) *I have been driving for ten hours, so I feel exhausted.* (The action – have been driving – started in the past. The result – feel exhausted – is still visible in the present.)

The past perfect continuous is used with the following time expressions: *for, since, how long, before, until, etc.*

EXERCISES

2.4.1 Complete the sentences with the past forms of the verbs in brackets

1. Nelson Mandela(spend) twenty-seven years in prison. Before that, he(be) a lawyer.
2. Abba(write) most of the songs in English. They (sell) millions of records in the 70s and 80s.
3. John Lennon and Paul McCartney first (meet) at a party when they(be) students.
4. Marilyn Monroe(change) her name before she(become) famous.
5. Marie Curie and her husband Pierre Curie(discover) radium. She(win) the Nobel Prize twice, in 1903 and again in 1911.
6. Pablo Picasso(leave) Spain in 1904. He(live) in France for most of his life. He(die) in 1973.

2.4.2 Put the verbs in brackets into the Past Continuous

A: What 1) was happening (happen) at the time of the robbery?

B: Well, I 2)(sit) in my office. I 3)(talk) to an employee. Some of the staff 4)(put) food onto the shelves. Several customers 5).....(do) their shopping and a cashier 6) (stand) behind the till.

A: Can you tell me anything about the robbers?

B: Yes. They 7)(wear) black masks and they 8)(hold) guns. They 9)(shout).

A: How did they get away?

B: They drove off in a car which 10)(wait) outside.

2.4.3 Underline the correct option in these sentences

1. I saw/was seeing a very good programme on TV last night.

2. While I shopped/was shopping this morning, I lost/was losing my money. I don't know how.

3. Last week the police stopped/were stopping Alan in his car because he travelled/was travelling at over eighty miles an hour.

4. 'How *did you cut/were you cutting* your finger?' 'I *cooked/was cooking* and I dropped the knife.'
5. I *met/was meeting* a friend while I *walked/was walking* in the park.
6. He *stood/was standing* up, *walked/was walking* across the room, and *closed/was closing* the window.
7. A strange man *walked/was walking* into the room. He *wore/was wearing* red trousers and a pink shirt.
8. As soon as I *walked/was walking* into the room, he *handed/was handing* me the letter.
9. As he *passed/was passing* the bank, a man in a mask *knocked/was knocking* him onto the ground.
10. What *did you write/were you writing* when your computer *crashed/was crashing*?
11. While he *rode/was riding* in the forest he *lost/was losing* his wig.
12. When I *arrived/was arriving* the party was in full swing. Paul *danced/was dancing* with Mary, and Pat and Peter *drank/were drinking* champagne.
13. When I *finished/was finishing* the ironing, I *cooked/ was cooking* dinner.
14. How fast *did they travel/were they travelling* when their car *had/was having* a puncture?
15. A police car *passed/was passing* us on the motorway when we *did/were doing* 80 miles per hour.
16. I *took/was taking* a photograph of him while he *ate/was eating* an ice-cream.
17. He *didn't like/wasn't liking* the photo when he *saw/was seeing* it.
18. I'm sorry I *woke/ was waking* you. What *were you dreaming/did you dream* about?

2.4.4 Put the verb in brackets in the correct form Past Simple or Past Continuous

1. I(not want) to get up this morning. It(rain) and it was cold, and my bed was so warm.
2. I(listen) to the news on the radio when the phone(ring).
3. I said 'Hello' to the children, but they didn't say anything because they(watch) television.
4. Simon(dance) when he fell and hurt his leg.
5. Todd often(ride) horses when he was a boy.
6. It(rain) while I was waiting for the bus.
7. I(play) the guitar when I was young, but I don't any more.

2.4.5 Put the verbs in brackets into the past perfect simple

1. Jason had returned (return) home before the storm broke out.
2.(Lucy/pack) her suitcase by the time you called her?
3. I(not/finish) my lunch when uncle Bill came.
4. After Sarah(do) the shopping, she had coffee with her friends at a cafe.
5. When I got to the garage, the mechanic(not/repair) my car.

6. The boys were frightened because they(not/be) on a plane before.

2.4.6 Join the sentences using the conjunction in brackets. Change one verb into the Past Perfect

Example

The children went to bed. We watched television. (After)

After the children had gone to bed, we watched television.

- a I took an aspirin. My headache disappeared, (when)
- b He drove 200 miles. He stopped for a break, (after)
- c I couldn't pay for my ticket. A thief stole my wallet. (because)
- d She passed her driving test. She bought a car. (as soon as)
- e I didn't go to Italy. I learnt Italian, (until)
- f He didn't tell the policeman. He took the money. (that)
- g We didn't tell Anna. George rang, (that)

2.4.7 Underline the right tense in the story

It was ten o'clock in the evening. Peter a) *sat/had sat* down on his sofa and thought about the day. What a busy day it b) *was/had been!* This was his first night in his own flat. He c) *lived/had lived* his entire life in the family home, and now for the first time, he d) *was/had been* on his own.

He sat surrounded by boxes that they e) *didn't manage/hadn't managed* to unpack during the day. It f) *took/had taken* months to get all his things together. His mother g) *was/had been* very generous, buying him things like towels and mugs.

He h) *went/had gone* into the kitchen and i) *got/had got* a beer from the fridge. He suddenly j) *felt/had felt* very tired and yawned. No wonder he k) *was/had been tired!* He l) *was/had been* up since six o'clock in the morning. He m) *decided/had decided* to finish his beer and go to bed.

2.4.8 Put the verbs in brackets into the past perfect continuous

- 1. Sophie(paint) the walls all day before she finished them.
- 2.(you/wait) long when the boss announced that he couldn't see you?
- 3. Tom(look) for a job for six months when he found one.
- 4. We(watch) TV for half an hour when the doorbell rang.
- 5. They(sunbathe) for an hour when it started to rain.
- 6. Stan(work) as a postman for forty years when he retired.
- 7. I(live) in France for ten years when I met my husband.

2.4.9 Fill in the gaps with the verbs in the past perfect continuous

- 1. Emily was angry. Shewith her parents for an hour.
- 2. Hannah felt sick. Shechocolates all afternoon.
- 3. Allan had a headache. His baby sisterfor half an hour.
- 4. Emily was frightened. Shea horror film for half an hour.

5. Simon was confused. Heto win the game for hours.
 6. John was very tired. Hehis article all night.

2.4.10 Put the verbs in brackets into the past perfect simple or the past perfect continuous

Yesterday was a bad day for Andrew. He 1) hadn't slept (not/sleep) well because there was a terrible storm in the night. After he 2)(have) a shower, he made breakfast. After he 3)(eat), he got into his car and drove to work. He 4)(only/drive) for five minutes when he remembered that he 5)(leave) his briefcase at home. He turned the car around and went home again. Then, he realized that he 6).....(lock) himself out. The keys were still inside the house! Andrew was already late for work, so he decided to leave the briefcase and go to work. When he arrived, his secretary told him that his boss 7)(try) to call him at home. Andrew went to find his boss. When he asked his boss why he(call), he told him that it hadn't been necessary for him to come to work that day after all! Poor Andrew drove all the way home again.

