

## 5

## Advertising

## 5.1 WHAT MAKES A GOOD ADVERT?

## IN THIS UNIT

## GRAMMAR

- second conditional
- comparison

## VOCABULARY

- adjectives
- advertising
- words with a similar meaning
- word combinations

## SCENARIO

- the language of presentations
- giving a presentation

## STUDY SKILLS

- critical thinking

## WRITING SKILLS

- an opinion-led essay



You can tell the ideals of a nation by its advertising. Norman Douglas, 1868–1952, Scottish writer

## SPEAKING

1 Work with a partner to discuss the following.

- 1 Have you ever bought something just because of an advert? When?
- 2 Are there any adverts which you particularly dislike? Which one(s)? Why?
- 3 Think of a memorable advert. Describe it.

“

First of all, an advert has to be attention-grabbing and powerful. You need a strong image that is eye-catching, a catchy slogan, a joke or something shocking. In advertising, we talk about the AIDA formula. A is for attention. I is for interest. D is for desire. A is for action. An ad needs to do more than get our attention. It also has to be effective and persuasive. It must get us interested, make us want the product and motivate us to go out and buy it.

**Michael Hamilton, advertising executive**

”

## READING

2a Read three opinions about advertising. Are these statements true, false or partly true?

- 1 Michael Hamilton says that adverts must attract attention and be colourful.
- 2 He also states that an advert should encourage us to do something.
- 3 Miranda Hoyles states that adverts nowadays do more than in the past.
- 4 Hoyles also says people like adverts that reflect everyday life.
- 5 Christie Peterson focuses on company names, slogans and logos.
- 6 She says that mystery in an advert is more important than learning the product or company name.

“

Advertising has changed over the years. Adverts are no longer purely informative and focused on the product. Many of the adverts that we see today are short stories telling inspirational tales that are often witty, humorous and sophisticated. People do not want to remember that life can be dull. They want to see something original and creative. The adverts take away the ordinariness of everyday life and take us to somewhere exotic or romantic.

**Miranda Hoyles, head of US advertising agency**

”

“

Many people talk about advertisements that are exciting and intriguing. But for me, an instantly recognisable logo is really important. Good logos have been built up so they are recognisable. Part of what makes a good advert is a clear symbol that people immediately identify with the company. A good slogan also helps you make a connection. 'The real thing' makes you think of Coca-Cola immediately. It's also important that your slogan does not become irritating.

**Christie Peterson, illustrator**

”

## WHAT MAKES A GOOD ADVERT?

**2b Inferring opinion** Work with a partner to discuss the following. Which of the people in the text do you think would agree with or say the following? Why?

- 1 Advertising helps people to escape from reality.
- 2 Strong symbols and carefully chosen words are the key to good advertising.
- 3 Impact is the most important aspect of advertising.
- 4 Being too repetitive in an advert can be dangerous.

**2c** Which opinion do you agree with the most?

## VOCABULARY

## ADJECTIVES, ADVERTISING

**3** Find adjectives in the first two texts in Exercise 2a which mean the following.

- 1 attracting your attention easily
- 2 unusual, attractive and noticeable
- 3 amusing and enjoyable, easy to remember
- 4 very surprising
- 5 works well and produces the results you want
- 6 able to make people do or believe something
- 7 funny and clever
- 8 not interesting or exciting
- 9 imaginative, using completely new and different ideas
- 10 unusual and exciting because it comes from a distant country

**4** Match the words connected with advertising with their meanings.

sponsorship	commercial (n)	promote	jingle
misleading	slogan	endorse	logo

- 1 an advert on TV or radio
- 2 financial support a company gives in order to get publicity for themselves
- 3 a short phrase that is easy to remember
- 4 to say publicly that you support or approve of something
- 5 giving the wrong idea or impression
- 6 special design/symbol that a company puts on all its products or adverts
- 7 to help to sell something, especially by advertising
- 8 a short, easy to remember phrase with music



**5a Choose the correct words.**

- A: OK, let's brainstorm how we're going to <sup>1</sup>promote/endorse this product.
- B: Well, we could get a famous celebrity, like an actor or sports star to endorse it.
- A: I think that would be much too expensive. <sup>2</sup>Commercial/Sponsorship of a TV programme would also cost a lot. And a TV <sup>3</sup>logo/commercial is out of the question for the same reason. I've seen some great TV spots which are visually beautiful and really <sup>4</sup>eye-catching/shocking, often set in romantic or <sup>5</sup>dull/exotic locations. But I don't think they've been very <sup>6</sup>effective/witty as people can't remember the product they're advertising.
- B: I agree, but we don't want something <sup>7</sup>catchy/dull and boring. How about advertising on the internet? Would the budget run to that?
- A: Yes, we could stretch to that.
- B: And would you like something mysterious and clever or witty and with a(n) <sup>8</sup>eye-catching/creative jingle?
- A: Maybe. What I really want is something new and <sup>9</sup>dull/original. But most importantly, it must be <sup>10</sup>persuasive/misleading. It must get people to buy the product.

**5b** **5.1** Listen and check your answers.

## LISTENING

**6a** **5.2** Listen to three people talking about different adverts and answer the questions for each extract.

- a What is the type of product?
- b What is the brand?
- c Did the speaker like the advert?

**6b** Listen again and note down the adjectives that each speaker uses to describe the advert.

**6c** Which advert was the most effective? Why?

## SPEAKING

**7a** You are going to discuss some photos for use in adverts. Work in groups of four, two As and two Bs.

**Student As:** Look at the two photos on page 156.

**Student Bs:** Look at the two photos on page 158.

With your partner, discuss the following.

- 1 Which product(s) you could use them for.
- 2 How you would use them for advertising.
- 3 What slogans you would choose.

**7b** Now work in new pairs, A and B. Explain your advertising ideas to your new partner.

## IS IT ACCEPTABLE TO MANIPULATE IMAGES IN ADVERTISING?



## FOR

In recent years, digitally manipulating images, or 'photoshopping', has become increasingly common, particularly in the advertising industry. It is now usual practice for the photos of celebrities and models to be retouched and altered to make them look more physically 'perfect' than they really are. Photoshop has caused a great deal of controversy over the years, with those against it arguing that it promotes an unrealistic and distorted image of what people, particularly women, look like.

But is photoshopping as bad as many people believe? An expert on fashion, Amanda Fortini, certainly does not think so. She writes articles on fashion and popular culture for the *New York Times* and has come out strongly in defence of photoshopping images. She argues that adult women and men are well aware that images of celebrities are retouched. She quotes Christine Loiritz, editor of French *Marie Claire*, to support her opinion, 'Our readers are not idiots, especially when they see those celebrities who are 50 and look 23.' Her point is that young people have seen programmes about airbrushing on television and in the newspapers. They are not without knowledge of the techniques advertisers use.

Fortini also points out that images of famous people have been altered and exaggerated for many years – this technique is not new. Ever since advertising began, images of a beautiful, wealthy and youthful world have been used to sell products. We should accept that airbrushed images are a fiction, a fantasy. We should enjoy them, not criticise them.

Manipulated images are powerful. Some are subtle and others are instantly recognisable as fakes. Many are witty. We want to manipulate the world in which we live and this is reflected in our willingness to produce and consume those images. Advertisers should be free to produce whatever images they think are beautiful and will help sell their products.

So is it acceptable to manipulate images? Of course it is. Amanda Fortini is right. We know what images are fake, and we should use our critical skills when viewing images. As she says, 'The problem isn't altered photos, it's our failure to alter our expectations of them.'

## READING

**1** Work with a partner to discuss the following.

- 1 What do you think of the two photos of the same person in the article?
- 2 Is it acceptable to manipulate images of people in advertising?

**2** You are going to read a FOR and AGAINST article in a magazine on the above topic. Work in pairs.

Student A: Read the FOR text on this page.

Student B: Read the AGAINST text on page 158.

Scan your texts and find out what it says about these people. Then share your information with your partner.

