

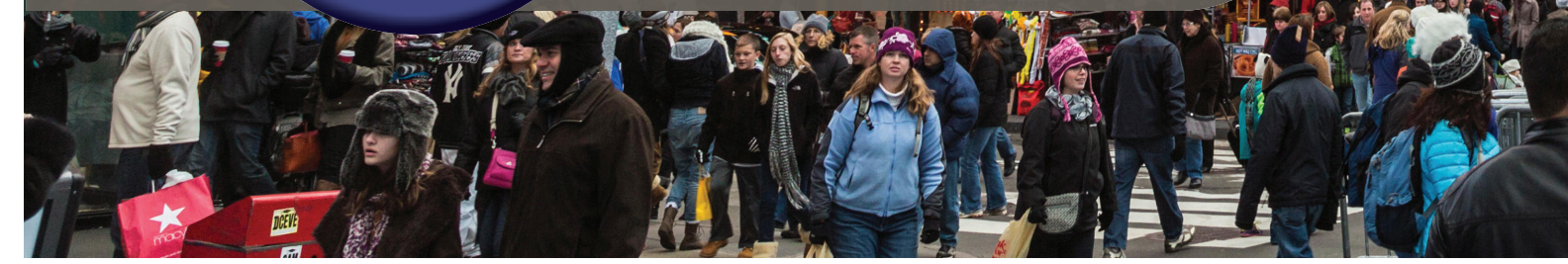


3

MARKETING

SKILLS AND STRATEGIES

- Finding the Meanings of Words:
Contrasts
- Finding the Topic and Main Idea of
a Reading



Finding the Meanings of Words: Contrasts

As you learned in Skills and Strategies 1 on page 2 and Skills and Strategies 3 on page 34, writers often give definitions and examples to help you understand difficult words. Another way writers help you understand difficult words is by showing contrasts. A contrast is a difference between two or more things. Understanding a contrast can help you understand the meaning of a difficult word.

Examples & Explanations

Our friends decided to **purchase** a new computer. However, we did not buy one.

The writer uses a word that readers may not know: *purchase*. In the next sentence, the writer gives a contrast: *did not buy*. This contrast can help the reader understand the meaning of *purchase*.

purchase = to buy something

Advertising in the newspaper is a **bargain**, unlike high-priced TV commercials.

The writer uses another word that readers may not know: *bargain*. In the next sentence, the writer gives a contrast: *high-priced*. The writer introduces the contrast with the signal *unlike*. Other contrast signals are *but*, *however*, and *in contrast*.

bargain = something that is sold cheaply or at a low price

Martina's advertising plan will **certainly** work. We are not sure about Joe's plan.

The writer uses the word *certainly*. The next sentence gives a contrast: *not sure*. This time, the writer does not use a signal to introduce the contrast. The reader has to think about the connection between the two ideas.

certainly = surely; without a doubt; definitely

The company thought that their new product would do very well. However, it became one of their biggest **failures**.

The writer uses the word *failure* in the second sentence. The contrast comes in the first sentence: *do very well*. As this example shows, the contrast may come in the sentence before the difficult word.

failure = something that does not do well

Strategies

These strategies will help you find contrasts and use them to understand word meanings while you read.

- When you see a word you do not know, do not stop reading. Look for contrasts that can help you understand the unknown word.
- Look for signals like *however*, *but*, *unlike*, and *in contrast* that can help you identify contrasts.
- Remember that writers may not use a signal to introduce a contrast.
- Remember that the contrast may come in the sentence before or after the sentence with the difficult word.

Skill Practice 1

Read the following sentences. Highlight the contrasts that are given for each word in **bold**. The first one is an example.

- 1 Some companies **can spend as much as they want** on advertising, but most companies have a **budget**.
- 2 Big businesses do advertising all the time. However, our family business can only do advertising **occasionally**.
- 3 Electronic advertising is **widespread** these days. In the past, you saw it in only a few places.
- 4 Many advertisements focus on the idea of **youth**. The advertisers do not want people to connect their products with old age.
- 5 People **ignore** most of the advertising that they see. But they pay attention when the advertising is funny.
- 6 The advertising plan came from a low-level worker at the company. It was not created by an **executive**.
- 7 Sales went up immediately. We thought they would increase only **gradually**.
- 8 The restaurant's new advertisement is not getting good results, unlike their very **effective** advertisement from last year.

