

10 Branding

Overview of the unit

10.1 Theory: What is branding?

‘... the sum of the functional and emotional characteristics, both tangible and intangible, that a customer attributes to a product or service.’

Paul Stobart

Brand identity is the sum of the words, images and ideas that a consumer associates with a brand. Brands are at the centre of being perceived by the customer as better or more relevant and are a company's most strategic asset. Brands allow companies to influence the demand for a product by manipulating factors other than price. For many companies the relationship between brand awareness and sales is so acute that they follow consumers' purchasing intentions and brand loyalty levels via surveys.

Brands also allow consumers to make informed purchase decisions and differentiate between the plethora of alternatives in any one product category such as clothing and shampoo. In the parts of the world where the basic needs for everyday survival have been met, brands also give people something they can aim at and help to define identity.

10.2 Practice: The Havaianas brand

Profile: Havaianas

Established in 1962, Havaianas was inspired by Japanese sandals made from fabric straps with rice straw soles and Havaianas products still have this rice pattern feature. In 1970 the company launched 'the real ones' campaign, but it was in the 90s and 00s that the company came of age. In 1990 Havaianas was endorsed by a number of Brazilian celebrities including

Bebeto and in 1994 it had the idea of putting the coloured side of the sandals up, facing the feet, and the white side down, facing the ground. In 1998 the company put a small Brazilian flag on the strap of one of its products, something that has now become ubiquitous every World Cup year. In 2008 Havaianas set up in Madrid with a multicultural workforce and in 2009, with the opening of Espaço, a store in São Paulo, Havaianas now offers customers the chance to personalise their sandals.

10.3 Skills: Using persuasive communication in meetings

Meetings are part of everyday life for most working people and can come in the form of a small meeting, e.g. to agree actions or handle a difficult situation, or a large meeting which needs to be more organised, such as a board or annual general meeting.

The ability to persuade someone to do what you want is a very powerful skill. Using persuasive techniques by choosing your words carefully and convincing others 'to see things your way' is something that has to be learned. The techniques most commonly used are: vagueness, using general rather than specific words; ambiguity, i.e. the use of words that can be interpreted in different ways; the use of emotive language such as *cute*, *friendly*, *youthful* to evoke feelings and emotions; the use of euphemism, where a softer sounding substitute phrase is used to replace a blunt way of saying things, such as *blighted areas* for *poverty-stricken areas*. Advertisers are masters at using persuasive techniques as they seek to influence beliefs, perceptions and actions by associating words and phrases to their products, e.g. Nike and its campaign 'everything is possible'.

10.1 Theory: What is branding?

Introduction

Focus learners' attention on the pictures. Elicit what the products are and if any of them have bought one recently or would like to do so in the near future and why.

1, 2 & 3 In pairs, learners discuss the questions before feedback.

2 Possible answers

Car: Porsche
Sunglasses: Prada, Ray-Ban
Keyboard and mouse: Apple
Sound system: Bang & Olufsen, Bose

Language focus: Branding expressions

- 1 Learners work individually and put the words before or after *brand*. Allow them to compare answers in pairs. In small classes, you could write *brand* on the board and elicit collocations.

Answers

brand image, licensed brand, brand awareness, brand equity, brand extension, manufacturer's brand, own brand, brand positioning, brand repositioning, luxury brand

- 2 Pairs match the expressions with the definitions. You could re-pair them to compare answers before feedback.


Answers

1 brand awareness 2 brand image 3 brand equity
4 brand extension 5 manufacturer's brand 6 own brand
7 licensed brand 8 brand positioning 9 luxury brand
10 brand repositioning

Listening 1: Introduction to a lecture on branding 2.11

Business view

Focus learners' attention on the picture of Dr Sally Hibbert and ask them to speculate about her work at Nottingham University Business School.

- 1 Instruct learners to look at the slides and elicit what they are listening for. Play  2.11.

Answer
Slide A


- 2 Students work individually and then compare in pairs.