PAST TENSES REVISION

2.4.11 Identify the tenses, then match them to the correct descriptions

<p>1 People used to have/had very simple lives in those days.</p> <p>2 She was talking on the phone when her boss came in.</p> <p>3 Sam was in hospital because he had crashed his car.</p> <p>4 They had been studying hard all morning, so they were tired.</p> <p>5 I was cooking lunch while he was pouring the drinks.</p> <p>6 We had been living in the house for a year before we decorated the kitchen.</p> <p>7 Princess Diana did a lot of work for charity.</p> <p>8 At two o'clock this afternoon they were having lunch at work.</p> <p>9 First, she knocked on the door. Then, she went inside.</p> <p>10 We had bought the tickets before we went to the theatre.</p>	<p>a to talk about actions of people who are no longer alive</p> <p>b action which happened before another past action or before a stated time in the past</p> <p>c actions which happened immediately one after the other in the past</p> <p>d to put emphasis on the duration of an action which started and finished in the past before another past action</p> <p>e action which was in progress at a stated time in the past</p> <p>f two or more simultaneous actions</p> <p>g action in progress when another action interrupted it</p> <p>h action which lasted for some time in the past and whose result was visible in the past</p> <p>i past habit or state which is now finished</p> <p>j action which finished in the past and whose result was visible in the past</p>
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2.4.12 Underline the correct tense

1. Lynne *was singing/had sung* as she was cleaning the windows.
2. Mr. Todd *was teaching/had been teaching* for thirty years when he retired.
3. I phoned Jack because I *wanted/had wanted* to ask him a question.
4. They *had walked/had been walking* for hours when they stopped for a rest.
5. The shop *had been selling/had sold* the table by the time I got there.
6. Joe was happy. He *was winning/had won* first prize in the competition.
7. It *was raining/had rained* while they were playing the football match.
8. Rob *was opening/opened* the box and looked inside.
9. Eve was delighted to hear that she *was getting/had got* the job.
10. People *used to work/were working* very long hours in those days.
11. I was running when I *slipped/was slipping* on the ice.
12. They *were already buying/had already bought* the tickets when they went to the concert.
13. Carol *had broken/was breaking* her arm, so she couldn't write for six weeks.
14. We *had been staying/stayed* in a hotel by the sea last summer.
15. Elvis Presley *sang/had sung* lots of hit songs.
16. I *opened/was opening* the door and stepped outside.
17. They *had stood/were standing* outside when the results were announced.
18. Alexander Graham Bell *had invented/invented* the telephone.
19. She broke the glass while she *had washed/was washing* it.
20. I *had got up/got up* this morning an hour earlier than I *needed/had needed* to.
21. We *had been/were* working for two hours when we finally *had decided/decided* to have a rest.
22. I already *sent/had sent* the parcel when I *got/had got* your fax.
23. I *was crossing/crossed* the road this morning when a car *was coming/came* round the corner and nearly *was hitting/hit* me.
24. When he *had opened/opened* the door he *was seeing/saw* a letter lying on the floor.
25. When they *had finished/finished* discussing the project they *went/were going* to the restaurant.
26. It was early morning; people *were rushing/rushed* to catch their trains and the shopkeepers *were getting/got* ready to open up.
27. I *walked/had walked* up the path to the cottage which I *saw/had seen* before.
28. When I stepped inside I *noticed/had noticed* that the air *was/had been* fresh.
29. He *appeared/had appeared* in many films by the age of 25.

2.4.13 Put the verbs in brackets into the correct tense

- 1 A: What ...*were you doing*... (you/do) at ten o'clock this morning?
B: I(read) some important documents in my office.
- 2 A: Why are you so disappointed?
B: Because I. hoped that I(pass) the test, but I didn't.
- 3 A: Have you found your bag yet?

- B: No, but I.....(report) to the police yesterday.
- 4 A: Did you enjoy the play last night?
B: No, even though I.....(read) good reviews of it before I bought the tickets.
- 5 A: Have you written your report yet?
B: I(just/start) when you came in, actually.
- 6 A: Sorry I'm late.
B: Where have you been? I(expect) you an hour ago.
- 7 A: We.....(go) to an antique market yesterday.
B:(you/buy) anything?
- 8 A: Were you surprised that the factory closed down?
B: Not really. In fact, I(know) it was going to happen.
- 9 A: Julia did well in the test, didn't she?
B: Yes. She(study) very hard for it.

2.4.14 Put the verbs in brackets into the correct tense

A When Simon 1) (arrive) at the cinema, dozens of people 2).....(queue) outside. They 3).....(wait) to see the same film as Simon. Simon, however, 4).....(buy) a ticket in advance, so he 5)..... (walk) straight to the front of the queue and 6)..... (enter) the cinema. He 7).....(feel) relieved that he didn't have to queue. He 8)..... (reach) his seat just as the lights 9)..... (go down) for the start of the film.

B Last weekend, Cathy 1).....(hire) a car and 2) (drive) to the seaside. When she 3).....(arrive) the wind 4)..... (blow) and the sky 5) (be) cloudy. She 6) (get out) of the car and 7).....(take) a walk along the seafront. Then she 8)(decide) to go for fish and chips at a nearby restaurant that she 9).....(see) earlier and liked the look of. By the time she 10).....(leave) the restaurant, it 11) (already/grow) dark. As she 12).....(walk) to her car it 13).....(begin) to rain. However, Cathy 14).....(not/mind) because she 15).....(have) a wonderful day.

3. Module 3. Advertising

3.1 READING

Reading 1

3.1.1 Can you answer these questions?

Can you name different ways of advertising?

What is the cheapest way?

What is the most expensive way?

Which way would you use to advertise your product; company?

3.1.2 Read the text

HOW COMPANIES ADVERTISE

Advertising informs consumers about the existence and benefits of products and services, and attempts to persuade them to buy them. The best form of advertising is probably word-of-mouth advertising, which occurs when people tell their friends about the benefits of products or services that they have purchased. Yet virtually no providers of goods or services rely on this alone, but use paid advertising instead. Indeed, many organizations also use institutional or prestige advertising, which is designed to build up their reputation rather than to sell particular products.

Although large companies could easily set up their own advertising departments, write their own advertisements, and buy media space themselves, they tend to use the services of large advertising agencies. These are likely to have more resources, and more knowledge about all aspects of advertising and advertising media than a single company. The most talented advertising people generally prefer to work for agencies rather than individual companies as this gives them the chance to work on a variety of advertising accounts (contracts to advertise products or services). It is also easier for a dissatisfied company to give its account to another agency than it would be to fire its own advertising staff.

The client company generally gives the advertising agency an agreed budget: a statement of the objectives of the advertising campaign, known as a brief; and an overall advertising strategy concerning the message to be communicated to the target customers. The agency creates advertisements (the word is often abbreviated to adverts or ads), and develops a media plan specifying which media – newspapers, magazines, radio, television, cinema, posters, mail, etc. - will be used and in which proportions. (On television and radio, ads are often known as commercials.) Agencies often produce alternative ads or commercials that are pre-tested in newspapers, television stations, etc. in different parts of a country before a final choice is made prior to a national campaign.

The agency's media planners have to decide what percentage of the target market they want to reach (how many people will be exposed to the ads) and the number of times they are likely to see them. Advertising people talk about frequency or «OTS» (opportunities to see) and the threshold effect – the point at which advertising becomes effective. The choice of advertising media is generally strongly

influenced by the comparative cost of reaching 1,000 members of the target audience, the cost per thousand (often abbreviated to CPM, using the Roman numeral for 1,000). The timing of advertising campaigns depends on factors such as purchasing frequency and buyer turnover (new buyers entering the market).