Skill Practice 2

Read the sentences in Skill Practice 1 again. What do the words in **bold** mean? Write your answers on the blank lines. Use the contrasts to help you. Then check your answers in a dictionary. The first one is an example.

- 1 Some companies can spend as much as they want on advertising, but most companies have a **budget**.

budget = *a limited amount of money* _____

- 2 Big businesses do advertising all the time. However, our family business can only do advertising **occasionally**.

occasionally = _____

- 3 Electronic advertising is **widespread** these days. In the past, you saw it in only a few places.

widespread = _____

- 4 Many advertisements focus on the idea of **youth**. The advertisers do not want people to connect their products with old age.

youth = _____

- 5 People **ignore** most of the advertising that they see. But they pay attention when the advertising is funny.

ignore = _____

- 6 The advertising plan came from a low-level worker at the company. It was not created by an **executive**.

executive = _____

- 7 Sales went up immediately. We thought they would increase only **gradually**.

gradually = _____

- 8 The restaurant's new advertisement is not getting good results, unlike their very **effective** advertisement from last year.

effective = _____

Connecting to the Topic

Read the definition of *marketing*, and then discuss the following questions with a partner.

marketing (*n*) everything that a company does in order to sell its products or services

- 1 What are some things that you think a company needs to do to sell its products successfully?
- 2 Which of these things do you think are most important? Explain your answer.
- 3 Do you think marketing activities can convince people to buy things? Explain your answer.

Previewing and Predicting

Remember to preview the title and quickly look at any art, such as photos or drawings. If the art has any words below it, you should read them, too. Looking at all of these can help you to predict what the reading will be about.

A Read the title of Reading 1 and look at the photographs below. With a partner, discuss what the advertisements are trying to express.



B Put a check (✓) next to the topic or topics you think will be in the reading.

- | | |
|---|--|
| <p>___ a The best car advertisements</p> <p>___ b The impact of advertisements</p> <p>___ c The history of advertisements</p> | <p>___ d How to find a job writing advertisements</p> <p>___ e Why advertisements increase sales</p> |
|---|--|

C Compare your answers with a partner's.

While You Read

As you read, stop at the end of each sentence that contains words in **bold**. Then follow the instructions in the box in the margin.

How Do Advertisements Work?

1 Advertisements are everywhere: on television and radio, in the newspapers, on the Internet, and on big signs above buildings and streets. They are an important part of a company's marketing plan, but how do they work? The basic principles are simple. A company wants you to buy its **products** (for example, computers or shoes) or use its services (for example, painting or banking). Many companies use advertisements to achieve these goals. Advertisements must do one or more of these three basic things:

- 1 Make customers aware of the product or service
- 2 Make customers like and want the product or service
- 3 Encourage customers to buy the product or service

2 This seems simple, but how can advertisements make customers want a product? How can they push customers to buy it? The key to this process is a successful *appeal*. An appeal is a way to get a customer's attention and create a desire for a product or service. This is at the heart of all advertising. Most advertisements use two general kinds of appeals. Appeals can be rational or emotional.

3 Advertisements, or "ads," with rational appeals present a logical reason for why you should buy a company's products or use its services. You could say that these are ads for your brain. They try to prove that their company's product is better than other products. Perhaps the ads show the results of a scientific study. The results show a company's medicine is more effective, or their car is faster, or their camera is easier to use. Some ads have an expert, such as a doctor or engineer, who talks about how good the product **is**.