Audio script

Dr Sally Hibbert: OK, at this point you'll have looked at lots of different brands that you could do for your projects. And the idea is that the symbols that are used to represent brands are so familiar to us and they represent a whole lot of things to us that go beyond just the basic product. What I want to speak about today regarding branding is to look at definitions of a brand, identify the features of brands and differentiate different types of brands that are there in the marketplace. And then we'll go on to look at the different types of strategic branding decisions that are made and consider some of the advantages of branding and good practice for branding.

Listening 2: Defining branding

 2.12

- 1 Students look at the notes and try to predict the answers. Play  2.12. Let them compare answers in pairs before feedback.

Answers

Product

1 satisfies customer needs 2 functional

Brand

3 further 4 name, term, symbol, design

5 good sorts of services 6 of grabbing our attention

- 2 Elicit the main differences on the board.

Suggested answers


A product is something that aims to satisfy the needs of consumers. A brand also tries to satisfy consumer needs; however, it also tries to differentiate itself from similar products by its use of symbols and images which try to grab the attention of the consumer.

Audio script

Dr Sally Hibbert: Now a clear distinction to make is between the basic product and a brand. A product is simply anything that satisfies customer needs. So it's something that has a functional value, a utility that hopes to satisfy our needs as consumers. But a brand goes that much further and it's the name, term, symbol, design or any combination of these which is used to identify good sorts of services and therefore differentiates them from other functional products on the market. OK, so this allows manufacturers, retailers, and so on to have some way of grabbing our attention in these competitive marketplaces.

Listening 3: To brand or not to brand?

 2.13

- 1 & 2 Discuss some of the advantages of brands for customers and companies, and ask students to try and predict the answers. Ask them to take notes while they listen. Play  2.13.

Answers

2

Advantages for customers

1 can be easily and quickly recognised by consumers

- 2 gives consumers assurance of quality and performance
- 3 builds trust
- 4 emotional benefits

Advantages for companies

- 1 increases profits substantially because of price premiums
- 2 gives higher market share and ability to build market share
- 3 provides loyal customers
- 4 provides avenues for future growth
- 5 allows for segmenting markets
- 6 provides legal protection

- 3 In small groups, ask students to brainstorm around *emotional benefits of brands*. Elicit ideas on the board and establish if they benefit the consumer or producer.
- 4 Pair learners to discuss the questions before feedback. You could extend the exercise by eliciting an alphabet of adjectives on the board to describe brands, e.g. A = aggressive, B = brash, C = comfortable, etc.
- 5 Pairs discuss the questions before feedback.

Audio script

Dr Sally Hibbert: Now there are a number of branding decisions that need to be made along the way. And we're going to look at each of these. So, first of all you've got the branding decision. Do you brand something at great expense or do you not brand it? And your second decision is about who's going to be identified as the sponsor of the brand. Is it going to be a manufacturer brand, a distributor brand, a private brand or a licensed brand?

Now, there are some distinct advantages to branding not just for the firm but from the customer's point of view as well. From a customer's point of view the fact that things are branded allows us to recognise the brands and the choices that we usually make. If you were to go round a supermarket and everything was unbranded and you had to start weighing up which were preferable products it would be very difficult. From a consumer's point of view it gives us fast recognition but also an assurance of quality and performance. OK, we learn over time that we can trust some brands for certain things. And then there are emotional benefits which add meaning or feeling to the offering. So there are some distinct benefits to consumers, which is why we like brands.