How much to spend on advertising is always problematic. Some companies use the comparative-parity method - they simply match their competitors' spending, thereby avoiding advertising wars. Others set their ad budget at a certain percentage of current sales revenue. But both these methods disregard the fact that increased ad spending or counter-cyclical advertising¹ - can increase current sales. On the other hand, excessive advertising is counter-productive because after too many exposures people tend to stop noticing ads, or begin to find them irritating. And once the most promising prospective customers have been reached, there are diminishing returns², i.e. an ever-smaller increase in sales in relation to increased advertising spending.

¹ **Counter-cyclical advertising** – advertising during periods or seasons when sales are normally relatively poor.

² **Diminishing returns** – the idea that a point can be reached where the advantage or profit you are getting stops increasing in relation to the effort you are making.

VOCABULARY

existence – існування

benefit – користь, перевага

attempt – спроба

persuade – переконувати

purchase – купувати

word-of-mouth advertising – реклама з вуст в уста

set up – засновувати

rely on – покладатися на

fire – звільняти з роботи

objective – ціль

advertising campaign – рекламна кампанія

communicate (to) – повідомляти, передавати інформацію

commercial – реклама на телебаченні чи радіо

target customer – цільовий споживач

prior to – раніше, перед

frequency – частота

threshold – поріг (свідомості)

comparative-parity method – порівняльно-відповідний метод

sales revenue – прибуток від продажу

disregard – ігнорувати, не брати до відома

excessive – надмірний

counter (pref.) – проти

prospective customer – потенційний споживач

3.1.3 Answer the question

1. What is the aim of advertising?
2. What is the best kind of advertising?
3. Why do most companies use advertising agencies?
4. When a company hires an advertising agency, what are the roles of both parties?
5. What is a media plan?
6. What is a threshold effect?
7. How do companies decide how much to spend on advertising?
8. Why does advertising become ineffective after a certain point?

3.1.4 Find the terms in the texts which mean the following

- 1) free advertising, when satisfied customers recommend products to their friends;
- 2) advertising that mentions a company's name but not specific products;
- 3) companies that handle advertising for clients;
- 4) a contract with a company to produce its advertising;
- 5) the amount of money a company plans to spend in developing its advertising and buying media time or space;
- 6) the statement of objectives of an advertising campaign that a client works out with an advertising agency;
- 7) the advertising of a particular product or service during a particular period of time;
- 8) a defined set of customers whose needs a company plans to satisfy;
- 9) the people who choose where to advertise, in order to reach the right customers;
- 10) the fact that a certain amount of advertising is necessary to attract a prospective customer's attention;
- 11) choosing to spend the same amount on advertising as one's competitors;
- 12) advertising during periods or seasons when sales are normally relatively poor.

3.1.5 Translate the following phrases into English:

переконувати споживача купити товар; користуватися послугами рекламних агентств; засновувати рекламні відділи; звільняти з роботи; рекламні контракти; рекламна кампанія; розробляти медіа-план; реклама на телебаченні або радіо; створювати рекламу; стратегія рекламування; надмірне рекламування; витрати на рекламу; рекламні війни; цільовий споживач; потенційний споживач; прибуток від продажу.

3.1.6 Which of the following statements do you agree with?

1. Advertising is essential for business, especially for launching new consumer products.
2. A large reduction of advertising would decrease sales.
3. Advertising often persuades people to buy things they don't need.
4. Advertising often persuades people to buy things they don't want.
5. Advertising lowers the public's taste.

6. Advertising raises prices.
7. Advertising does not present a true picture of products.
8. Advertising has a bad influence on children.

3.1.7 Explain the meaning of the following words or phrases in English:

a word-of-mouth advertising; prestige advertising; an advertising account; an advertising budget; a brief; a media plan; a commercial; the threshold effect; buyer turnover; the comparative-parity method; counter-cyclical advertising; diminishing returns.

3.1.8 Discussion

1. How many advertisements do you think you see or hear every day?
2. How many times do you have to see an advertisement before it begins to annoy you?
3. Are you able to ignore advertisements?
4. What makes an advertisement memorable? Humor? The use of famous actors? Endless repetition? Other elements?
5. Do you find the advertisements on television generally amusing? Annoying? Informative? Persuasive? Well-made?
6. Give examples of advertisements that you have enjoyed.
7. Give examples of advertisements that have persuaded you to buy the product.

3.1.9 Writing

In small groups write a script for a 30 second broad commercial to be played on a popular English-language radio station, advertising a well-known product exported by your country. You are free to invent the name of the company, the details of its service, the name of the product, and so on.

3.1.10 Advertising game

Students are given a consumer product, preferably a ridiculous one, and they are then asked, in groups to prepare and act out a television advertisement for the product. If it is a humorous product, e.g., a paper hammer, frozen beer, a bicycle seat warmer, the students should prepare logical reasons why other students should purchase this article. After each group's performance a vote can be taken on the best product.

Reading 2

3.1.11 Read the text

SWOT ANALYSIS

Before entering the marketplace it is essential to **carry out** a **SWOT analysis**. This **identifies** the **strengths** and **weaknesses** of a product, service or company, and the **opportunities** and **threats** facing it. Strengths and weaknesses

refer to the product itself and are considered as **internal factors**. The **external factors**, referring to the marketplace, are opportunities and threats.

This is a SWOT analysis of PetraServe, a company which runs motorway service stations.

<p style="text-align: center;">STRENGTHS</p> <p>Superior distribution network — we have one of the best. We are the specialist in long-distance petrol needs for lorry and truck drivers - we have experience, knowledge and skill. Consumers see us as a quality brand. Innovative loyalty programme that's unique in the Market. We are a profitable company - we're making money.</p> <p>Highly recognizable brand. A global brand.</p>	<p style="text-align: center;">WEAKNESSES</p> <p>Undifferentiated offer in terms of basic product – petrol is the same whatever the brand.</p> <p>Lack of new products — we need more.</p> <p>Ineffective leverage of specialist image – we don't use our specialist image well.</p> <p>Inferior communication – we could communicate better.</p> <p>Damaged reputation for petrol and fossil fuels – they have a bad image. Consumer loyalty is weak.</p>
<p style="text-align: center;">OPPORTUNITIES</p> <p>Developing market for service station shop (confectionery, car maintenance products, etc.).</p> <p>Gap in the market: hybrid cars and electric cars will need fuel.</p> <p>Huge potential for growth - there is a lot of room to expand into new markets.</p>	<p style="text-align: center;">THREATS</p> <p>Our main competitor is strong. Price war in the fuel market is becoming more threatening – all our competitors are cutting prices.</p> <p>Emerging trend towards hybrid cars and electric cars.</p> <p>Consumer fears about environment and pollution.</p>

SWOT AND MARKETING STRATEGY

Pat Albright is the senior marketing manager for PetraServe. She's presenting her marketing strategy to the board. The strategy was shaped by the SWOT analysis above.