4 Unlike ads with rational appeals, which try to show that a product is effective, ads with emotional appeals try to change how you feel. For example, they might make you frightened, envious, or happy. You could say these are ads for your heart. For example, one car company might use fear in its advertisements. They say their cars are very safe. You thought your old car was **safe**, but suddenly, you begin to think that driving it might be dangerous. You feel scared, and you think about buying a new, safer car for your family. A different ad shows a man with a big beautiful car, a big expensive house, and a beautiful wife. Perhaps you want to have a life like that. You want that car, too. It may make you feel envious. In contrast, an ad that shows a big family enjoying a car trip together might make you feel happy and satisfied. It may make you remember family trips from your childhood. Maybe you will want to buy the car that the family in the ad is driving.

WHILE YOU READ 1

Find a clue in this sentence that signals two examples of *products*. Highlight the clue and examples.

WHILE YOU READ 2

What is the topic of paragraph 3? Highlight the sentence that shows the topic.

WHILE YOU READ 3

Find a clue in this sentence that signals a contrast with the word *safe*. Highlight the clue and the word that means the opposite of *safe*.

- 5 The purpose of ads like these is usually very clear, but other ads are not so direct. If an advertisement makes you laugh, will it make you want to buy the product in it? What about if a movie star or a famous athlete appears in the ad? Although research on the effects of advertisements does not provide clear answers to these questions, most companies continue to advertise because they believe their ads are effective. Businesses around the world spent more than \$550 billion on advertising in 2014, and that figure is expected to increase.

Table 3.1 Spending on Advertising by Region

Major Media (US\$M Current Prices)

	2010	2011	2012	2013	2014
North America	162,165	165,104	172,039	178,313	186,344
Western Europe	106,344	108,688	107,885	109,668	112,642
Asia-Pacific	125,059	132,172	140,383	148,423	157,155
Central & Eastern Europe	24,181	26,151	26,631	28,592	31,089
Latin America	31,996	35,344	38,080	41,935	45,600
Middle East & North Africa	4,881	4,155	4,198	4,313	4,412
Rest of World	10,940	11,592	12,321	13,468	14,812
World	465,566	483,206	501,536	524,712	552,054

Source: Jenni Baker, London

Main Idea Check

Match the main ideas below to paragraphs 1–5 in Reading 1. Write the number of the paragraph on the blank line.

- _____ A Advertisements are based on appeals.
- _____ B Emotional appeals try to change how you feel about a product.
- _____ C Advertisements have three basic goals.
- _____ D Businesses believe that advertisements are effective.
- _____ E Rational appeals show why a product is better than others.

A Closer Look

Look back at Reading 1 to answer the following questions.

- 1 What are the goals of advertisements? Choose two answers. (Par. 1)
 - a One goal is to increase the price of products.
 - b One goal is to change how people view products.
 - c One goal is to make products more valuable.
 - d One goal is to make people buy things.
- 2 An appeal is a part of an advertisement. **True or False?** (Par. 2)
- 3 How do rational appeals encourage the sale of products? (Par. 3)
 - a They make people feel positive about products.
 - b They provide evidence for why the product is the best.
 - c They make people think they need the product.
 - d They use humor to sell the product.
- 4 How do emotional appeals encourage the sale of products? (Par. 4)
 - a They use people's past experience with the product.
 - b They show that the product is more effective than other similar products.
 - c They make people feel safer.
 - d They try to influence people's feelings about the product.
- 5 Why does the author use the example about car safety? (Par. 4)
 - a It shows how companies use fear in their advertisements.
 - b It shows how much advertisements have changed in recent years.
 - c It shows how companies use envy in their advertisements.
 - d It shows that customers really pay attention to advertisements.
- 6 Why do businesses spend so much money on advertisements? (Par. 5)
 - a It is very expensive to have athletes and movie stars in advertisements.
 - b They believe advertisements are effective.
 - c They are not sure if advertisements work or not.
 - d Advertisements have become more and more expensive every year.

- 7 What does the table show about advertising spending? (Table 3.1)
- a It is increasing the fastest in Western Europe.
 - b It has not increased very much.
 - c In general, it has been rising significantly.
 - d It will probably slow down in the future.

Skill Review

In Skills and Strategies 5, you learned that writers sometimes give clues to the meanings of words by showing contrasts. Noticing this information can sometimes help you figure out the meanings of unfamiliar words in a text.