From a firm's point of view obviously the branding process increases profitability quite substantially. It allows them to charge premium prices. Again you only need to look at the supermarkets. You look at the supermarket value range, the distributor's brand as opposed to the manufacturer's brand and there's this big difference in price. Secondly, it tends to give you a higher market share and the ability to build market share. It gives you loyal customers so your income is more stable. The whole idea of brand is that people like what you're offering them, therefore they come back and choose your offering as they regard it as superior and they choose it again and again. And when you talk about brand equity it's about this issue of loyalty. How committed people are to that brand and therefore you know how much it's worth to them. The fourth point is that it gives you avenues for future growth. And this is also linked to the fifth point if it gives you directions for segmenting markets. So if you look at things like confectionery manufacturers, they produce things for children, for women, for men, for different eating occasions. It allows them to pursue alternative segments in markets, to target new groups and to target new occasions. The final point is that there's legal protection for brand names and trade marks. So when you've created some kind of customer alliance because of the brand you are to some degree protected from the erosion of your market. Having said that, competitors come in with similar or superior positioned brands and it can start to erode your market quite dramatically. But it does give you some legal protection.

Output: Own brand or manufacturer's brand?

Ask students to look at the rubric and then divide the class into two groups – manufacturers and retailer/distributors.

Stage 1

Make sure the groups know what arguments they have to prepare. The manufacturer's group prepares arguments for developing their brand, such as premium pricing, and against a retailer's brand, such as perception of quality. The retailer's group prepares arguments for developing their brand, such as appeal to lower-income groups and suitability for retail outlets, and corresponding arguments against a manufacturer's brand. Ensure both groups consider the potential benefits and drawbacks.

Stage 2

Mix the groups to include manufacturers and retailers and ask them to discuss their ideas and try to come to a decision before feedback. Encourage them to make notes.

10.2 Practice: The Havaianas brand

Profile: Havaianas

Focus students' attention on the picture. Ask whether they already know the brand or elicit their first impressions of it.

Write *sandals* on the board and elicit any other words students associate with it, such as *flip-flops* (BrE), *thongs* (AmE), etc.

Introduction

- 1 Students read the profile individually. Then pair them to discuss the questions before feedback.
- 2 In the same pairs, students discuss the questions. You could ask for feedback by writing the names of some countries on the board and eliciting students' perceptions of them, e.g. France – chic, Germany – efficient, Britain – creative, etc.

Reading: A company with desired brands

- 1 Ask students to scan the text for the answer to the question.

Answer

B – Understanding its brands enabled Alpargatas to increase its gross revenues by over 132%.

- 2 Students read the text again and decide whether the statements are true or false.

Answers

1 T 2 F 3 F 4 F

- 3 Students scan the text for synonyms for the words and phrases before comparing answers in pairs and feedback.

Answers

1 beyond 2 boost 3 extensions 4 transmit 5 asset
6 perceptions 7 attributed to 8 gross revenues

Critical analysis

- 1 & 2 Pair learners to discuss the questions before feedback. Alternatively, you could extend the discussion by re-pairing the learners to tell each other what they discussed.

Suggested answers

- 2 There is a general perception among many consumers (knowingly or unknowingly) that branded products cost more, are better quality, have a more favourable image, give better customer service and leave the customer with a feel-good sense of well-being in comparison to non-branded products. Many customers are happy to pay more for these extras. Customers are buying feelings and emotions more than a simple functional product when they choose a brand.

Language focus: Describing brands and products

Ask learners if they visit FAQ sections of company websites and if so, for what reasons. In larger classes, you could put learners into groups and tell them to build a list of FAQs before asking them to compare notes on the most frequent questions.

- 1 Ask learners to predict the gaps in the text before choosing the options. Let them compare in pairs before feedback.

Answers

1 B 2 C 3 B 4 C

- 2 Pair students and direct their attention to the word groupings. Tell them to decide which word does not collate with the stem word and then ask for feedback.

Answers

1 product 2 pleasure 3 passion 4 pleasure
5 comfort 6 colours 7 comfort

- 3 Group students and instruct them to write a sales description of the two products shown. Remind them to think about their target customers and the image they want to convey. They will each need to write down the description. Then pair up students from each group and tell them to read each other's descriptions, asking them to say if they are attracted to the product or not. Then discuss them as a class.