'We need to **exploit** our **strengths** by making the most of our distribution network and loyalty programme. If we can also **build on strengths** such as our brand image and current profitability, then it'll be easier to **address**, or deal with, **weaknesses** such as the lack of new products. We need to **anticipate the threat** of new hybrid cars and **seize** the new **opportunities** this will bring in terms of providing service points for these cars. The potential price war in the fuel market **poses a serious threat** and we will need to **minimize** the **weaknesses** this may create. Our sector **is also under threat from** the trend towards greater consumer concerns about the environment, but I believe we can **create an opportunity** by **strengthening** our **communication** and **informing consumers** about what we're doing to preserve the environment.'

3.1.12 The extracts below are from a SWOT analysis. Do they describe strengths, weaknesses opportunities or threats?

1. Competition is growing in this market, which could lead to a price war. There are now a lot of sites that offer the same service and product categories as Amazon. Amazon is a global brand but in some local markets the main competitor could be stronger and preferred by consumers.

2. Amazon has added a lot of new categories, but this may damage the brand. For example, offering automobiles may be confusing for customers. Due to increased competition, the offer is undifferentiated.

3. In 2004 Amazon moved into the Chinese market. There is huge potential here. In 2005 Amazon launched a new loyalty programme, AmazonPrime, which should maximize purchases from the existing client base.

4. Amazon is a global brand, operating in over ten countries. It was one of the first online retailers and today it has an enormous customer base. It has built on early successes with books, and now has product categories that include jewellery, toys and games, food and more. It has an innovative Customer Relationship Management programme.

3.1.13 Complete the table. Then complete the sentences below using words from the table

Verb	Noun	Adjective
		opportune
strengthen		
threaten		
weaken		

1. Currently, the company is under ____ from its main competitors.
2. In order to grow, the company will have to create new _____, not just exploit existing _____.
3. We need to minimize ____ and _____.
4. To remain ahead of the competition we will need to anticipate _____ such as increased raw material costs.

3.1.14 Correct the mistakes using words and expressions from the text

1. The brand is very strengthened.
2. Today, competitor fears about health are one of the biggest threats to the processed food sector.
3. An undifferentiated offer will weakness the company in the short term.
4. A clear opportunity is a gape in the market.
5. We may be threatened by the emerging trend towards online shopping.
6. A war of prices has weakened our profitability.

3.1.15 Think about the company you want to work for, or one you would like to work for. Carry out the SWOT analysis of the company. Do the same for the company you would never want to work for

Reading 3

3.1.16 Read the text

**MARKETING STRATEGY AND THE MARKETING PLAN
MARKETING STRATEGY VS. MARKETING PLAN**

A company’s **marketing strategy** describes how it will position itself and the **products** it **sells** or the **services** it **provides** in the **competitive marketplace**. The strategy includes a discussion of target markets, product and pricing policies, and proposed marketing and promotional initiatives.

The company’s **marketing plan** is the written document which details the **marketing methods** selected (advertising, price promotions, etc.) and specific **marketing actions** or **marketing activities** (for example, a back-to-school promotional offer). It also examines the **resources** needed (both financial and human) to achieve specified **marketing objectives**, such as an increase in sales or a successful product launch, over a given period of time.

Developing the marketing plan

You can **develop a marketing plan** using the stages known as **AOSTC** (Analysis, Objectives, Strategies, Tactics and Control).

ANALYSIS	Current market situation	Information on the competitors and the marketplace
	Competitor analysis	The competition in the marketplace. You will also need to include information on their positioning - how they control the way the customers see the products or services
	Product / service analysis	What you sell or provide, and your Unique Selling Point (USP) - that is, what distinguishes your product or service from others on the market. Originally USP stood for Unique Selling Proposition, a concept developed by Rosser Reeves in the 1940s
	Target market	Your customer groups or segments - for example, teenagers or business people
OBJECTIVES	Marketing goals	<ul style="list-style-type: none"> ▪ What you want to achieve, in terms of image and sales

	Set SMART objectives	<ul style="list-style-type: none"> ▪ Specific - Be precise about what you are going to achieve. ▪ Measurable - Quantify your objectives. ▪ Achievable - Are you attempting too much? ▪ Realistic - Do you have the resources to make the objective happen (manpower, money, machines, materials, minutes)? ▪ Timed - When will you achieve the objective? (Within a month? By February 2015?)
STRATEGIES	The approach to meeting the objectives	<ul style="list-style-type: none"> ▪ Which market segment? ▪ How will we target the segment? ▪ How should we position within the segment
TACTICS	Convert your strategy into the marketing mix, including the 4 Ps	<ul style="list-style-type: none"> ▪ Product ▪ Price ▪ Place ▪ Promotion
CONTROL	Tracking	How the success of the marketing plan will be measured. How each marketing activity will be assessed

A summary of the marketing plan, known as the **executive summary**, is included at the beginning of the document.

3.1.17 Make word combinations with *market* and *marketing* using words from the box. Then match the word combinations with the definitions below

methods	mix	plan	segments	strategy	target
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market _____

marketing _____

1. groups of consumers with similar needs or purchasing desires
2. the consumers, clients or customers you want to attract
3. a definition of the company, the product / service and the competition
4. detailed information about how to fulfill the marketing strategy
5. the techniques you can use to communicate with your consumers
6. the combination of different elements used to market a product or service

Reading 4

3.1.18 Read the text

ONLINE ADVERTISING

The volatility of Internet stocks says a lot about what is expected from them. It says rather less about the true health of the online advertising market.

Carat, the media buying group, expects Internet advertising worldwide to grow by 25 per cent this year. In developed markets, growth rates are even faster. US growth, for example, was 38 per cent, and there remains plenty of room for further rapid expansion. Credit Suisse expects US online spending to grow at an annual rate of 22 per cent over five years, but that still leaves it with a total market share of about one-tenth. Demand from advertisers, however, is strengthened because people believe that online advertising generates a high return on investment. Measurement is never easy, but based on survey data from TNS Media Intelligence, online currently enjoys a return on investment of 26 per cent, compared with 17 per cent for magazines, the next closest category-

Online offers the opportunity for manufacturers to reach a larger number of consumers. A recent study found that US food companies are increasingly using the Internet to target children with interactive games and commercials, which is a concern for anti-obesity campaigners, but an example of the potential of 'rich media'.

With expected overall advertising market growth of only 4 to 5 per cent this year, traditional media continue to lose share. In the UK, for example, print media advertising shrank 5 per cent last year, while online grew by almost so two-thirds. Share prices of Internet stocks will continue to fluctuate greatly, but it is traditional print media companies that face the toughest future.

3.1.19 Decide whether the statements are true or false?

- a) This year, Internet advertising is expected to increase by a quarter.
- b) In some markets, the increase will be lower.
- c) Credit Suisse predicts spending in the US to fall below 22%.
- d) Online advertising in the US enjoys approximately 10% of the market share.
- e) The return on investment of online advertising is higher than for other media.
- f) Experts say that traditional media continue to lose market share.
- g) In the UK, online advertising has grown by 5%.
- h) Internet stocks should become more stable in the future.