- 1 Amanda Fortini
- 2 Julia Roberts
- 3 Kate Winslet
- 4 Britney Spears
- 5 Christine Loiritz
- 6 Brad Pitt
- 7 Chuck Close

**3a** Read your text again and make notes on the key points.

**3b** Work with your partner. Using only your notes, summarise your text for your partner.

**4** Evaluating arguments Which arguments do you think are stronger – FOR or AGAINST? Why?

**5** Text reference Look at the FOR text again and decide who or what the highlighted words refer to.

## VOCABULARY

## WORDS WITH A SIMILAR MEANING

**6a** Look at these verbs from the texts connected to 'change'. Match them to their meanings below.

alter	enhance	manipulate	distort	exaggerate
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- 1 to improve something
- 2 to skilfully control or move something
- 3 to change
- 4 to change the shape or sound of something
- 5 to make something seem better, larger, worse, etc. than it really is

**6b** Complete the sentences with an appropriate form of the verbs in Exercise 6a. Use each verb only once.

- 1 Her face had not \_\_\_\_\_ much over the years.
- 2 You can \_\_\_\_\_ photos using various software programmes.
- 3 Tall buildings can \_\_\_\_\_ radio signals.
- 4 Benitez said everyone hated him, but he was \_\_\_\_\_.
- 5 Salt \_\_\_\_\_ the flavour of food.

**LISTENING**

**7a** **5.3** Listen to a conversation between a web designer and two photographers and answer the questions.

- 1 What kind of photographs do they take?
- 2 Where do they take their photographs?
- 3 Do the photographers have a website at the moment?



**7b** Listen again and complete the sentences.

- 1 If we \_\_\_\_\_ an invitation to a ceremony in Papua New Guinea, we'll go there right away for a great shoot.
- 2 We'd design the website ourselves if we \_\_\_\_\_ enough time.
- 3 If we \_\_\_\_\_ quickly, we'll limit the damage.
- 4 If we make the sea bluer, the picture \_\_\_\_\_ look even better.
- 5 If I \_\_\_\_\_ you, I'd use this photo as your main image.
- 6 If I had the couple's number on me, I \_\_\_\_\_ give them a call now.
- 7 What \_\_\_\_\_ you do if you had an unlimited budget?

**7c** In groups, discuss how you would design the photographers' website.

**GRAMMAR**

## SECOND CONDITIONAL

**8a** Look at these sentences from the conversation.

If we act quickly, we'll limit the damage.  
We'd design the website ourselves if we had enough time.

Now complete the statements below using the words in the box.

*will* present simple unlikely *would* likely past simple

- 1 We use the first conditional to talk about things that are \_\_\_\_\_ to happen.
- 2 We use the second conditional to talk about things that are \_\_\_\_\_ to happen.
- 3 We form the first conditional with: *if* + \_\_\_\_\_, \_\_\_\_\_ + infinitive.
- 4 We form the second conditional with: *if* + \_\_\_\_\_, \_\_\_\_\_ + infinitive.

**8b** Look at the sentences in Exercise 7b and find an example of the following.

- 1 *if* + past simple + modal
- 2 a set phrase with *If I were you* + *would*

**8c** Look at the sentences in Exercise 7b again and choose the correct words in these statements.

- 1 It is *likely* / *unlikely* they will get an invitation to Papua New Guinea.
- 2 They *have* / *don't have* enough time.
- 3 It is *likely* / *unlikely* they will act quickly.
- 4 It is *likely* / *unlikely* they will make the sea bluer.
- 5 This phrase is *used* / *not used* to give advice.
- 6 The speaker *has* / *does not have* the phone number.
- 7 The speaker *has* / *does not have* an unlimited budget.

→ Language reference and extra practice pages 134–135

## GRAMMAR TIP

In second conditional sentences, *would* can be replaced with *could* to mean 'would be able to'.

**9** Discuss these questions in groups.

- 1 Would you be offended if someone photoshopped you?
- 2 Who would you most like to look like, if you could?
- 3 What is the first thing you would change about your life if you had a lot of money?
- 4 Who would you most like to meet if you could meet anyone?
- 5 Who would you most like to help if you had a lot of money?
- 6 If you could go (or go back) to university, what would you study?
- 7 What would you have for dinner today if you could choose anything you wanted?

**SPEAKING**

**10** In small groups, discuss this question.

Should cosmetic surgery on people under the age of twenty-one be made illegal?

## READING

**1** What products are most commonly featured in adverts for children? How are they advertised?

**2a** Read the article quickly and say which of the following are *not* mentioned in the text.

- 1 the time children spend watching television
- 2 the ways in which advertisers can reach children
- 3 the dangers of advertising to children
- 4 how different countries control advertising
- 5 products that are not allowed to be advertised in different countries

**2b** Read the article again and find the following.

- 1 three examples of ways in which advertisers reach children
- 2 three serious problems with advertising for children
- 3 four countries that impose controls on advertising for children
- 4 three countries that used to have no governmental controls on advertising to children
- 5 three examples of how countries approach the control of advertising to children differently

**3** Responding to the topic Work with a partner to discuss the following.

- 1 Do you agree that advertising should not be aimed at children? Why?/Why not?
- 2 In the text there are a number of approaches to controlling advertising for children. Which is the best?
- 3 In your opinion should some products not be advertised at all? If so, which?

## VOCABULARY

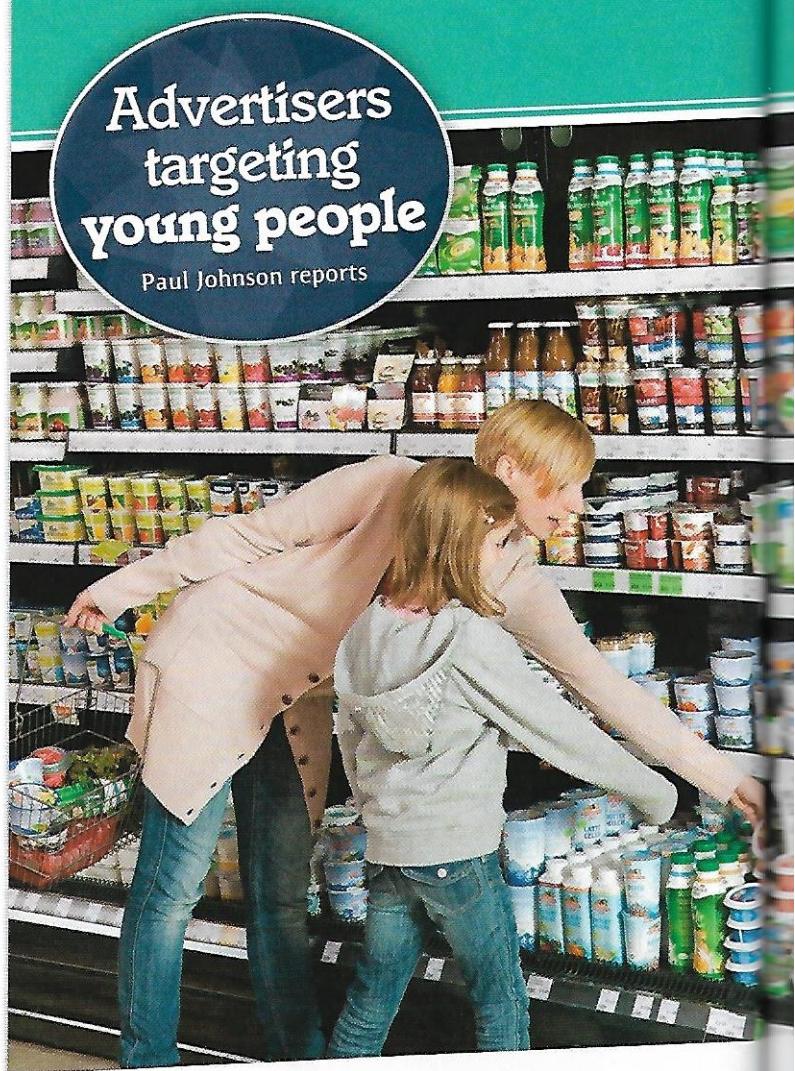
## WORD COMBINATIONS

**4** Look at the article again and find the words below. Which other words do they combine with? Is each combination adjective + noun or noun + noun?