Intercultural analysis

- 1 & 2 Pair students to discuss the questions before feedback. Alternatively, you could divide the class into two groups and ask each group to discuss one of the questions. Then pair up members of each group to discuss both questions. As an extension, you could ask students to translate the English meanings into their own language and elicit if the same imagery is evoked or not.

Transferable skill: Expressing visual ideas

- 1 Focus learners on the rubric and ask pairs or groups to look at the pictures and discuss the questions before feedback.
- 2 Learners put the phrases from the captions in the right order.

Answers

- 1 The Cube – For those who want to know the latest Havaianas news: a space that always has a different story to tell.
- 2 Cylinder – Cheerfulness, happiness and fun are always the best accessories to keep handy. Check out the Havaianas handbags. / Check out the Havaianas handbags. Cheerfulness, happiness and fun are always the best accessories to keep handy.

- 3 Learners write captions for two of the photos on page 95 individually or in pairs. Ask them to compare with other students before feedback.

Answers

The descriptions on the Havaianas site:

'Street market stall – Similar to those on an ordinary street market, it is a tribute to Havaianas' popular origins.'

'Havaianas customisables – You pick the sole, strap and pin and your Havaianas are ready in minutes.'

- 4 Learners write a short paragraph explaining the success of the Havaianas brand strategy. When they have finished, ask them to compare their writing in pairs and encourage them to look for corrections and ways of improving their writing. You could ask them to do this for homework.

Critical analysis

Focus learners' attention on the rubric and then pair students for the discussion before feedback.

Output: Brand extension meeting

Focus their attention on the rubric and tell students they are going to make a short presentation about a brand extension product.

Stage 1

In groups, students decide on a new brand extension product, making notes during their discussion.

Stage 2

Ask students to decide on a presenter and give them time to transform their notes into a structured presentation with an introduction, outline, main body, etc. When they are ready, ask them to brainstorm any questions they would like to ask the other group.

Alternatively, you could pair a student from each group and let them present the product to each other. As feedback you could hold a class vote on the best brand extension.

10.3 Skills: Using persuasive communication in meetings

Introduction

Focus learners' attention on the cartoon and briefly discuss as a class any experience they have of different approaches to innovation.

- 1 Group students and ask them to write every letter of the alphabet on a piece of paper. Instruct them to write a hotel job next to each letter if possible and a responsibility

of each job, e.g. A = accountant – looks at business transactions, B = bellhop (AmE) – runs errands, carries luggage, C = chef – cooks for guests, etc.

- 2 Tell the students they are going to role play a situation in pairs. Draw their attention to the information and give them time to prepare. When they have finished, you could ask one or two pairs to act out their dialogue, with two other students standing behind them saying the actors' *real* feelings.

- 3 & 4 Hold either a brief class or group discussion before feedback.

Critical analysis

- 1 Focus learners' attention on the rubric and then pair them to do the matching before feedback.

Answers

Vision: management strategy

Culture: how employees feel about the company, the way staff behave

Image: what customers think about the company, public opinion

- 2 Re-pair students and ask them to evaluate the elements in terms of importance for staff. You may wish to hold a vote on which element students think is the most or least important.

Listening: Address to the staff at a hotel

2.14



Read through the rubric with the learners and elicit how staff can deviate from service standards, e.g. referring to a guest as 'you' rather than 'sir' or 'madam' or not following the dress code, etc.

- 1 Group students and ask them to discuss the question. Play 2.14 and elicit if the students had discussed similar things.
- 2 Ask students to predict the correct order. Play 2.14 again to see if they were correct before feedback.

Answers

1 background to the change

2 a story

3 the point of the story

4 practising the standards

- 3 Ask students if they can remember the answers. If not, play 2.14 again, then check in pairs before feedback.

Answers

1 false 2 false 3 true 4 false 5 true 6 false

Audio script

Hotel manager: The standards focus really came into play as a company about a year ago. Our CEO Mr Ford held a meeting in New York with the hotel managers. And they made a commitment that as a company our goal and our aim has to be to improve our compliance with central standards. So we've committed ourselves that this has to happen.