3.1.20 Choose the alternative that best explains the words in *italics*

- a) the *volatility* of Internet stocks
 - 1) amount
 - 2) unpredictability

- 3) attraction
- b) online advertising generates a high *return on investment*
 - 1) amount of money earned from the investment
 - 2) amount of money budgeted for the investment
 - 3) amount of money spent on the investment
- c) *anti-obesity campaigners* are people who are
 - 1) fighting against weight loss.
 - 2) always going on diets.
 - 3) trying to reduce the number of overweight people.
- d) ‘Stocks will continue to *fluctuate*’ means they will continue to
 - 1) remain stable
 - 2) go up
 - 3) go up and down

Reading 5

3.1.21 Read the text

ADVERTISING: TRIED AND TESTED OR TIRED FORMULA?

If you studied the advertisements in any glossy magazine with the logos and company names covered up, how easily could you identify the brands?

In reality, advertisements for most luxury brands are depressingly similar. According to Mark Tungate, author of *Fashion Brands: Branding Armani to Zara*, many brands are owned by huge corporations with demanding shareholders, so they can't afford to take risks.

Luxury brands are experts at creating word-of-mouth advertising through fashion weeks, events and PR. Milton Pedraza, chief executive of New York's Luxury Institute, however, believes selling reputation and tradition is not enough. He says luxury brands should train their marketers to focus on customer needs through research and testing, as Procter & Gamble does.

Recently, brands have started using specialist luxury advertising agencies. Dawn Coulter, managing director of McCann Erickson's Luxury Box, whose clients include Gucci, says a new approach is being driven by the restructuring of many luxury organisations. Furthermore, there is a greater interest in luxury goods from consumers who mix and match.

In luxury advertising, LVMH is the biggest player. The advertising spend of LVMH alone – “€2bn this year – represents more than half the luxury industry's spend,” says Antoine Colonna at Merrill Lynch. He predicts a move towards more frequent campaigns, to prevent losing share of this difficult market.

According to Simon Sylvester, the main differences between advertising luxury goods and consumer goods is “in the luxury market, the benefits and features of a product are not as important as making sure who has them and who doesn't.”

3.1.22 Who says what? Match the following statements (a-f) with the person (1-5) who made them

- a) Luxury brand companies will advertise more often.
- b) Several luxury brand companies are changing their organisation structure.
- c) Companies owning luxury brands are reluctant to use innovative advertising.
- d) The advertising focus on luxury brands is on the customer, not the product.
- e) More ordinary consumers are buying luxury products,
- f) Luxury-brand marketing people need to concentrate more on what the customer wants.

- 1. MarkTungate
- 2. Milton Pedraza
- 3. Dawn Coulter
- 4. Antoine Colonna
- 5. Simon Sylvester

3.1.23 Match the words (1-8) with their meanings (a- h)

- a) glossy
- b) depressingly
- c) demanding
- d) reputation
- e) focus
- f) approach
- g) predict
- h) prevent

- 1) status or position
- 2) concentrate
- 3) method
- 4) looks shiny and expensive
- 5) miserably, sadly
- 6) stop or avoid
- 7) difficult, tough
- 8) forecast

3.2 LISTENING

ADVERTISING CAMPAIGN

3.2.1 Joys of Germany is an organization in charge of promoting tourism in Germany. One of their staff is in London to meet Red Arrow, an advertising agency. Listen and choose the right answers

- 1. What do they want to advertise?
 - a) to promote a special price;

- b) to create or maintain awareness of a product;
 - c) to remarket a product.
2. According to Joys of Germany, what sort of image does Germany have abroad?
- a) boring and traditional;
 - b) expensive and dirty;
 - c) marvellous and exciting.
3. The stereotypes associated with Germany are
- a) sausages and historical monuments;
 - b) fast food and beautiful beaches;
 - c) sausages and the Black forest.
4. According to Joys of Germany this country still attracts far more tourists than Germany because of the climatic conditions:
- a) India;
 - b) Italia;
 - c) the UK.
5. What kind of visitors does Joys of Germany want to attract to Germany?
- a) people from Ukraine;
 - b) British people;
 - c) the Americans.
6. What do they want to advertise?
- a) a new image of Germany;
 - b) sausages produced in Germany;
 - c) classical music written by great German composers.
7. They want to work with someone based in the UK
- a) to make sure their adds appeal to people in the UK;
 - b) because British people produce better ads;
 - c) because German people do not know anything about advertising.
8. Why does Joys of Germany need an insider(an inhabitant of the UK)?
- a) because an insider knows more about Germany;
 - b) to design an ad campaign in English;
 - c) to design an ad campaign with the maximum appeal.
9. Every country has its own advertising culture and advertising norms
- a) are different in each country;
 - b) are similar in each country;
 - c) do not exist in every country.
10. The representer of the Joys of Germany says
- a) Germany lacks for attractions;
 - b) Germany has the tourist infrastructure;
 - c) there is no tourist industry in Germany

3.2.2 Complete these sentences from the dialogue with the words from the box. Listen again if necessary

Achieve appeal appeal campaign create
looking outside perspective

1. Tell me what you're _____ for.
2. But that's why it's important for us to _____ a new image.
3. We think that someone from _____ will have a fresh _____.
4. We want to make sure our ads _____ to people in the UK.
5. I understand what you're trying to _____.

3.3 WRITING

GIVING FEEDBACK

3.3.1 The Joys of Germany received the ad from Red Arrow. One of their consultants is now writing back to request a few changes. Complete the email with words from the box

actually • all in all • also • as • how about • however • just • otherwise

From: carsten@joys-of-germany.de

To: tracy@redarrow.com

Dear Tracy,

Thank you very much for the ad. We are very happy with the simple design, (1) _____ we think we can use the grid format in many different types of ads. The look is unique without being too unconventional.

(2) _____, we're a little concerned about the photograph at the bottom. Germany is (3) _____ a popular destination for cyclists already and so we would rather emphasize another, undiscovered feature of the country.

(4) _____ a photograph of a fashion designer at work instead? (5) _____ we like your inclusion of a club photograph, but the image is quite dark. Of course, so are clubs – but it would be nice to find something a little brighter.

(6) _____, though, we're very happy with what you've done!

(7) _____ give me a call if you'd like to discuss the images in more detail.

(8) _____, I look forward to hearing from you soon.

Regards, Carsten

Useful phrases

Giving feedback

When giving feedback, try to use the sandwich approach. Begin and end your email or conversation with positive feedback (the *bread*), and put any criticism in the

middle (the *filling*). That way you begin and end on a positive note, and it is more likely that the person you are criticizing will still feel confident and motivated.

Positive feedback

We're very happy with what you've done

We really like...

Criticism

We think that the colours are not bright enough./too bright

We think that the images might be too ...

Remember to soften criticism by using words such as *a little, quite* and *rather*.

We're a little concerned about...

... but the image is quite dark

Finally, be specific about what changes you want.

... it would be nice to find something a little brighter.

How about... instead?

3.3.2 Use the phrase above to give feedback on any ads you have seen recently in magazines or newspapers. Try to use the sandwich approach

3.4 GRAMMAR

FUTURE FORMS

We use the Future Simple:

a) in predictions about the future usually with the verbs *think, believe, expect, etc.*, the expressions *be sure, be afraid, etc.*, and the adverbs *probably, perhaps, certainly, etc.*

*I'm afraid we **won't be** on time for the meeting.*

b) for on-the-spot decisions.

I'll take it.

c) for promises (usually with the verbs *promise, swear, guarantee, etc.*), threats, warnings, requests, hopes (usually with the verb *hope*) and offers.