- 1 managers (line 2)
- 2 target (line 5)
- 3 commercials (line 13)
- 4 cartoons (line 18)
- 5 message (line 27)
- 6 sums (line 31)
- 7 food (line 31)
- 8 products (line 34)
- 9 websites (line 40)

**5** Complete the sentences so they are true for you.

- 1 I think advertising managers should ...
- 2 I think junk food is ...
- 3 I like/don't like TV commercials that ...
- 4 Companies should not spend vast sums of money on ...



A new report has concluded that advertising managers are becoming increasingly interested in children. Studies show that children influence about 50 percent of things that families buy, so they are an attractive target for advertisers. Unfortunately, some companies have increased their advertising to children for many of their least nutritious products.

John Taylor, the author of the report and a lecturer at the Department of Media and Communications at the University of West London, says: 'Advertisers can reach their target in many ways. They can, for example, show an advert many times during school holidays, they can make the TV commercials a little louder than the programmes to attract attention, or they can sponsor programmes and show their commercials just before the programme begins.'

Most advertisements aimed at children are short, imaginative and often in the form of animated cartoons. 'Children love the adverts and watch them in the same way as any entertainment programme,' Taylor says.

There are concerns about advertising aimed at young people. The concerns are shared by Sarah Durham, a writer and journalist specialising in media analysis. 'The most worrying thing is that children do not think carefully when they see television advertisements. They are less critical than adults and do not usually realise that the advert has a persuasive message, to encourage them or their parents to spend as much money as possible on the product or service,' she says.

30 There are also concerns over the vast sums of money that junk food manufacturers spend on advertising to persuade children to buy their food products. Many advertisements, argues Durham, promote food that is a lot higher in fat, salt and sugar than healthier alternatives. 'Many companies target children with offers of free toys, models of cartoon characters, gimmicky packaging and interactive websites. In most western countries, there are a lot more adverts during children's TV for food than any other type of product, and these are mainly for confectionery, 45 sweetened breakfast cereals and fast food restaurants.'

Government approaches to controlling advertising to children vary. In Sweden, one of the strictest 50 countries where advertising is concerned, TV advertising to children under the age of 12 is banned. Greece bans television advertisements for children's toys between 7 a.m. and 55 10 p.m. Other countries, such as Denmark and the Netherlands, also have strict legal controls.

Some countries are not as certain as the Swedes that advertising to children 60 is harmful. For example, the French have argued that children need to see many advertisements so that they can develop their ability to think as they grow up. The belief is that advertising 65 will help children to be more aware of its persuasive power. However, even countries who have in the past preferred not to have legal controls, are now getting tougher. France has 70 banned adverts for mobile phones to the under 12s. The UK has now banned junk food adverts in shows aimed at children under 15, and Germany has banned adverts making 'direct offers' 75 to children.

This all means that there is little hope that the situation will be resolved by any kind of cross-European regulations. 'Because some countries are much more 80 relaxed than others about advertising to children, the European Union is unable at present to have a common approach to the problem. Until the majority of member states are as sure as the Swedes 85 of the harmful nature of advertising, the current indecision will continue,' concludes Taylor.

## GRAMMAR

### COMPARISON

6 Look at the comparative forms highlighted in the text. Complete these statements using the words in the box.

a little      most      as (x3)      less      a lot      -est      more  
-er      not as      much more      least

- 1 We make the comparative of one-syllable adjectives by adding \_\_\_\_\_ to the adjective. With most longer adjectives we put \_\_\_\_\_ before the adjective.
- 2 We make the superlative of one-syllable adjectives by adding \_\_\_\_\_ to the adjective. With most longer adjectives we put \_\_\_\_\_ before the adjective.
- 3 We use \_\_\_\_\_ or \_\_\_\_\_ to emphasise a large difference.
- 4 We use \_\_\_\_\_ to emphasise a small difference.
- 5 We use \_\_\_\_\_ + adjective + \_\_\_\_\_ to say there is no difference.
- 6 We use \_\_\_\_\_ + adjective + \_\_\_\_\_ to say there is a difference.
- 7 We use \_\_\_\_\_ to make an adjective weaker.
- 8 We use (the) \_\_\_\_\_ + adjective to show the smallest amount (the opposite of *most*).

→ Language reference and extra practice pages 134–135

### 7 Correct the mistakes in the sentences.

- 1 Coca-Cola is the most biggest seller of soft drinks to children.
- 2 Children's teeth are a much more bad than they were ten years ago.
- 3 This computer game is so expensive as that one.
- 4 These trainers are much more better than those ones.
- 5 The new ZX radio-controlled car is lot faster that the 2012 version.
- 6 Coffee is just as tastier as tea.
- 7 When it comes to children, health is the more important thing in the world.
- 8 Children like the cereals that are the less healthy for them.
- 9 The ad wasn't as good I expected.

## SPEAKING

8a Work in groups of three. You are a family (mother, father, son) and you want to buy a quad bike (a motorbike with four wheels) for the 16-year-old son.

Student A (father): Turn to page 156.

Student B (mother): Turn to page 158.

Student C (son): Turn to page 160.

8b Look at the table on page 159, which has information about four different quad bikes. As a family, compare the four bikes, talking about the small and big differences and the things that are the same. Try to agree on which bike to buy.



### MEET THE EXPERT

Watch an interview with Vena Raffle about the work of the UK Advertising Standards Authority.  
Turn to page 151 for video activities.

## SITUATION

**1** Read the situation below. Work with a partner and look at this list. Which factors do you think B-Kool should use to choose the advertising agency? Rank them in order of importance (1 = most important, 5 = least important).

- how good the presentation by the agency is
- how good their ideas are for the advertising
- how enthusiastic they seem to be about the drink
- how much the agency will charge for the campaign
- how well known the agency is

B-Kool is a soft drinks manufacturer, based in New Orleans, USA. The company is going to introduce a new drink to the market soon, which will appeal to the eight to fourteen-year-old age group. The drink is made from a mixture of exotic fruits. When it was tested, young people used three words to describe its qualities: fresh, delicious, healthy. There will be an international advertising campaign to launch the new product. The marketing department has asked three advertising agencies to present their ideas for the campaign. B-Kool will choose one of the agencies to plan and carry out the campaign.

**2a** **5.4** Listen to the Marketing Director, Amy Chen, talking to Larissa Klein, head of an advertising agency. What five points does Amy Chen want the agency to cover in their presentation?

**2b** Listen again. Complete the notes that Larissa Klein made during the conversation. Use one or two words in each gap.

*Points to cover in the presentation*

- Name of drink?
- Slogan?
- Packaging: Can or bottle?  
Design, <sup>1</sup> \_\_\_\_\_ and <sup>2</sup> \_\_\_\_\_?
- How to advertise? <sup>3</sup> \_\_\_\_\_ during children's television? Children's magazines? Use the <sup>4</sup> \_\_\_\_\_? One TV commercial or <sup>5</sup> \_\_\_\_\_, one for each country? <sup>6</sup> \_\_\_\_\_ spots? If yes, what time of day? What sort of programme to <sup>7</sup> \_\_\_\_\_?
- Ideas for promoting the drink,  
e.g. <sup>8</sup> \_\_\_\_\_ in schools or offer <sup>9</sup> \_\_\_\_\_ with the logo on them?



**KEY LANGUAGE**

## THE LANGUAGE OF PRESENTATIONS

**3a** **5.5** Larissa Klein and two colleagues make a presentation to the marketing department of B-Kool. Listen to the beginning of the presentation and complete the phrases.