In a lot of our ... No, I shouldn't say that. In some of our hotels, especially the long-serving hotels like London, there are employees that have been in their job for a number of years. You know, it's not rare, fifteen, twenty, twenty-five, thirty years in a job, and an example came up of a phone operator who works at one of our California hotels. Because being a phone operator could be a position that a person has for a while. It's a stable job and, you know, here is an example of an employee who the guests love, she's a pleasant enough person. Gets

good guest feedback and things, but just refuses to use the guest's name. And you know, as a company, we're a company that manages with our heart first and we're a people company, so we always would say, 'Well, it's Amy, so we'll make an exception. You know she's been here twenty years.' Well, I'm here to tell you that the company's now saying, 'Yes, we love our employees and we still provide an excellent work environment for our employees. But standards are our life. Standards aren't just if you want to, if it's convenient for you or when you want to do them. This is what we do. It's not an extra job. It is the job.' And it's all of us. If I walk into reception and answer a telephone, it doesn't say that I don't have to use the guest's name. It says, 'The guest's name will be used, when known, in a natural and discreet manner.' There are no exceptions. It doesn't matter if it's a planning committee member, if it's a reservations agent, if it's Maria, if it's Georgina Powell. They have to do it. If I'm opening car doors at the front door I say, 'Welcome to the Laker Hotel.' These are our standards. Period.

Language focus 1: The language of persuasion

2.15 2.16

- 1 With books closed, play 2.15 and tell students to listen. Elicit which words were stressed. With books open, ask them to underline the stressed words. You could ask why they think these words are stressed, e.g. for emphasis, etc.

Answers

Stressed words: 1 extra, is 2 employees, standards, life

- 2 Drill the sentences as a class. You could change the stress here to show anger, happiness, surprise, etc. Or you could ask students to act out a sentence, with the other students guessing the feeling they are expressing.
- 3 Focus students' attention on the question, tell them to listen and play 2.16. Ask them to write what they remember and, when they are ready, play the recording again before feedback. You could extend this exercise by eliciting any other 'management speak' the students may have come across.

Answers and Audio script

- 1 We've committed ourselves that this has to happen.
- 2 We're a company that manages with our heart first.
- 3 We're a people company.

- 4 Discuss this as a class. Managers may use language like this intending to create a 'professional' image. It can hide the power issues or responsibility, e.g. 'We've committed ourselves' hides the fact that the management committed the staff, it can give personality to the organisation, e.g. 'We're a people company', and it can make the manager seem very official, e.g. 'standards are our life'. It can tap into the professed values of the company, e.g. 'our goal, our aim'. One big danger is that people don't believe the message, as they may be suspicious of the way it is communicated. It

can sound insincere and meaningless, as if the speaker has read it in a management book, rather than coming from the individual.

You could extend this exercise by writing *If I were a manager, I'd / I wouldn't ...* on the board and elicit endings from the students.

Language focus 2: Using *if* to persuade and direct staff



- 1 Elicit a conditional sentence for zero, first, second and third conditional on the board, e.g. *If it stops working, press that button, If I go to Paris, I'll climb the Eiffel Tower, If I were rich, I'd buy a yacht, If I'd had the money, I would have bought it.* Focus learners' attention on the question and elicit the conditional.

Answers

Sentence 1 – a conditional sentence;
sentence 2 – politely gives an order

- 2 Pair students and ask them to give as many instructions as they can to each other using *if* + customer. When they are ready, elicit one or two examples such as *If you see a customer waiting, you apologise to him or her, If you see a customer looking lost, you offer to help him or her.*

Suggested answers

If you see a customer, you always smile at him or her.
If you see a customer you recognise, you greet him or her by name.
If you see a customer with luggage, you offer to carry their bags.
If a customer is sitting in reception, you ask them if they want a drink.