*I don't understand this exercise. **Will** you help me with it? (request)*

*Of course! **I'll explain** it to you. (offer)*

d) for actions/events/situations which will definitely happen in the future and which we cannot control.

*The temperature **will reach** 40 °C tomorrow.*

We use be going to:

a) for plans, intentions or ambitions we have for the future.

***I'm going to become** a famous violinist one day. (ambition)*

*Now that they've won the lottery, they **are going to buy** a big house, (intention/plan)*

b) for actions we have already decided to do in the near future.

*They **are going to get married** in three months. (They have already decided to do it.)*

BUT: *They're getting married* next month. (They have decided and arranged to do it.)

c) in predictions when there is evidence that something will happen in the near future. *Look at the clouds! It's going to rain.*

Note: 1) We normally use *be going to* to talk about something we intend to do and *will* to give details or make comments. e.g. A: *I'm going to have a party next week. I'll invite all my friends.* B: *That'll be great.*

2) We normally use the present *continuous* rather than *be going to* with verbs which express movement, especially the verbs *go* and *come*. e.g. *Sam is going to the market in a few minutes. Sheila is coming to my house for tea this afternoon.*

The future simple and *be going to* are used with the following time expressions: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year, in a week/month/year, in two/three days/weeks, etc.*

We use the Future Continuous:

a) for an action which will be in progress at a stated future time.

This time next week, we'll be cruising round the islands.

b) for an action which will definitely happen in the future as the result of a routine or arrangement.

Don't call Julie. I'll be seeing her later, so I'll pass the message on.

c) when we ask politely about someone's plans for the near future (what we want to know is if our wishes fit in with their plans.)

Will you be using the photocopier for long?

We use the Future Perfect:

for an action which will be finished before a stated future time.

She will have delivered all the newspapers by 8 o'clock.

The future perfect is used with the following time expressions: *before, by, by then, by the time, until/till.*

Note: *Until/till* are only used in negative sentences.

a) *She will have finished the report by tomorrow. (NOT:... until/till tomorrow.)*

b) *She won't have completed the report until/till 5 o'clock.*

We use the Future Perfect Continuous:

to emphasise the duration of an action up to a certain time in the future.

By the end of next month, she will have been teaching for twenty years.

The future perfect continuous is used with: *by... for.*

Note: after the time expressions *by the time, until, before*, we use the present simple because they introduce time clauses. The future perfect and the future perfect continuous may come either before or after the time clause.

Study the following examples:

a) *I won't have finished cleaning the house until you come back.*

b) *By the time they reach York, they will have been travelling for four hours.*

Note: We can use the future simple, future continuous or future perfect to make a prediction about the present or past, that is to say what we believe may be happening or have happened. Study the following examples:

e.g. a) *'There's somebody on the phone for you.'* *'That'll be my mother.'*

b) *Don't call her now – she'll be sleeping.*

c) *It's seven o'clock. Dad will have left the office by now.*

We use **the present simple** for future actions when we refer to programmes, timetables, etc.

e.g. *The bus arrives in Liverpool at 7:30.*

We use **the present continuous** for actions we have decided and arranged to do in the near future. e.g. *I'm flying to Lisbon tomorrow morning.*

We use **the present simple** or **present perfect**, and not future forms, after words and expressions such as *while, before, after, until/till, as, unless, when, whenever, if, suppose/supposing, once, as soon as, as long as, by the time, in case, on condition that*, etc. e.g. *Call me as soon as you get back.* (*NOT: ...as soon as you will get back.*)

We use **future forms**:

a) with **when** when it is used as a question word. When it is used as a time word we use the present simple.

e.g. *When will they get married?*

I'm not sure when they will visit us. BUT: I will let you know when I decide.

b) with **if** (= whether) when it is used after expressions which show ignorance, uncertainty, etc. such as *I don't know, I wonder, I doubt*, etc. e.g. *I don't know if/whether he'll move house.*

I doubt if/whether she'll pass her exams. BUT: If you call her, give her my regards.

Future Simple versus Be going to

We use **the future simple**:

- when we make a prediction based on what we think, believe or imagine.

In the year 2050 people will drive electric cars.

- for on-the-spot decisions.

I like this one better than the other. I'll take it.

We use **be going to**:

- when we make a prediction based on what we can see (evidence) or what we know.

She is going to cut the sunflowers.

- for actions we have already decided to do in the future.

Do you like this blouse?

Yes. Why?

I'm going to give it to my daughter as a gift.

EXERCISES

3.4.1 Make true sentences using *will* or *won't*

Example:

I / go out tonight

I think/I don't think I'll go out tonight.

- I / be a millionaire one day

- it / snow tomorrow

- I / go shopping this afternoon

- my English exam / be difficult

- I / pass the exam easily

- I / get a new job

- I / be at home this evening

3.4.2 Underline the correct verb form in the sentences

Example:

'Oh, dear. I'm late for work.'

'Don't worry. *I'm going to give* / *I'll give* you a lift.'

a) 'I've got a headache.'

'Wait a minute. *I'll get* / *I'm going to get* you an aspirin.'

b) 'Why are you putting on your coat?'

'Because *I'll take* / *I'm going to take* the dog for a walk.'

c) 'Are you and Alan still going out together?'

'Oh, yes. *We'll get married* / *we're going to get married* next year.'

d) 'Did you phone Peter about tonight?'

'No, I forgot. *I'll do* / *I'm going to do* it now. What's his number?'

e) 'Have you booked your holiday?'

'Yes, we have. *We'll go* / *we're going* to Italy.'

f) 'I haven't got enough money to pay for my ticket.'

'It's OK. *I'll lend* / *I'm going to lend* you some.'

g) 'Can you meet me after work?'

'I'd love to, but *John will take* / *John's taking* me out tonight.'

3.4.3 Fill in the gaps with the correct form of *will* or *be going to* and the verb in brackets

- 1 A: Why are you buying flour and eggs?
B: Because I(make) a cake.
- 2 A: I have decided what to buy Mum for her birthday.
B: Really. What(you/buy) for her?
- 3 A: Did you ask Jackie to the party?
B: Oh no! I forgot! I(ask) her tonight.
- 4 A: Could I speak to Jim, please?
B: Wait a minute. I.....(get) him for you.
- 5 A: What are your plans for the weekend?
B: I(spend) some time with my friends.
- 6 A: What are you doing on Friday night?
B: Oh, I.....(probably/stay) at home with my family.
- 7 A: Have you tidied your room yet?
B: No, but I promise I.....(do) it this afternoon.
- 8 A: Look at that boy!
B: Oh yes! He(climb) the tree.
- 9 A: Jason is very clever for his age.
B: Yes. He says he(become) a doctor when he grows up.
- 10 A: I'm too tired to cut the grass.
B: Don't worry! I(cut) it for you.