Beginning a presentation:

- 1 I'd like to \_\_\_\_\_ Emilio Sanchez on my left, and next to him, Karl Reiner.
- 2 Our \_\_\_\_\_ is to present some ideas for your new product.
- 3 Our presentation \_\_\_\_\_ three parts.
- 4 If you \_\_\_\_\_, we'll be pleased to answer them at the end of our presentation.

**3b** **5.6** Listen to the next part of the presentation and complete the phrases.

Talking about a different subject:

- 1 Moving \_\_\_\_\_ the design of the can.

Referring to an illustration:

- 2 Please \_\_\_\_\_.

**3c** **5.7** Listen to the end of the presentation and complete the phrases.

Ending a presentation:

- 1 Now, let me \_\_\_\_\_ points.
- 2 Thank you very much \_\_\_\_\_.
- 3 Are there \_\_\_\_\_?

**3d** In which section of the presentation would you expect to find the following? Match the phrases to the headings in Exercises 3a–c.

- 1 Now, I'll sum up.
- 2 I'm going to talk to you about our advertising campaign.
- 3 Hello everyone, thanks for coming to my presentation.
- 4 That's all I have to say. Emilio will now show another design for the can.
- 5 This brings me to my next point.
- 6 Karl will now talk about our promotions.
- 7 This is how I'd like to organise my talk.
- 8 Thanks for listening to my talk.

**TASK**

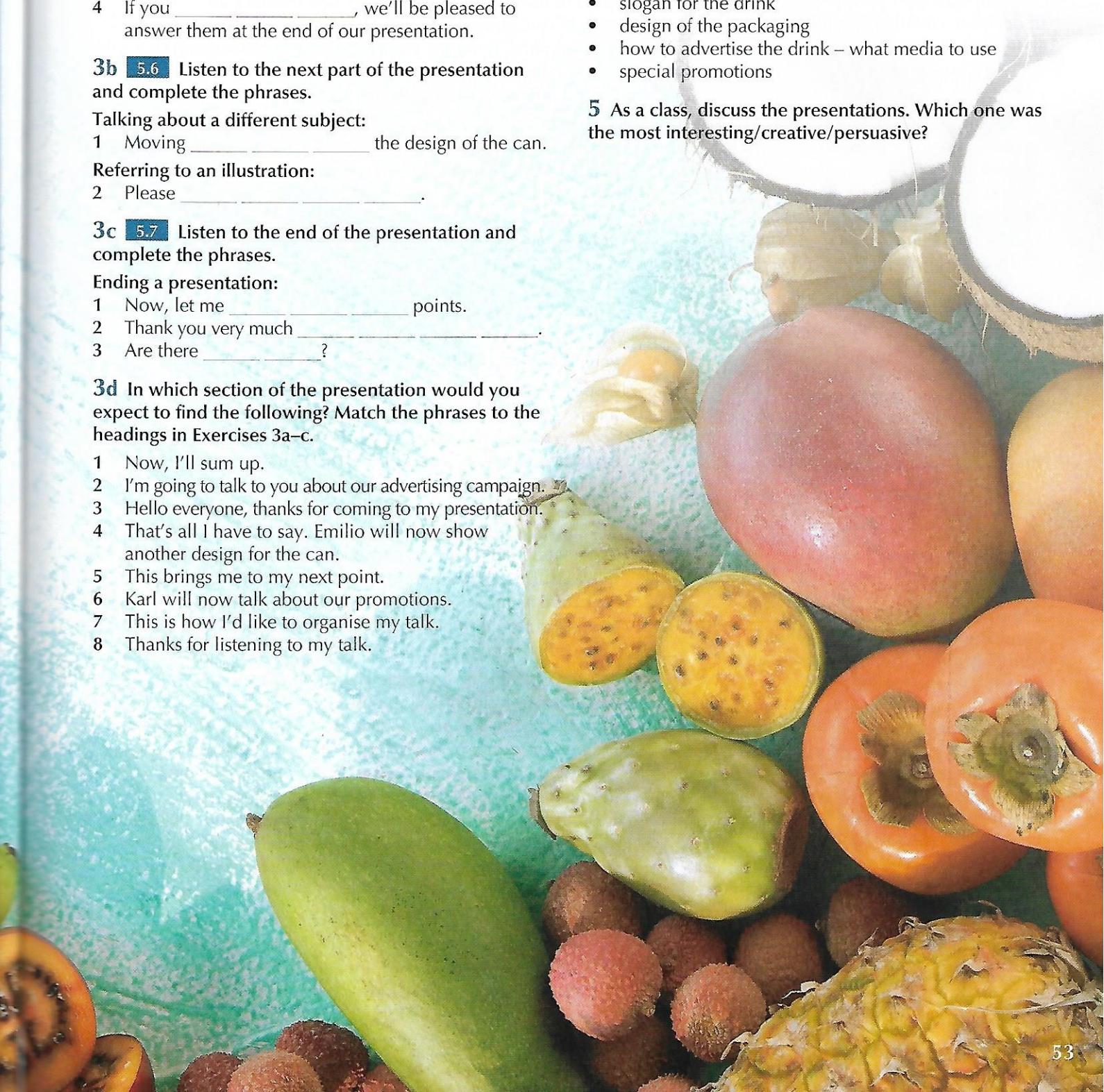
## GIVING A FORMAL PRESENTATION

**4a** Work in small groups. Each group represents an advertising agency. Choose a name for your agency, then discuss your ideas for an advertising campaign to launch the new drink.

**4b** Make your presentation to the other groups. Each person in your group should present one part of the presentation. Use the following structure for your presentation.

- name of the new drink
- slogan for the drink
- design of the packaging
- how to advertise the drink – what media to use
- special promotions

**5** As a class, discuss the presentations. Which one was the most interesting/creative/persuasive?



## STUDY SKILLS

### Critical thinking

**1a** **5.8** Listen to an expert talking about critical thinking. Make notes under these headings.

- What is critical thinking?
- What do critical thinkers do?
- Why is critical thinking important for academic studies?
- Why is it an important skill for everyone?

**1b** Work with a partner and summarise what you've heard.

**2** Work with your partner and decide under which heading the following statements belong.

CRITICAL THINKERS DO ...

CRITICAL THINKERS DON'T ...

- 1 identify a writer's purpose and opinion.
- 2 question every statement or fact in a text.
- 3 question beliefs, opinions and ideas which are in a text.
- 4 think that Wikipedia is the most reliable online source of information.
- 5 distinguish between facts and opinions.
- 6 look for evidence which supports arguments or opinions.
- 7 always keep the same opinion when reading a text.
- 8 always read a text to find opinions that are the same as their own.
- 9 look for the main argument and key ideas in a text.
- 10 pay careful attention to the style and tone of a text.
- 11 believe that their own beliefs and values are always right.
- 12 accept a writer's ideas just because he or she is well known.

**3** You are going to critically read an essay. Before doing so, decide what you think about the topic. Discuss this question in small groups.

Should TV advertisements for unhealthy products be banned?

**4** Quickly read the essay. On first impression, do you generally agree or disagree with the writer?

## Should TV advertisements for unhealthy products be banned?

In many countries, there are already laws which do not allow advertising for tobacco products. Some people now want to go further and ban advertisements for other unhealthy products such as alcohol and junk food. This is undoubtedly the right way forward for governments. There are strong arguments for banning TV advertising of these products. The benefits of doing this greatly outweigh the disadvantages.

<sup>2</sup> It is clearly desirable to limit TV advertisements of fast food. It is widely known that the rate of obesity has increased significantly in western countries. For example, obesity is second only to smoking as a cause of death in the United States. In that country, the food industry spends over \$33 billion per year to advertise food products that are considered to be junk food.

Drinking alcohol is also very unhealthy. It results in a wide range of diseases. If children see fewer adverts on TV of people doing these activities, they are much less likely to try to imitate their behaviour.