A Read the sentences below from Reading 1. Highlight the word in each sentence that signals a contrast. Then underline the words that show the meaning that contrasts with the word or phrase in bold.

- 1 Unlike ads with rational appeals, which try to show that a product is effective, ads with **emotional appeals** try to change how you feel.
- 2 You thought your old car was **safe**, but suddenly, you begin to think that driving it might be dangerous.
- 3 Perhaps you want to have a life like that. You want that car, too. It may make you feel **envious**. In contrast, an ad that shows a big family enjoying a car trip together might make you feel happy and satisfied.
- 4 The purpose of ads like these is usually very clear, but other ads are **not so direct**.

B Read the following sentences. Each one includes a signal of contrast that helps explain a word that you learned in an earlier unit. Choose the word in **bold** that best fits the meaning of the sentence.

- 1 Your plan does have some **benefits / assistance**, but I still think it has too many disadvantages.
- 2 George showed a lot **curiosity / support** when he was a child. Today, in contrast, he does not seem to be interested in anything.
- 3 Last year there was **widespread / regular** support for the mayor's plan, but today, very few people think his ideas will work.
- 4 We planned to work on this project right away; however, we had to **postpone / maintain** it because everyone in the office has been sick.

Definitions

Find the words in Reading 1 that complete the following definitions.

- 1 _____ are basic rules for how something works. (*n pl*) Par. 1, sentence 3
- 2 To _____ something is to do or get something that you worked for.
(*v*) Par. 1, sentence 5
- 3 A / An _____ is an aim; something that you want to get or achieve.
(*n*) Par. 1, sentence 5
- 4 _____ are people who buy things. (*n pl*) Par. 1, first numbered phrase
- 5 To _____ someone is to make that person want to do something.
(*v*) Par. 1, third numbered phrase
- 6 Something that is _____ involves thinking. (*adj*) Par. 2, last sentence
- 7 Something that is _____ works well. (*adj*) Par. 3, sentence 5
- 8 A / An _____ is a number or amount. (*n*) Par. 5, last sentence

Word Families

A The words in **bold** in the chart are from Reading 1. The words next to them are from the same word family. Study and learn these words.

B Choose the correct form of the words from the chart to complete the following sentences.

NOUN	ADJECTIVE
<i>athlete</i> (Par. 5)	<i>athletic</i>
<i>awareness</i>	<i>aware</i> (Par. 1)
<i>directness</i>	<i>direct</i> (Par. 5)
<i>emotion</i>	<i>emotional</i> (Par. 2)
<i>envy</i>	<i>envious</i> (Par. 3)

- 1 I was not _____ that he had a new job. When did that happen?
- 2 The _____ of the advertisements makes them easy for everyone to understand.
- 3 A / An _____ from Uganda won the men's marathon in the 2012 Olympics.
- 4 The young man was _____ because his friend had a nicer phone and computer.
- 5 There is greater _____ today about how our actions affect the environment.
- 6 His face doesn't show much _____ unless he gets very angry.
- 7 The most _____ way to find the answer is to ask your teacher.
- 8 She is very _____. She runs, swims, and plays tennis.
- 9 When he saw his neighbor's 80-inch television, he felt tremendous _____.
- 10 He gave a very _____ speech about his good friend who died last week.

Critical Thinking

In Reading 1, you learned about the power of advertising and the reasons behind that power.

A Find an advertisement in print, on television, or online. Work with a partner or small group. Discuss the following questions.

- 1 Does the ad use a rational or emotional appeal? Explain your answer.
- 2 How does the ad make you feel about the product? Does it make you feel differently than you did before?
- 3 Would you choose this product? Why or why not?
- 4 In your opinion, what kind of ad would be most effective for this product?

B Share your answers with the rest of the class.

Research

Do some research on effective advertisements.

A Find out about some ads that experts think were very good. What made them effective?

B Based on your research, select a past or recent ad that you think is especially effective.

C Share the ad you selected with the rest of the class.