3.4.4 Fill in the future simple or *be going to*

- 1 A: Have you finished your essay yet?
B: No, but I'm sure I...*'ll finish*... (finish) it on time.
- 2 A: I have decided what to wear for the party.
B: Really? What.....(you/wear), then?
- 3 A: Why do you need hot soapy water?
B: Because I(wash) the car.
- 4 A: Did you post those letters?
B: No, I forgot. I.....(post) them this afternoon.
- 5 A: Did you book a table at the restaurant?
B: Yes, but I don't expect it.....(be) busy.
- 6 A: I'm hungry. B: Me too. I.....(make) us something to eat.
- 7 A: What are you doing this weekend?
B: Oh, I.....(probably/visit) my grandparents.
- 8 A: Look at that dog!
B: Oh yes! It.....(swim) across the river.
- 9 A: Tony is nearly eighteen, isn't he?
B: Yes. He(work) for his father when he leaves school.
- 10 A: Are you going into town today?
B: Yes. I(give) you a lift if you like.

- 11 A: Your shirt is dirty.
 B: Oh dear! I.....(change) into another one.
- 12 A: I hope we(not/arrive) late for the meeting.
 B: Don't worry. There's plenty of time.
- 13 A: I'm really thirsty after all that hard work.
 B: I(make) some tea.
- 14 A: Did you give Steve his present?
 B: No. I(give) it to him tonight at dinner.
- 15 A: Watch out! You(bang) your head on the doorframe. B:
 Oh! I didn't realise it was so low.

3.4.5 Put the verbs in brackets into the future simple, the present simple or the present continuous

- 1 A: I.....(see) Roger at seven o'clock tonight.
 B: Really? I thought he was out of town.
- 2 A:(you/do) anything on Friday morning?
 B: No, I'm free.
- 3 A: I(go) to the cinema. There's a new film on. Do you want to come with me?
 B: What time.....(the film/start)?
- 4 A: Helen(have) a party the day after tomorrow.(you/go)?
 B: As a matter of fact, I haven't been invited.
- 5 A: The new exhibition(open) on April 3rd and.....(finish) on May 31st.
 B: I know. I(go) on the first day.
- 6 A: Aunt Maggie.....(come) to visit us tomorrow.
 B: I know. What time.....(she/arrive)?
- 7 A: Excuse me, what time.....(the train/leave)?
 B: At half past three, madam.
- 8 A: Sting(give) a concert at the Olympic Stadium next week.
 B: I know. I(want) to get a ticket.
- 9 A: I'm really thirsty.
 B: I.....(get) you a glass of water.
- 10 A: Are you looking forward to your party?
 B: Yes. I hope everyone.....(enjoy) it.
- 11 A: How old is your sister?
 B: She(be) twelve next month.
- 12 A: What are you doing tonight?
 B: I(probably watch) TV after dinner.

3.4.6 Put the verbs in brackets into the future simple or the future continuous

Kevin: Shall we go to the beach tomorrow?

Ruth: Well, I'm working in the morning, but I 1)*I'll phone*... (phone) you when I finish.

Kevin: Shall we ask Ben and Linda to come with us?

Ruth: Yes. I 2).....(see) Linda at work in the morning, so I 3)(ask) her then.

Kevin: If they want to come I 4)(pick) you up from work and we can all go together

Ruth: Great! Just think, we 5).....(swim) in the sea this time tomorrow! I can't wait.

3.4.7 Put the verbs in brackets into the correct future tense

Dear Victoria,

The holidays are coming and I've made lots of plans. This time next week, I (1)... *'ll be buying*... (buy) Christmas presents for my family and friends. I (2)(get) everything in one day, so that I can enjoy myself for the rest of the holidays.

I'm staying at home with my family on Christmas Day, but two days later I (3) (leave) for Austria. Becky and I (4).....(spend) a week there skiing. I'm sure we (5).....(have) a wonderful time.

When I come back from Austria, I (6).....(probably/have) a party, because it's my birthday on January 5th. I (7).....(be) nineteen! I hope you (8).....(come).

Well, I must go now. I'm going to help my mother with the housework. See you soon!

Love, Penny.

3.4.8 Put the verbs in brackets into the future continuous or the future perfect

1 A: I can't come shopping on Saturday morning because I(work).

B: That's a pity.

2 A: Don't phone me later than midnight because I(sleep) then.

B: Shall I give you a call at about 10:30, then?

3 A: Come to my house at six o'clock.

B:(you/finish) your homework by then?

4 A: Have you made the preparations for the party?

B: Not yet, but I(finish) them by this evening.

5 A: There's a meeting tomorrow at 4 o'clock.

B: I can't go if it is that late. I(leave) by then.

3.4.9 Put the verbs in brackets into the future perfect or future perfect continuous

1. By 3 o'clock, she ...*will have been studying*... (study) for six hours.

2. By the end of next month, Sam.....(finish) the project.

3. He(not/start) painting the kitchen before Tuesday.

4. By the time she arrives in Paris, she(travel) for four hours.
5. I hope I.....(buy) my own house by the time I'm thirty-five.
6. By Saturday, Lisa.....(diet) for two weeks.
7. Hopefully, they.....(learn) everything by the time they sit the exam.
8. By 4 o'clock, I.....(sit) in the hairdresser's for three hours.
9. By Christmas, I.....(work) for this company for eighteen months.
10. By next weekend, Brian.....(move) house.
11. Hopefully, the builders.....(finish) building the house by next month.
12. By Tuesday, Alan.....(sail) for twelve days.
13. By tomorrow morning, she.....(sleep) for twelve hours.

3.4.10 Underline the correct tense

- 1) When we go to Paris, we will climb/*will have climbed* the Eiffel Tower.
- 2) James *will have completed*/*will have been completing* his studies by the end of the year.
- 3) By the time I get home, I *will have been walking*/*will walk* for three hours.
- 4) Kim *will be performing*/*will have been performing* in the concert next week.
- 5) We're too late to catch the bus. It *will go*/*will have gone* by now.
- 6) 'We're run out of milk.' 'Really? I *will buy*/*will have been buying* some more this afternoon'.
- 7) This time tomorrow, I *will have been leaving*/*will be leaving* for the airport.
- 8) Sam *will work*/*will have been working* here for two years on Monday.
- 9) I *will collect*/*will have collected* you from Peter's house on my way home.
- 10) Julia *will have found*/*will be finding* the note I left for her by now.

3.4.11 Underline the correct tense

A Next Saturday, Daisy 1) *is flying*/*flies* to Paris for a business meeting. Her secretary has already booked the flight. The plane 2) *will leave*/*leaves* at nine o'clock in the morning and one of her business clients 3) *will have met*/*will be meeting* her at the airport when the plane lands. She doesn't know how long the meeting will last, but she 4) *will have returned*/*will have been returning* home by Thursday evening.

B Florence 1) *is going to become*/*will be becoming* a doctor when she finishes medical school. She thinks she 2) *will probably work*/*will have probably worked* in a hospital for most of her career. This time next month, she 3) *will have revised*/*will be revising* hard for her exams. By the time she gets her degree she 4) *will have been studying*/*will have studied* medicine for five years. Florence hopes she 5) *will have passed*/*will pass* all the exams with excellent grades.

C Next Monday, Amanda 1) *will have been starting*/*is starting* work. She 2) *is going to work*/*will work* for a large company in the city centre. By the end of next week, she 3) *will be finishing*/*will have finished* her training.

D My parents have been married for almost thirty years. In fact, this time next month, they 1) *will be celebrating/will have been celebrating* their 30th wedding anniversary. They 2) *will have been living/will be living* in the same house for twenty-five years by next Thursday, and, by the time my father is sixty, he 3) *will work/will have been working* for the same company for forty years.

