***Cambridge Academic English – An integrated skills course for EAP - Advanced***

**Key to Grammar and Vocabulary & Reading exercises**

**Unit 7 – Marketing and computers**

**1 Evaluating academic texts: a book review**

**1.1.**

1. Efforts taken to encourage people to buy a product or service

2. Students may have a number of valid interpretations of what *Marketing graffiti* might

mean (perhaps marketing that is very public, found everywhere and difficult to get away from). The *view from the street* refers to how ordinary people affected by a particular thing (in this case, marketing) experience that thing as they go about their everyday lives. This suggests that this book may be taking a different perspective from books that have come before, focusing on the consumers of marketing, rather than those involved in marketing as professionals.

**1.3.a&b**

Possible tips include the following.

**1** Grab the audience's attention.

- use audio and video to get your message across more effectively

- create a distinct and effective template for the slides (e.g. good use of colour where appropriate, sensible use of fonts and graphics)

- use graphics (e.g. pictures and graphs) to illustrate key points.

**2** Communicate your ideas clearly

- start your presentation with a clear outline

- don't make your presentation too 'busy'; be careful with your use of animations and transitions, don't cram too much in each slide, use clear fonts

- if the software allows, use the 'notes' feature to help prompt you

- provide handouts on which the audience can take notes.

**3** Stay in control of your presentation.

- keep the presentation a manageable size; be realistic about how much material you can get through - make sure that your presentation is compatible with the equipment and software you'll be using

- rehearse the presentation beforehand; check the timing and get feedback from a friend or colleague.

**1.4.a**

The main differences are as follows.

*Marketing Graffiti* "seeks to explain how consumers, organisations, society can and

do use marketing". This differentiates the book from those which focus on the marketing

manager's perspective.

*Marketing Graffiti* is not organised according to marketing functions (implying that other books may be organised in this way).

*Marketing Graffiti* distances itself from the "highly gendered, militarized language of

traditional marketing".

*Marketing Graffiti* does not come with the case studies, internet exercises and test banks

associated with traditional marketing textbooks, "there has also been some effort expended on a sort of content 're-hang.'"

**1.4.b**

The review is primarily addressed to tutors (rather than students). Examples of language include:

*- It lends itself to a course design that would require students ...*

*- It is a useful resource for the kind of class ...*

*- The preface suggests that the book "can be used as an alternative or supplementary text".*

*- ...It could function as a core text on an introductory marketing module ...*

**1.4.c**

**positive language:**

*- appropriately priced*

- (as an introductory resource/reference) *useful*

- (as a text for discussion/argument) *useful; helpful*

- (coverage, variety of topics, diversity of views)

- (focus on consumer's, vs manager's, viewpoint)

- (approach) *less dogmatic or prescriptive*

- (includes interesting material)

- (design) *invested considerable time and thought; attractive; useful lists of references*

- (organisation) *it works quite well*

- (use as supplementary/alternative material) *performs very well; useful*

- (use on innovative courses) *worthwhile,considerable contribution*

**Negative points:**

- not enough of managerial view: too little time

- not useful as a core text

**1.5**

Answers may include:

- "There are plenty of (uncaptioned) photographs . . . " (many would be more appropriate in formal academic writing)

- "... some effort expended on a sort of content re-hang" (a *sort of... re-hang* is the kind of imprecise analogy that is common in conversation, but would be considered too vague for academic writing. It suggests that the changes made in *Marketing Graffiti to* the traditional position of content in a marketing textbook is analogous to re-hanging pictures in a room or gallery; that is, putting them in new places)

- "Turn to the contents page and ...". This is a reduced form of *If you turn to the contents page.*

- "... you will find ...". Referring to the reader as *you* is sometimes seen in textbooks (where the expert author is addressing the novice student), but is rare in research articles.

- There are several instances of the use of ' I '. Personal language is commonly avoided in

academic writing as it can give a piece of writing the appearance of being subjective, rather than objective.