<sup>3</sup> Opponents of banning advertising argue that people know what they must do to be healthy. In a free society, people must be able to choose whether to buy a product. They say that if a product is legal, businesses should be able to sell and advertise it. However, it is the government which has to deal with the consequences of people buying unhealthy products. The cost of healthcare for those who have unhealthy habits, such as smoking, drinking alcohol and eating junk food is enormous. Therefore, it is clearly the duty of a government to prevent the behaviour by banning television commercials of such products.

<sup>4</sup> Another reason why people are against banning TV advertisements for unhealthy products is that manufacturing the products creates jobs and brings in large amounts of tax for governments. However, surely this is a false argument. The money invested in making these unhealthy products could be used for more worthwhile businesses such as those which improve our environment. Furthermore, it is not right for governments to make money from activities which harm its citizens.

<sup>5</sup> To conclude, it is the responsibility of governments to prevent people from damaging their health. Laws to ban TV advertisements of unhealthy products are beneficial to society. They help to save lives and improve the health of a nation.

**5a** You are now going to practise 'thinking critically' about a text. Read the essay again and answer the questions below.

**Looking at the text:**

- 1 Identify and underline the main opinion of the writer.
- 2 What facts (things that cannot be debated) does the writer use to support his opinion?
- 3 What statements, if any, in paragraph 2 do you question?
- 4 Identify and underline opinions of people who do not agree with the writer. Why does the writer mention these?
- 5 What is the style and tone of this article? Is it persuasive, objective, biased or critical?
- 6 Find words or phrases in the text that the writer uses to persuade you to accept his point of view, e.g. *undoubtedly* (para 1, line 5).

**Thinking about the topic:**

- 7 Do you agree with the writer or with people who are against banning unhealthy products?
- 8 What other products (if any) do you think should not be shown in TV adverts?

**5b** Work in small groups to compare and discuss your answers to Exercise 5a.

## WRITING SKILLS

### AN OPINION-LED ESSAY

**6** Complete the description below with the words in the box.

weaknesses    disadvantages    correct    opinion    persuasive

There are two common kinds of discursive essay. The first kind of essay does not generally include a strong <sup>1</sup> \_\_\_\_\_. It presents the advantages and <sup>2</sup> \_\_\_\_\_ of an action or contains different ideas and facts about a topic.

It is called a 'for and against' essay. The second type of essay is an 'opinion-led' essay. The writer expresses his or her opinion strongly on a controversial topic. He or she argues strongly that their opinion is <sup>3</sup> \_\_\_\_\_, and the style and tone of the text is <sup>4</sup> \_\_\_\_\_. In an opinion-led essay, the writer may introduce opposing opinions, but this is usually to show their <sup>5</sup> \_\_\_\_\_.

**7** Read the statements about opinion-led essays. Which two statements are NOT generally considered good practice?

- 1 In your first paragraph, you may rephrase the essay question.
- 2 It is a good idea to copy several phrases from the essay question.
- 3 After the first paragraph, you use some paragraphs to give reasons for your opinions.
- 4 It is not necessary to give evidence for your statements, for example by quoting people or referring to surveys.
- 5 You present arguments, showing that you disagree with something or question whether it is right.
- 6 In your last paragraph, you restate your opinion, so it links with the opening paragraph.

**8** Look at the essay again and find an expression to add to the groups below.

**Giving an opinion**

In my opinion ...  
Personally I think ...  
I feel strongly that ...  
\_\_\_\_\_ (para 1)

**Giving facts**

There is/are definitely...  
It is well known that ...  
It is true that ...  
\_\_\_\_\_ (para 2)

**Giving reasons and results**

This is because ...  
As a result, ...  
\_\_\_\_\_ (para 3)

**Adding a surprising fact / an opposing argument**

Nevertheless ...  
On the other hand ...  
\_\_\_\_\_ (para 3 & 4)

**Using persuasive language**

clearly ...  
undoubtedly ...  
\_\_\_\_\_ (para 4)

**Adding information**

What's more ...  
In addition ...  
Moreover ...  
\_\_\_\_\_ (para 4)

**Concluding**

In conclusion, ...  
It is clear that ...  
\_\_\_\_\_ (para 5)

**9a** Planning your essay Choose one of the topics for an opinion-led essay. Decide what your opinion is. Note your reasons for your opinion and any evidence to support your point of view. Think of arguments against your opinion.

- To what extent do you think people are influenced by TV advertisements?
- There are too many unacceptable methods in advertising today.
- Businesses should not be allowed to advertise on social networks.

**9b** Use the following structure to plan your essay. Write a maximum of 300 words.

- Introduction (Introduce the subject and your opinion.)
- Main body of the essay – reasons and evidence (Most important ideas come first. Mention opposing opinions, but attack them!)
- Conclusion (Summarise and restate your opinion.)

## GRAMMAR

### G1 SECOND CONDITIONAL

Form the second conditional in the following way:

**if-clause** + **main clause**  
if + past simple      would/could/might, etc.

*If she knew the answer, she could help you.  
If they gave a discount, would you buy it?*

We use the second conditional to talk about an unreal situation in the present or future.

As with the first conditional, we can put the main clause first.

*I'd help you if I had time.*

## WERE AND WAS

Both are possible in the second conditional, with no change in meaning.

*If I was a politician, I'd make some big changes.  
If I were a politician, I'd make some big changes.*

When we give advice, we often use *were*.

*If I were you, I'd take the job.*

### G2 COMPARISON

Form the comparative of one-syllable adjectives by adding **-er**, and the superlative of one-syllable adjectives by adding **-est**.

great – greater – greatest    big – bigger – biggest

With two-syllable adjectives ending in **-ow** and **-er**, add **-er** or **-est**. With adjectives ending in **-y**, remove **-y** and add **-ier** or **-iest**.

narrow – narrower – narrowest  
clever – cleverer – cleverest  
happy – happier – happiest

Form the comparative of other two-syllable adjectives and longer adjectives by adding **more** before the adjective, and the superlative by adding **most** before the adjective.

*hopeful – more hopeful – most hopeful  
interesting – more interesting – most interesting*

There are exceptions. Put **more/most** (not **-er/-est**) before one syllable adjectives which are past participles. For example:

tired – more tired – most tired  
lost – more lost – most lost

## LESS AND LEAST

Use **less** or **least** before any adjective. The number of syllables is not important.

*It's less expensive.  
It's the least expensive.*

## IRREGULAR ADJECTIVES

The adjectives **good** and **bad** are irregular and do not follow the rules above.

good – better – best    bad – worse – worst

## MODIFIERS

Modifiers help us to comment on the size of the difference in the comparison. To talk about a large

difference, use a **lot** or **much**. To talk about a small difference, use a **little** or **not much**.

*China is a lot more populated than Norway.*

*Italy isn't much bigger than England.*

## AS ... AS

Use **as** + adjective + **as** to say there is no difference.

*The twins are as tall as each other.*

Use **not as** + adjective + **as** to make the adjective weaker.

*I'm not as sure as you that this is a good idea.*

*The film wasn't as good as I expected it would be.*

## KEY LANGUAGE

### KL THE LANGUAGE OF PRESENTATIONS

#### BEGINNING A PRESENTATION

I'd like to introduce my colleagues ...

#### STATING THE MAIN PURPOSE OF THE PRESENTATION

Our purpose today is to ...

#### GIVING THE PLAN/STRUCTURE

My presentation is divided into three/four parts.

If you have any questions, we'd be pleased to answer them at the end of the presentation.

#### TALKING ABOUT A NEW POINT

Moving on now, ...

This brings me to my next point.

#### REFERRING TO A VISUAL AID

Please look at the screen.

#### ENDING A PRESENTATION

Now, let me summarise our main points.

Thank you very much for your attention.

Are there any questions?