FUTURE FORMS REVISION

3.4.12 Identify the tenses, then match them to the correct descriptions

<p>1 I like these shoes. I'll buy them.</p> <p>2 They will have eaten lunch by two o'clock this afternoon.</p> <p>3 I'm going to open my own business in the future.</p> <p>4 This time tomorrow, I'll be taking my driving test.</p> <p>5 By the time Jack finishes the race, he will have been running for two hours.</p> <p>6 Everyone believes he will win the competition.</p> <p>7 I'll tell Paul about the party. I'll be seeing him at work anyway.</p> <p>8 Will you be speaking to Rob later? I've got a message for him.</p> <p>9 Look at them! They are going to catch the thieves.</p> <p>10 Since you're tired, I'll cook dinner tonight.</p>	<p>a for offers, promises, threats, etc</p> <p>b action which will definitely happen in the future as a result of a routine or arrangement</p> <p>c for plans, intentions or ambitions we have for the future</p> <p>d predictions about the future</p> <p>e asking politely about someone's plans for the near future</p> <p>f action which will be finished before a stated future time</p> <p>g to emphasise the duration of an action up to a certain time in the future</p> <p>h action which will be in progress at a stated future time</p> <p>i on-the-spot decision</p> <p>j predictions when there is evidence that something will happen in the near future</p>
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3.4.13 Put the verbs in brackets into the correct future tense

- 1 A: Are you looking forward to your holiday?
B: Oh, yes! This time next week I ...*will/'ll be lying*... (lie) on the beach.
- 2 A: We're having a party on Saturday.
B: Oh, good. I(make) a cake to bring along.
- 3 A: Have you finished that report yet?
B: Yes. I.....(give) it to you in a minute.
- 4 A: Why are you buying all those vegetables?
B: Because I(make) vegetable soup.
- 5 A: This writing is too small for me to read.
B: Give it to me and I(read) it to you.

- 6 A: I.....(stay) at Claire's house tonight.
 B: Alright. I won't expect you home, then.
- 7 A: Would you like to join me for lunch today?
 B: Yes, please. I(meet) you at half past one.
- 8 A:(you/help) me with the shopping tomorrow?
 B: Of course.
- 9 A: Are you excited about your trip?
 B: Yes. This time tomorrow I.....(sit) on the plane.
- 10 A: I can't hear the television very well.
 B: I(turn up) the volume.

3.4.14 Put the verbs in brackets into the correct future tense

- 1 A: Your house is very small.
 B: I know. I ... *'m going to move...* (move) to a bigger house next year.
- 2 A: I have got a new job!
 B: Wonderful! I.....(call) Mum and tell her the good news.
- 3 A: How old is your daughter?
 B: She(be) fourteen next week.
- 4 A: I must phone Julia.
 B: Well, don't phone her now. She(sleep).
- 5 A: Have you been living here long?
 B: Yes. By next month, I(live) here for ten years.
- 6 A: Are you having a party next weekend?
 B: Yes. I hope I(finish) decorating the house by then.
- 7 A: What are your plans for tonight?
 B: Well, I(meet) Steve at eight o'clock.
- 8 A: I must buy some bread.
 B: You'd better hurry. The shops(close) in half an hour.
- 9 A: Shall I call you at ten o'clock tomorrow?
 B: No. I(leave) for work by then.
- 10 A: Are you coming to the disco on Friday night?
 B: I can't. I(study) for my exam then.
- 11 A: Are you excited about going to California?
 B: Yes! This time tomorrow I(fly) across the Atlantic.
- 12 A: It's seven o'clock.
 B: Yes. John.....(leave) the office by now.
- 13 A: There's somebody at the door.
 B: Oh. That.....(be) the postman.
- 14 A: I've left my jacket at home.
 B: I(go) back and get it for you.
- 15 A: Have you booked a taxi to take you to the airport?
 B: Yes. It(come) at eight o'clock in the morning.
- 16 A: Are you nervous about the interview?

B: Yes. This time tomorrow, I (talk) to the managing director.

3.4.15 Fill in the correct present or future forms

If you 1) ...*like*... (like) watersports, you 2).....(love) Aquaworld. As soon as you 3).....(arrive) at this unique theme park, you 4)..... (be greeted) by visitor hosts who 5).....(show) you to a luxury chalet. Once you 6).....(be) in your swimsuit, you 7) (be able to) enjoy a wide variety of watersports, from swimming to water-skiing. You 8).....(find) plenty to do and you 9).....(have) the chance to try many exciting activities. Aquaworld 10).....(open) at 9 am every day and 11).....(close) at 8 pm. There 12).....(be) special facilities for children and lifeguards 13).....(supervise) all activities. Visit Aquaworld for an experience you 14)(never/forget)!

TAPESCRIPTS

1.1 LISTENING MARKETING MIX

The key factors of our cable package are that you get everything you need to connect to the Internet, and that your connection is faster than anything you can get anywhere else. You can email videos in just seconds, instead of minutes or hours. Customers also get free webspace and can use our webpage design program. And finally, our software automatically scans all incoming emails for viruses.

1.2 LISTENING BRAND VALUES

1. We have three main brand values which we try to project in all our internal and external communication. The first is 'quality'. Our customers associate us with the highest quality products. The second is 'safety'. As you probably know, our products are widely seen as the safest on the market. And the third is 'environmental care', which is a relatively new brand value for us, but one which will become increasingly important in the future.

2. I'd like to tell you something about our brand values. The first, and most important, is 'trust'. In a business like ours, customers have to trust us completely, and that's something we can promote through our brand. Then we have 'innovation'. We have always had a reputation for coming up with new products, and we try to emphasize that through our brand. Another key brand value is 'customer focus'. For us, the customer always comes first and we want to constantly remind both ourselves and our customers of that fact.

3. Let me just move on to talk a little about our brand values. It will come as no surprise to you that our top brand value is 'great value for money'. That's something we continually communicate in our marketing. The next is 'fun'. Hopefully that is obvious from our logo and corporate design. Finally, we have 'honesty'. We want customers to feel that we tell them the truth.

1.3 LISTENING ADVERTISING CAMPAIGN

Tracy: OK, so tell me what you're looking for.

Carsten: Well. We want to do something a bit more interesting than sausages and the Black Forest. Most of our market research shows that Germany still has a boring, traditional image abroad. As we showed during the World Cup, we have the tourist infrastructure and lots of attractions but Italy, for example, still attracts far more foreign tourists than we do.

Tracy: Maybe because of the weather?

Carsten: That's one reason, I agree. But that's why it's important for us to create a new image. We need to remind people that a holiday doesn't have to be hot to be fun.

Tracy: Interesting. Tell me more.

Carsten: Well we'd like to go beyond the stereotypes. Great composers, the Oktoberfest, white wines.... The people who are interested in these things are already coming to Germany. We need to attract new visitors who aren't yet aware of the other side of Germany.

Tracy: I see. So why do you want to work with us?

Carsten: We want to work with someone based in the UK. We think that someone from outside will have a fresh perspective and be able to rebrand us better. Every country has its advertising culture and we want to make sure our ads appeal to people in the UK.

Tracy: OK, I understand what you're trying to achieve. And if I may say so, I think that you're right. Advertising norms are different in each country, and you need an insider to design an ad campaign with the maximum appeal.

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