Output: Persuading staff to change

Briefly discuss students' experiences of 3-star and 5-star hotels.

Stage 1

Group or pair students and tell them to brainstorm ideas about how to upgrade a 3-star hotel into a 5-star hotel.

Stage 2

Separate students into different groups and tell them to look at the information given. Refer group A, the managers, to Language focus 1 and ask them to discuss how to persuade the staff to accept all the changes they planned in stage 1. Tell group B, the staff, to discuss all the questions they want answers to and to phrase them persuasively.

Stage 3

When they are ready, bring the groups together to hold a meeting and reach agreement about the changes necessary to upgrade the hotel.

▶ You may want to watch Sequence 5 on the DVD to find out more about Marketing in class or ask learners to watch it for homework. There is an accompanying worksheet on page 155.

Improve your knowledge of branding

Level **B2 +**

Time **55–60 minutes**

1 Lead-in (10 minutes)

Pair students to discuss the questions or hold a class discussion. Their answers to some of the questions will depend on where they are from and their preferences.

Commentary

- 2** Apple Inc. is currently very successful due to its innovative products such as the iPod, iPhone, iPad, etc.
- 3** These two companies are well-known rivals with essentially the same product. Coca-Cola promotes itself as ‘the real thing’ while Pepsi is endorsed by celebrities.

2 Brand discussion (40 minutes)

Put students in groups of four or five and give each group one counter to put on the board. Explain that they should take turns to throw a coin (heads = move one square, tails = move two squares). The player reads out the question, asks the group to brainstorm answers and then writes down a summary of the answers. Tell them they will need to keep the summaries for comparison later.

Alternatively, copy and cut up the squares and divide them between groups as topics for discussion.

Many of their answers will depend on the nationality and age group of the students, but the suggestions below may be helpful.

Commentary

- 4** They might sell well among politically active students, depending on pricing.
- 5** Sponsorship of events, celebrity endorsements, product placement in movies, etc.
- 6** Possibly, if there is some ‘mileage’ left. MG Rover, which went bankrupt in 2005, is a good example as a lot of people still identify with and are loyal to the brand.
- 7** An example is a supermarket which has extended its brand to include mobile phones, finance, etc.
- 8** By selling merchandise. Ferrari is an example of doing this well.
- 11** Knowledge of quality is passed on through generations. An example is Lea and Perrins, which was first sold in 1838 and is still popular in Britain, Canada and New Zealand.
- 14** Gillette is endorsed by Roger Federer.
- 15** Through advertising, product placements, sponsorship and word-of-mouth.

- 16** Verbalising a product name as Google has is the ultimate way of building brand awareness.

- 17** They generally compete on price or quality or give away something free.

- 20** A famous example in Britain is Marmite, which actively encourages people to love or hate it as many people have strong opinions about the product.

- 22** Jaguar has repositioned itself from its previous ‘safe’ image to a ‘sporty’ image.

- 24** Yes, but brand marketing will probably be channelled more through multimedia message services than mass media channels like television.

3 Summarise opinions (10 minutes)

Pair students from different groups and ask them to take turns to choose the most interesting questions and compare the summaries of their answers.

Writing 5: Persuasive communication online

Overview of the unit

With the new, instant ways of getting a message across it is easy to overlook the basics of proper business communication such as grammar, spelling and punctuation, but these are all important in maintaining an image for customers. Differences in style depend on your target readership, but all writing needs to be evaluated in terms of how it increases the value of a company's image.

Content for a website should get to the point quickly and maximise readability as most people tend to scan texts on screen and long documents go unread. Using short paragraphs and impact headings are just two techniques for doing this. Web design is about information not graphics. Some of the most successful websites such as Amazon.com and Google have few graphics because they slow a website down and many people simply move on rather than wait for the graphic to upload.

Business view

Focus learners' attention on the images and elicit what they are trying to convey.

Introduction

- 1 Discuss the quotes as a whole class or in pairs before feedback.