## VOCABULARY

### V1 ADJECTIVES, ADVERTISING

attention-grabbing, catchy, commercial (n), dull, effective, endorse, exotic, eye-catching, humorous, intriguing, irritating, jingle, logo, misleading, original, persuasive, powerful, promote, recognisable, romantic, shocking, slogan, sophisticated, sponsorship, witty

### V2 WORDS WITH A SIMILAR MEANING

#### (CONNECTED TO CHANGE)

alter – change

enhance – improve

distort – change something's shape/sound

exaggerate – make something seem better/larger/worse

manipulate – skilfully control/move

### V3 WORD COMBINATIONS

advertising manager, animated cartoons, attractive target, breakfast cereals, cartoon characters, fast food, food products, interactive websites, junk food, media analysis, persuasive message, school holidays, television advertisement, TV commercials, vast sums

**G1** **1** Write the verb in brackets in the correct form to make second conditional sentences. Use *could* and *might* when possible.

- 1 If we \_\_\_\_\_ (advertise) more, we'd sell more.
- 2 What \_\_\_\_\_ (happen) if we put a poster up?
- 3 If I knew the number, I \_\_\_\_\_ (give) them a call.
- 4 If I \_\_\_\_\_ (be) you, I'd find a new USP.
- 5 Could you do it if I \_\_\_\_\_ (ask) you?
- 6 You \_\_\_\_\_ (not know) what this advert is for if you looked at it.
- 7 \_\_\_\_\_ you \_\_\_\_\_ (give) us a bigger budget if we needed it?
- 8 If we used the internet more, the company \_\_\_\_\_ (reach) more people.

**2 Speaking practice** Tell a partner what you would do in different situations. Use the phrases below.

If I had:

- more money, I'd ...
- a new career, it ...
- time, I'd ...

If I was:

- President / Prime Minister, I'd ...
- ten years younger, I'd ...

**G2** **3** Choose the correct form.

When I first started working in the business, advertising was much <sup>1</sup>*less important* / *the most important* than it is nowadays and our budgets weren't anything like as <sup>2</sup>*big* / *bigger* as they are now. Companies now realise that marketing is <sup>3</sup>*more complex* / *complexer* because there are so many different kinds of media. For example, the internet is one of the <sup>4</sup>*fastest* / *most fast* ways of launching a new product, especially to young people. At the click of a button you can send out adverts. It's also <sup>5</sup>*cheaper* / *cheapest* than television advertising, which takes months of planning and costs a fortune. It's true that television reaches the <sup>6</sup>*higher* / *highest* number of people at once but in many cases internet advertising can be just as effective <sup>7</sup>*than* / *as* TV. For example, by choosing the right websites you are <sup>8</sup>*more* / *most likely* to reach your target market.

**4** Complete sentences 1–5 with the words and phrases in the box.

as interesting    a little    much better    much more  
the least

- 1 My exam results weren't \_\_\_\_\_ than yours, so don't worry.
- 2 We can make the product \_\_\_\_\_ cheaper than it is now, but not much.
- 3 His new book isn't \_\_\_\_\_ as his first one.
- 4 This is a \_\_\_\_\_ attractive design than the last one – well done.
- 5 This is \_\_\_\_\_ important problem – let's discuss the other points first.

**KL** **5** Match the sentence halves.

- 1 Our presentation is divided into
  - 2 Please look
  - 3 I'd like to introduce
  - 4 Let me summarise our
  - 5 Are there
  - 6 Thank you very much for
  - 7 If you have any questions, we'd be pleased to answer them
- a your attention.  
b my colleagues.  
c any questions?  
d main points.  
e four parts.  
f at the screen.  
g at the end.

**V1** **6** Complete the words.

- 1 We've got a famous singer to e\_\_\_\_\_ our new soft drink.
- 2 That's a really e\_\_\_\_\_-c\_\_\_\_\_ image. Where was it photographed?
- 3 We've just agreed a s\_\_\_\_\_ deal with a Formula 1 racing team.
- 4 If we make a radio advert, we'll need to have a c\_\_\_\_\_ song that everyone knows.
- 5 Coca-Cola must have the most famous l\_\_\_\_\_ in the world.
- 6 It's a rather dull s\_\_\_\_\_. Can we make it wittier?
- 7 How about having the actors drinking the product in a really e\_\_\_\_\_ location with a beach, islands and palm trees?

**V2, 3** **7a** Match the words to make word combinations.

- |                |               |
|----------------|---------------|
| 1 advertising  | a food        |
| 2 TV           | b message     |
| 3 vast         | c websites    |
| 4 manipulate   | d images      |
| 5 animated     | e manager     |
| 6 enhance      | f features    |
| 7 fast         | g food        |
| 8 junk         | h cartoons    |
| 9 persuasive   | i commercials |
| 10 interactive | j sums        |

**7b** Write definitions for the word combinations in Exercise 7a. Then check your answers in a dictionary.

*an advertising manager: The person in charge of things like TV commercials and slogans.*

## 4 LANGUAGE

### 1 Discuss these questions with a partner.

- 1 Does your first (or main) language have many different accents or dialects? If yes, how do people in your country feel about them?
- 2 Is your first language spoken in any other countries? Which ones?
- 3 Is there a standard form of your first language? If yes, how do you know it is the standard form?

2  4 Henry Hitchings is an author and expert on the English language. Watch the interview with Henry. Does he believe that British English is the best language for global communication?

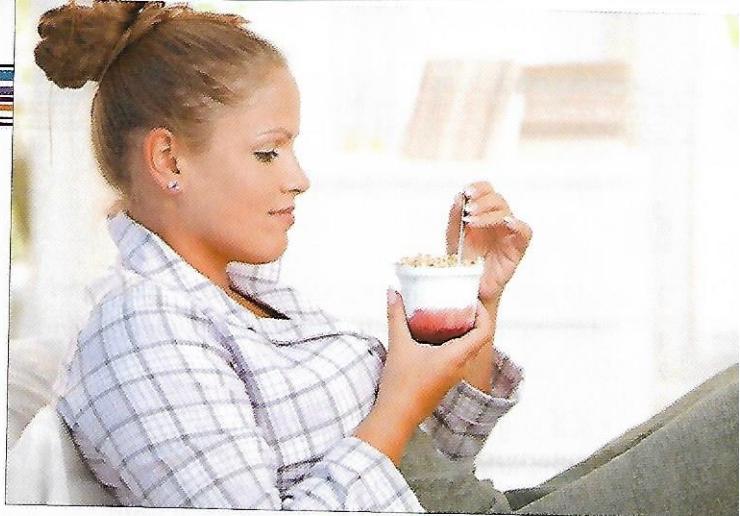
3a Read these six opinions from different people about the English language. Do you think Henry Hitchings would agree (A) or disagree (D)?

- 1 'A language belongs to every person who can speak it.'
- 2 'Globish is a good word for the international English that business people use.'
- 3 'In the future, people will learn to speak two forms of English.'
- 4 'Native speakers of English should simplify their language in international communication.'
- 5 'English will not be the only language of global communication in the future.'
- 6 'In the future, the most important changes in the English language will come from the USA.'

3b Watch again and check your answers to Exercise 3a. What differences are there between the sentences in Exercise 3a and Henry's opinions? What additional information does he give?

4 Work in small groups and discuss. People today speak one or more of the world's 6,000–7,000 languages. However, around 500 languages may soon become extinct.

- Is it important to have a variety of different languages in the world? Why?/Why not?
- Should governments spend money on protecting traditional languages? Why?/Why not?
- Would you learn a foreign language even if you didn't have to? Why?/Why not?



## 5 ADVERTISING

1 You are going to watch an interview with Vena Raffle, Head of Investigations at the Advertising Standards Authority (ASA) in the UK. Look again at the text on page 158. Why did the ASA ban an advertisement with American actress Julia Roberts?

2a Before you watch, what do you think Vena Raffle might talk about? Choose four topics from this list.

- a What the ASA is, and why it exists
- b What kind of people make complaints
- c What happens to a complaint at the ASA
- d Examples of bad adverts
- e The name of a specific company (e.g. Lancôme)
- f Advice on how to make a good advert
- g The future of the ASA

2b  5 Watch the interview. Which four topics above did Vena discuss? What can you remember about each one?