Writing

Write a short report on your research. Explain some experts' perspectives on effective ads. Then describe your selection and why you found it effective.

APPLYING INFORMATION

You use critical thinking skills when you apply information you have just learned to new situations.

Connecting to the Topic

Discuss the following questions with a partner.

- 1 Do you wait for sales to buy things that you want? Explain your answer.
- 2 How much does price, that is, how much something costs, affect your decision to buy it? Which do you look at first – the price or the thing you want to buy?
- 3 How do you decide whether a price is good and fair?

Previewing and Predicting

Remember that you should quickly look at any photos, drawings, tables, or graphs. Read any words or labels, too.

A Read the title of Reading 2 and look at the photographs and other art. Then answer the following questions.

- 1 How are the title and pictures related?
- 2 When do businesses advertise prices?
- 3 Where are the prices in the pictures?
- 4 Why are these pictures included?
- 5 How much is the steak on page 78?

B Compare your answers with a partner's.

While You Read

As you read, stop at the end of each sentence that contains words in **bold**. Then follow the instructions in the box in the margin.

The Psychology of Price

1 Special sale! Low, low prices! Shop now! You have probably seen many signs like these. Most people love sales because they can buy products they want at low prices. They are happy because they feel they got good value, that is, they paid less than what the product was worth. But did they really get good value? Experts who understand the psychology of price say maybe they did not.

2 Businesses are very careful about how they set prices for their products and services. They understand how to use price as a strategy. At the heart of most price strategies is a fundamental principle called *the anchor*. The anchor

is the first idea you have about how much a product is worth. This number is very important because it stays in your memory. For example, you look at the price tag on a coat. It says \$100, but that price is crossed out. There is a second price written in red on top of the original price. It says \$79! The \$100 figure is the anchor. It was the first price you saw, and it sets the value of the coat in your mind. You believe it is worth \$100, so the lower \$79 price seems like a bargain. Studies show that a product that has a higher original price of \$100 but is then reduced to \$50 will sell much faster than the same product if it is simply marked \$50 from the **beginning**.

3 **Occasionally**, but not always, the anchor price is not stated directly. It is only in the buyer's mind. Shoppers are far more likely to buy a pen that costs \$3.99 than one that costs \$4.00. Four dollars is the anchor in their mind. They think: This pen is worth \$4.00, but I am paying less than that. Even though they know the difference is only one cent, \$3.99 seems closer to \$3.00 than \$4.00 because it begins with the number 3. The number 9 has a powerful effect on shoppers because it is always compared to the anchor number that is just above it. Studies have even shown that shoppers are more likely to buy products that cost \$39 than products that cost \$34. They believe that the \$39 products are worth \$40, and, therefore are a better value.

4 The psychology of price is at work in all sorts of places, including on menus. A menu is not just a list of food that a restaurant offers. Many are carefully designed and use anchor pricing. When you open a menu, the first place you usually look is on the top right side. That is where you will



WHILE YOU READ 1

What is the main idea of paragraph 2? Highlight the sentence that shows the main idea.

WHILE YOU READ 2

Find a clue in this sentence that signals a contrast with the word *occasionally*. Highlight the clue and the word that means the opposite of *occasionally*.

find the item that is most profitable for the restaurant. However, nearby you will also find the most expensive item, like a big steak or lobster. The restaurant does not really believe a lot of people will order the most expensive dish; however, it provides an anchor. The high anchor price makes all the other dishes look like good value, including the dish that is profitable for the restaurant, perhaps a chicken or pasta dish. Restaurant owners have other tricks. They have found if they do not include money symbols like €, \$, or ¥, people spend more money. So many restaurants just write the number without the **symbol**.

- 5 There are many strategies for pricing, but anchor pricing is probably the most powerful. Even when you know about it, it is sometimes difficult to resist the effect of the anchor on your shopping behavior.



<i>Menu</i>	
<i>Porterhouse Steak.....</i>	49
<i>Lamp Chops.....</i>	46
<i>Short Ribs.....</i>	39
<i>Lobster Tail.....</i>	64
<i>Grilled Salmon.....</i>	39

WHILE YOU READ 3

What is the main idea of paragraph 4? Highlight the sentence that shows the main idea.