**2 Vocabulary building 1: understanding complex noun phrases**

**2.1**

**1** a perspective - or way of looking at something - from people who are not themselves managers

**2** ideas - or thinking - about marketing that are held by the majority of managers and considered to be normal or accepted issues - (very often problems) that people discuss or argue - that are to do with society today a module on a course in marketing that introduces basic terms and ideas.

**3 Vocabulary building 2: word families**

**3.1.a**

consumer

recipient

marketer

participant

contributor

practitioner

**3.1.b**

1 compete with

2construction of

3 assumptions behind

4 differentiates (the book) from

5 complement to

6 function as

**4 Reading in detail**

**4.1.a**

The most likely answer in an academic context is *perspective,* other possible synonyms include: *position, standpoint, frame of reference, slant* and *way of thinking.*

**Corpus research**

practical

theoretical

method

evolutionary

computational

linguistic

analytical

qualitative

**4.1.b**

Phenomena

**4.1.c**

*values of marketing =* the beliefs people have about what is right and wrong, which control their behavior

**4.1.d**

*market value =* how much something is worth Because the writer is not certain that this is what 'view from the street' refers to.

**4.1.e**

It suggests that it is compact (small in terms of number of pages) compared to other textbooks on the same subject.

**5 Conclusions and recommendations**

**5.1.**

Slide 2 is discussed first.

**5.2.b**

- There was a big difference in attitudes towards the first statement, "A product's design and style are as important as its performance". Almost two thirds of informants from Russia and China agreed, but only about a third of those from Japan, Italy and France agreed. About half those questioned from India agreed.

-The findings are broadly similar for the second statement, "I like products that are not easy to get and that few people have".

-The figures for China, Russia and India are relatively high. The figures for Italy and France are the lowest, with Japan somewhere in the middle.

-There might be a split between those countries that are at a similar stage of newly advanced economic development (Russia, China and India) and the rest.

-Style and design seem to matter a great deal to Russia, China and India.

-People from Russia, China and India like to own 'exclusive' products.

-It may be that the middle classes have only recently been able to afford stylish or exclusive products. An alternative explanation is that it's only recently that these kinds of products have been available at all, with previous tight import controls in, for example, China and Russia.

-In countries such as Japan, Italy and France that have had a long period of advanced economic development, the novelty of owning products with stylish design and that cost a great deal has worn off because many people already have them. What is important to people from these countries is how good the product is.

**5.3.b**

Newcraft need to highlight the exclusivity of their products in Russia, China and India and should keep the prices high in these three countries. The advertising in Russia, China and India should emphasise their style. In the other countries, the advertising may need to

draw attention to the durability of their products. Newcraft's advertising in general needs to be different in different countries, and it should respond to the different preferences of consumers in each country.

**7 Organising information in sentences**

**7.1a**

The ideas are linked together better in B.

**A**

A brand name is often a product's only distinguishing characteristic.

A firm could not differentiate its products without the brand name.

A brand name is as fundamental as the product itself to consumers.

Many brand names have indeed become synonymous with the product, such as Scotch Tape and Xerox copiers.

The owners of these brand names try to protect them from being used as generic names for tape and photocopiers, respectively, through promotional activities.

**B**

A brandname is often a product's only distinguishing characteristic.

Without the brand name, a firm could not differentiate its products.

To consumers, a brand name is as fundamental as the product itself.

Indeed, many brand names have become synonymous with the product, such as Scotch Tape and Xerox copiers.

Through promotional activities, the owners of these brand names try to protect them from being used as generic names for tape and photocopiers respectively.

**7.1.b**

The ideas are linked better in Text A.

**A**

**Advertising and sales promotion** are the most obvious aspects of the marketing effort.

**To many people,** they are synonymous with marketing itself. **Media advertising** stares down from posters, enters the home through television, radio and newspapers and is in the workplace through the industrial, trade and technical press. [...] **When asked to describe marketing,** most consumers would start off with specific advertisements

they have seen and offers they have taken up or rejected. **This awareness** reflects the success of advertising and sales promotion in establishing their presence. **It is this access to the buyer or prospective buyer** that the firm seeks when considering an investment in advertising or sales promotion.