3a Match these key words from the interview with their meanings 1–5.

claim    council    department    evidence    ruling

- 1 a group of people that are chosen to make rules, laws or decisions, or to give advice
- 2 acts or signs that show clearly that something exists or is true
- 3 a statement that something is true
- 4 an official decision
- 5 one of the groups of people who work together in a particular part of a large organisation such as a university or company

3b Watch again and make notes to help you complete these sentences.

- 1 If the complaint is quite simple, the \_\_\_\_\_ Department will deal with it.
- 2 If the council agrees with a report from Vena's department, \_\_\_\_\_ will be made.
- 3 If an advert is misleading, it will be \_\_\_\_\_ to make a decision.
- 4 If an advertiser does not \_\_\_\_\_, the ASA will put a ruling on their website.

4 Work in small groups. In your opinion, why might a company choose to make an advert that they know will offend some people?



# COMMUNICATION ACTIVITIES

## LESSON 3.4 EXERCISE 8 (PAGE 33)

### INTERVIEWERS

#### Evaluation sheet

Name of candidate .....

For each category, write a number from 1 to 5.  
(1 = excellent, 5 = poor)

- 1 Personality (outgoing? friendly?)
- 2 Communication skills (good? poor?)
- 3 Enthusiasm (enthusiastic? energetic? motivated?)
- 4 Experience (experienced? lacks enough experience?)
- 5 Answers to questions

Overall quality of candidate .....

## LESSON 4.2 EXERCISE 8A (PAGE 39)

### GROUP A

Here are some notes to help you prepare for the motion:  
The English-speaking world should adopt American English.

- American spelling easier
- American bigger influence – films, TV, music, youth culture
- One English form – makes communication easier, and easier for students
- America largest economy in world

## LESSON 4.4 EXERCISE 5A (PAGE 43)

### STUDENT A

You think the best option is to send as many staff as possible to the language school near Head Office. Try to persuade the other members to accept your ideas. Use the ideas below and your ideas from Exercise 2b.

- Staff will be away from their offices so they can focus on learning English without interruptions.
- The courses are not expensive.
- The teachers are well trained and professional.
- You do not want English classes at Head Office because staff won't attend regularly.

## LESSON 12.3 EXERCISE 8 (PAGE 121)

### STUDENT C

Martha Smith is seventy-five years old and walks her dog by the lake every morning. She found the body and police have not been able to find any connection between her and the victim. She was a judge before she retired and is a well-respected member of the community.

## LESSON 5.1 EXERCISE 7A (PAGE 47)

### STUDENT A



## LESSON 5.3 EXERCISE 8A (PAGE 51)

### FATHER

You understand that your son wants a cool, fast bike, but you don't want to pay a lot of money. However, you think that the smallest, cheapest bike is too small.

## LESSON 6.3 EXERCISE 10A (PAGE 61)

### STUDENT A

#### Education in China

- In China, children begin primary school at the age of seven, except in Beijing, Shanghai and major cities where children can begin school at six and a half years.
- Compulsory education lasts for nine years.
- Children go to primary school for six years and then junior middle school for three years.
- They can complete their secondary education by studying a further three years but that is not compulsory.
- 7.5 percent of the population enrol in higher education.
- A wide variety of four- to five-year undergraduate programmes are available and there are also some special two- to three-year special programmes.
- All education in China is free, including university accommodation.

## LESSON 12.4 EXERCISE 5 (PAGE 123)

### STUDENT C CASE 1

The following information is for you to use in the discussion to help you reach a decision.

- The woman was extremely frightened.
- Felt that she was in great danger in her own home.
- Didn't know how many burglars there were.
- There had been several burglaries with violence in the area recently.
- The defendant had no confidence in the police.

# COMMUNICATION ACTIVITIES

## LESSON 12.3 EXERCISE 8 (PAGE 121)

### STUDENT A

Rex Peterson, an army veteran, has been hacking into the victim's computer and monitoring the victim's whereabouts for the last year. He has many photos of the victim and the victim has complained about him to the police.

## LESSON 12.4 EXERCISE 5 (PAGE 123)

### STUDENT A CASE 1

Your job is to briefly summarise the case so that everyone in your group is clear about the details of the case. Then join in the discussion and express your opinion about what the others say to reach a decision.

### CASE 2

The following information is for you to use in the discussion to help you reach a decision.

- The woman is making the man's life impossible.
- He is stressed and receiving medical treatment.
- He is in danger of losing his job.
- He feels like a prisoner in his own home
- He is worried about what she might do next.

### CASE 3

The following information is for you to use in the discussion to help you reach a decision.

- It was an accident.
- He was not speeding.
- The car was in good condition.
- The road was narrow and needed repairs.
- The people outside the café were sitting in a dangerous position.

## LESSON 5.1 EXERCISE 7A (PAGE 47)

### STUDENT B



## LESSON 5.2 EXERCISE 2 (PAGE 48)

### AGAINST

Advertisers regularly edit and touch up images to make their models more attractive so that consumers will spend more money on their products and services. However, this manipulation of images has been attracting increasing criticism from the general public and also from celebrities. There is a feeling that photoshopping has gone too far and that it is harmful to society, and especially to young people.

The argument is simple. Constant exposure to digitally-enhanced pictures that show apparently 'perfect' people is distorting children's and young adults' view of the world. It can cause young people to have unrealistic expectations about their body image and can lead to eating disorders and emotional problems. No wonder that fifty percent of women between sixteen and twenty-one say they would consider cosmetic surgery. And some teenagers are even having their school photographs airbrushed to make them appear like models.

Thankfully, governments are beginning to put pressure on the advertising industry. In the United Kingdom, the Advertising Standards Authority banned an advertisement by Lancôme featuring the actress Julia Roberts. They said that the flawless skin seen in the photo was too good to be true. Other governments are proposing that all digitally-enhanced images should have a warning label.

There have also been developments in the celebrity world, with a number of famous people taking action. Kate Winslet famously took action against GO magazine for digitally altering her body in its photographs, making her unrealistically thin. When Brad Pitt appeared on the cover of W Magazine, he requested that there should be no retouching and selected a photographer, Chuck Close, who was well known for his detailed portraits that showed skin flaws. Britney Spears agreed to show 'un-airbrushed images of herself next to the digitally-altered ones.' Her aim was to 'highlight the pressure put on women to look perfect'. The 'before' and 'after' images of Britney Spears were striking. Some of the changes made to her original photographed body included slimmer hips, a smaller waist, and the removal of cellulite.

Manipulating images of people in commercials is not acceptable because it is particularly damaging to young people. They are being set impossible standards of body image by the widespread use of this technique – photoshopped images destroy young people's self-esteem. We need to follow the example set by some celebrities and refuse to accept this practice. And we need to put pressure on our government to introduce more legislation.

## LESSON 5.3 EXERCISE 8A (PAGE 51)

### MOTHER

You feel very strongly that your son should have a bike that is very safe, not too big and not too fast. You have heard stories about terrible accidents with quad bikes. You don't want one with a big engine.

## LESSON 10.4 EXERCISE 4A (PAGE 103)

### STUDENT

Think about the problems and make notes of your ideas for solving them. You want:

- free travel for students on buses. More council accommodation for students at low rents.
- the council to cancel the Sandy Cove project. It will destroy the beauty of the beach.
- the police to be more friendly and understanding.
- all young people be able to stay out late at night and have fun in clubs.

## LESSON 5.3 EXERCISE 8B (PAGE 51)

Name	Dolphin x300	Barracuda x100	Shark x400	Dirt Monster x700
Length	1,100 mm	1,600 mm	1,700 mm	2,300 mm
Engine size	50 cc	125 cc	250 cc	300 cc
Top speed	22 kph	28 kph	75 kph	80 kph
Price	€300	€550	€3,000	€3,200
Safety rating	★★★★★	★★★★★	★★★★★	★★

## LESSON 6.3 EXERCISE 10A (PAGE 61)

### STUDENT B

#### Education in France

- Since 1967, school attendance has been compulsory for those from six to sixteen years of age.
- Many children enter voluntary kindergartens at the age of three.
- Primary schooling lasts for six years.
- Secondary schooling is divided into two stages:
- Stage 1 – from eleven to fifteen years; almost all children now attend a *collège*.
- Stage 2 – from fifteen to eighteen years they study in a general, technical or vocational lycée.
- 53.6 percent of the French population enrol in higher education.
- There are two kinds of universities in France: public universities and Grandes Ecoles (that set higher standards).
- Higher education is primarily paid for by the French taxpayers so tuition fees are very low.