Answers

Customers are looking for the benefits of the product, i.e. what the product can do for them and how it can make them feel. They are not necessarily interested in the product itself.

- 2 Write *benefits* and *features* on the board and elicit examples of each. Then instruct students to read the text, underlining the main points.

Suggested answer

We need to focus on the benefits in the product descriptions and not give a long list of 'wonderful' features and facts about the product.

- 3 Pair students to discuss the question and elicit one or two examples. To start them off, you may wish to give a personal example such as features for cars, benefits for cosmetics and hidden benefits for sportswear.
- 4 & 5 Hold a class discussion or put students into two groups, where one discusses question 4 and the other question 5. You could then pair members of the different groups to tell each other what they discussed, before feedback.

Answers

- 4 Describing features not benefits is appropriate for a technical audience or when the writer or speaker knows that the customer is very familiar with the product technology, characteristics, etc. and knows the benefits of these things.
- 5 To persuade people to come round to your point of view, it is more effective to look at things as if you are 'in their shoes'.

Language focus 1: The language of advertising

Write *advertising words* on the board and brainstorm words that learners associate with advertisements, such as *best*, *exciting*, *fresh*, *love*, *new*, etc.

- 1 Ask students to scan for the question posted on the forum. Write the question on the board, pair them and ask them to brainstorm the answer. You may wish to elicit one or two of their ideas.
- 2 Students work individually to do the exercise before comparing answers in pairs and feedback.

Answers

1 B 2 A 3 A 4 D 5 D 6 C

Language focus 2: Changing features into benefits

Tell learners to look at the rubric and answer any queries they have on the connectors. Pair them to write sentences to *translate* product features into benefits, before feedback. Alternatively, in a large class, divide the learners into groups and give them a sentence each and then ask them to write as many different ways of *translating* as they can, before feedback.

Suggested answers

- 2 Bose music systems come with 0% finance, so you will be able to enjoy great quality music today and spread your payments over 12 months at no extra charge.
- 3 NatWest Private Banking has 24-hour customer service, which means you can call us any time day or night at a time convenient to you.
- 4 American Express Travel Insurance has over 150 years' experience, which means you can trust that we will always be there for you.
- 5 With easyJet there is no weight limit on hand luggage, giving you the freedom to bring back more purchases from your holiday or trip without the worry of checking them in.
- 6 Cif cleaning products are a strong yet gentle cream, allowing you to clean through dirt but not damage or scratch your kitchen or bathroom surfaces.

Output: Writing persuasive copy for an internet site

Pair learners to read the rubric and underline key words such as *attractive*, *maximise*, *persuading*, *outline*, *photos*, etc. Give each pair a piece of paper or, if possible, ask them to work on a computer to design the web page and write the text. Display the finished pages or re-pair learners to compare their pages. As feedback, elicit which is the best design and which is the best text and why they think so.

Progress test 2 (See page 127)

This test covers material in Units 6–10.

Answers

Grammar 1

- 1 has lost
- 2 have been waiting
- 3 have booked
- 4 have been buying
- 5 has been looking

Grammar 2

- 1 see
- 2 would avoid
- 3 would have paid
- 4 goes
- 5 would be
- 6 became
- 7 will recapture
- 8 would be
- 9 walks
- 10 had paid

Vocabulary 1

- 1 f 2 j 3 h 4 a 5 e 6 b 7 d 8 i 9 g 10 c

Vocabulary 2

- 1 peters / petered out
- 2 lay off
- 3 ran into trouble
- 4 gut-wrenching
- 5 at the coal face
- 6 take root
- 7 crave the limelight
- 8 pilot scheme
- 9 window of opportunity
- 10 tackling the thorny issues

Vocabulary 3

- 1 lack of progress 2 progress 3 lack of progress
4 desire for progress 5 lack of progress

Writing

Allow 2 marks each for: task achievement, organisation, grammar, vocabulary and coherence.