**B**

**Advertising and sales promotion** are the most obvious aspects of the marketing effort.

**They** are synonymous with marketing itself to many people. **Media advertising** stares down from posters, enters the home through television, radio and newspapers and is in the workplace through the industrial, trade and technical press. [...] **Most consumers** would start off with specific advertisements they have seen and offers they have taken up or rejected when asked to describe marketing. **This awareness** reflects the success of advertising and sales promotion in establishing their presence. **The firm** seeks this access to the buyer or prospective buyer when considering an investment in advertising or sales promotion.

**7.2.a**

1 Without the brand name ... (Text I B)

To consumers ... (IB)

Through promotional activities ... ( I B)

To many people ... (2A)

2 Indeed ... (IB)

3 When asked to describe marketing ... (2A)

4 It is this access to the buyer or prospective buyer ... (IB)

**7.2.b**

*1 Without the brand name ...* (provides a contrast)

2 *It is this* access *to the buyer or prospective buyer... (access to the buyer or prospective buyer* is brought to the front; compare this with *The firmseeks this access to the buyer or prospective buyer ...* which has *The firm* ... at the front.)

3 *Indeed ...* (this is added to increase the effect of what has just been said)

4 *To consumers, a brand name ... {To consumers* may be brought to the front in order to avoid the repetition of A *brand name* which would repeat the first sentence in Text I B)

**8 Writing up research: the Methods section**

**8.1**

1 c

2 e

3 b

4 h

5 j

6 f

7 a

8 i

9 d

10 g

**8.2.c**

1 C

2 D

3 B

4 A

**8.2.d**

a 6

b 3

c 9

d 2

e 7

f 1

g 8

h 10

i 5

j 4

**Grammar and vocabulary**

**1) Irregular plural nouns**

**1.1.a**

1 phenomena

2 data (note that 'data' is commonly used as a singular form, too, rather than 'datum', which is extremely rare)

3 maxima or maximums

4 hypotheses

5 criteria

6 syllabi or syllabuses

7 bases (note the pronunciation / ' b e i s i : z /)

8 analyses

9 formulae or formulas

10 minima or minimums

11 curricula or curriculums

12 media

**1.1.b**

1 hypothesis hypotheses

2 medias media

3 V *formulas* is also possible

4 maxima maximum

5 V

6 phenomena phenomenon

7 has have

8 criteria criterion

9 V *show* is also possible (Note that corpus research shows that *data* is followed by a plural verb (e.g. *data show)*more frequently than a singular verb (e.g. *data shows).*

10 syllabis *syllabuses or syllabi*

**2) Noun + passive verb combinations in the Methods section**

**2.1**

1compiled

2 conducted

3 collected

4 distributed

S selected

6 recorded

7 developed

8 performed

**3) Using it-clauses to organize information**

**3.1**

The ideas are linked together better in sentence b. In this sentence, a passive /{-clause is used to focus: on why a specific piece of research was carried out and what it aimed to demonstrate (rather than on the less interesting aspects of the research, such as techniques or selection of research subjects).

**3.2.a&b**

It was as a result of this pilot phase that a decision was made to use photographs as the

main teaching material. However, it was in the United States that large scale production of automobiles began. It was because of this shocking death rate that the Clean Air Act was introduced in 1979. It was during this period that geologists discovered that Earth has a crust, a mantle, and an outer and inner core.

**4) Word families in texts**

**4.1**

1 marketed

2 marketing; market

3 marketers; marketing

**4.2**

1 respondents; response; respond

2 investor; Investing; investments

3 communication; communicate; communicable

4 clarity; clarification; clarify

**5 Problem words: adopt and adapt**

**5.1**

1 adoption

2 adapted

3 adaptation

4 adopted