## LESSON 4.2 EXERCISE 8A (PAGE 39)

### GROUP B

Here are some notes to help you prepare against the motion:

The English-speaking world should adopt American English.

- All differences – fun and interesting
- British English – language of Shakespeare and famous British authors/poets
- Not just American English – other varieties (e.g. Australian, Irish, Indian)
- You cannot regulate language. It develops naturally.

## LESSON 1.4 EXERCISE 5A (PAGE 13)

Recruitment Associates



Rashid: Indian, aged 25

A calm person. Speaks in a soft voice with an Indian accent. Serious at all times during the interview. Has strong opinions about everything. Likes discussing economics and politics.

Your three best qualities? 'reliable, hard-working, knowledgeable'

Your worst quality? 'I get very impatient if people don't do their job properly.'

Your ideal boss? 'Someone who praises you whenever you do good work.'

Why choose him? 'I will do my best for your company at all times.'

Non-smoker, vegetarian and doesn't drink alcohol.

Interests: art, philosophy and current affairs. Dressed unfashionably in a dull, grey suit.

Recruitment Associates



Mitsuo: Japanese, aged 20

Family emigrated to Australia when he was 14 years old. Speaks English with a strong Japanese accent. Thoughtful, polite, sociable.

Your three best qualities? 'calm, strong sense of duty, will put company interests first'

Your worst quality? 'I get upset and angry if people are not polite to me.' 'I don't like people criticising me.'

Your ideal boss? 'Someone who is understanding and asks for my opinion frequently.'

Smokes cigars in the evening.

Interests: motorbike riding, tango dancing, entertaining friends

Smartly dressed in a suit, white shirt and designer tie.

## LESSON 8.4 EXERCISE 6A (PAGE 83)

### SUNSPEX SALESPEOPLE

Read the information below and prepare for the negotiation. When there are options, make a decision about what are the most important points for you.

Try to get a good deal.

You want to sell:

- Quantity: 50,000 units.
- Designs: Oasis – 25,000 units; Mirage – 15,000 units; Horizon: 10,000 units; you make a much bigger profit on the Oasis and Mirage designs.
- Delivery: 14 September (best time), 7 September or by the end of August (bad time)
- Payment: on delivery, after 30 days or after 60 days; important to get your money quickly because you need to pay interest on a large bank loan.
- Discount: 0% (best), 2% (for cash on delivery), 8% (for orders over 60,000)

# COMMUNICATION ACTIVITIES

## LESSON 5.3 EXERCISE 8A (PAGE 51)

### SON

You want the biggest, fastest bike with the biggest engine. Your friends will think you are silly if you have a bike with a really small engine. You think you are responsible and will drive safely.

## LESSON 6.3 EXERCISE 10A (PAGE 61)

### STUDENT C

#### Education in Argentina

- Argentina has nine years of compulsory schooling.
- Basic education is divided into three-year phases corresponding to junior and senior primary school and middle (or lower secondary) school.
- After this period of compulsory education, students have the choice of studying further or not for three years in upper secondary.
- 48% of the population enrol in higher education.
- First degrees for teachers and technicians last for three years but there are longer degrees for four to six years for engineering, medicine and law.
- University education is free but students have to pay for accommodation, transport and materials.
- Argentina has one of the most educated populations in Latin America.

## LESSON 7.2 EXERCISE 3A (PAGE 68)

### STUDENT B

#### 1930–1939

In the 1930s designers increased the efficiency of boats and aircraft by giving them smooth and curved shapes. Then, in 1934, Chrysler launched its new streamlined car, the Airflow. This was the start of the use of aerodynamics in car design. Streamlining, as it was called, was about speed, efficiency and, most of all, the modern world. Designers realised that consumers were attracted to other streamlined products, and so they began to use streamlining in a wide range of domestic appliances, such as refrigerators.

The designer Henry Dreyfuss helped to develop a new theory about design called ergonomics. He believed that machines worked better if they were adapted to people's needs. His reputation was based on the Bell 3000 telephone. Because of its ergonomic design, it was easy for people to use.

At this time a number of new materials were used in design, such as Bakelite (an early type of plastic). It was a perfect material for producing smooth, streamlined products.

## LESSON 12.3 EXERCISE 8 (PAGE 121)

### STUDENT F

Encourage people to talk about how the crime was committed. Do not reveal this information till near the end: ice melts.

## LESSON 8.3 EXERCISE 2 (PAGE 80)

### OBITUARIES

#### Mark McCormack

- 3** **Mark McCormack**, sports agent, died on 16 May, aged seventy-two. Mark McCormack started the industry of sports marketing. He was the first person to realise that sports personalities could earn extra money from endorsements and sponsorship. The company which he founded, International Management Group (IMG), represents many of the most famous sports people in the world such as Tiger Woods, Pete Sampras, the Williams sisters and Michael Schumacher.
- 2** McCormack had been a promising college golfer. However, after graduating from Yale Law School he worked as a lawyer. Later, he realised that sports marketing had great potential. His first client, in 1960, was Arnold Palmer, the famous golfer. Thanks to his energy and entrepreneurial skills, he built up a highly
- 1** Mark Hume McCormack, sports agent, died on 16 May, aged seventy-two. Mark McCormack started the industry of sports marketing. He was the first person to realise that sports personalities could earn extra money from endorsements and sponsorship. The company which he founded, International Management Group (IMG), represents many of the most famous sports people in the world such as Tiger Woods, Pete Sampras, the Williams sisters and Michael Schumacher.
- 3** IMG expanded to include a television production company, sports academies and a branch representing top models such as Kate Moss.
- 4** By the end of his life, he had also published several books, including the best-selling *What they don't teach you at Harvard Business School*.
- 5** He will be remembered for his ability to negotiate huge contracts for a wide range of sports personalities and celebrities.
- 6** He leaves three children from his first marriage and one from his second to former tennis professional, Betty Nagelson.

**Mark McCormack,  
born 6 November 1930;  
died 16 May 2003**

### OBITUARIES

#### Chaleo Yoovidhya

- 4** **Chaleo Yoovidhya**, inventor of the popular energy drink 'Red Bull' died on 17 March. By the time of his death he had become one of Asia's richest men and one of the 250 wealthiest people in the world.
- 2** The third son of a Chinese father and a Thai mother, he grew up in northern Thailand. The family was poor and made a living selling ducks and fruit. Chaleo worked from a young age and did not complete his secondary education. He later earned a living as a bus conductor and a salesman, as well as helping in his brother's pharmacy in Bangkok.
- 3** Always interested in science, in the 1960s he set up a company called TC Pharmaceuticals. He worked on his own formula for an energy tonic which was given to truck drivers to help them stay awake. He named it 'Krating Daeng', meaning Red Buffalo in
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- 4** In 1982, an Austrian toothpaste salesman, Dietrich Mateschitz, was in Thailand and drank a can of the drink to help his tiredness and jetlag. It worked well and he went into partnership with Chaleo. The launch of the new product, 'Red Bull', as it was now called, was in Austria in 1987. It is now sold in over seventy countries around the world. The market research done at the time of the launch suggested it was going to fail. It has annual sales of 4.6 billion cans.
- 5** Although extremely successful, Chaleo remained a private man and had not given an interview or made a public appearance for over thirty years. He was married twice and had eleven children.

**Chaleo Yoovidhya,  
born 17 August 1923;  
died 17 March 2012**