Main Idea Check

Match the main ideas below to paragraphs 1–4 in Reading 2. Write the number of the paragraph on the blank line.

- _____ A The number 9 sets an anchor in customers' brains.
- _____ B You can see anchor pricing at work in restaurants.
- _____ C Sale prices may not offer good value.
- _____ D The anchor is fundamental to pricing strategy.

A Closer Look

Look back at Reading 2 to answer the following questions.

- 1 The goal of sale prices is to make customers feel they are getting good value. **True or False?** (Par. 1)
- 2 What is an anchor price? (Par. 2)
 - a It is the fundamental value of a product.
 - b It is the price a customer is willing to pay for a product.
 - c It is the figure that a customer first believes is the product's value.
 - d It is the lowest price that a customer has seen for the product.
- 3 One pair of shoes is tagged originally as \$80 and then marked as \$49. Another pair is simply tagged as \$49. Why does the first pair sell faster? (Par. 2)
 - a The reduced price is better value.
 - b The original price is cheaper.
 - c People don't want to spend \$80 on a pair of shoes.
 - d Eighty dollars sets an anchor price.
- 4 Customers are more likely to pay \$94 for a watch than \$99 for the same watch. **True or False?** (Par. 3)
- 5 Why is the number nine so important in pricing? (Par. 3)
 - a Products with prices that end in nine are good value.
 - b Prices that end in nine make customers feel they are getting a bargain.
 - c The number nine has a powerful anchor.
 - d Customers know that they can save at least one cent.
- 6 What dish gives the anchor price on a menu? (Par. 4)
 - a The most expensive dish
 - b The most profitable dish
 - c Any dish without a \$ symbol
 - d The first dish on the menu

Skill Review

In Skills and Strategies 5, you learned that writers sometimes give clues to the meanings of words by showing contrasts. In earlier units, you learned they also give clues to the meanings of words by using examples and definitions. Noticing this information can sometimes help you figure out the meanings of unfamiliar words in a text.

A Read the sentences below from Reading 2. Decide if the writer is using *contrast*, *examples*, or *definitions* to explain the words in **bold**. Write *C* (for contrast), *E* (for example), or *D* (for definition) on the blank lines. Then highlight the part of each sentence that contains the contrast, the example, or the definition.

- _____ 1 They are happy because they feel they got **good value**, that is, they paid less than what the product was worth.
- _____ 2 At the heart of most price strategies is a fundamental principle called **the anchor**. The anchor is the first idea you have about how much a product is worth.
- _____ 3 Studies show that a product that has a higher original price of \$100 but is then **reduced** to \$50 will sell much faster than faster than the same product if it is simply marked \$50 from the beginning.
- _____ 4 **Occasionally**, but not always, the anchor price is not stated directly. It is only in the buyer's mind.
- _____ 5 However, nearby you will also find the most **expensive** item, like a big steak or lobster.
- _____ 6 They have found if they do not include money **symbols** like €, \$, or ¥, people spend more money.

B Compare your answers with a partner's.

Definitions

Find the words in Reading 2 that complete the following definitions.

- 1 Something that is good _____ is worth the money you paid for it.
(*n*) Par. 1, sentence 6
- 2 Something that is _____ is basic or most important. (*adj*) Par. 2, sentence 3
- 3 A / An _____ is something that gives a base, a foundation, or a starting point. (*n*) Par. 2, sentence 6
- 4 A / An _____ is a piece of paper with information on it; a label.
(*n*) Par. 2, sentence 6
- 5 A / An _____ is something that you can buy at a lower price than usual.
(*n*) Par. 2, sentence 12
- 6 A / An _____ is a list of things that a restaurant serves. (*n*) Par. 4, sentence 1
- 7 A / An _____ is a single thing, usually one that is a part of a group.
(*n*) Par. 4, sentence 5
- 8 A / An _____ is something that represents something else; for example, π is the symbol for the number pi (3.14). (*n*) Par. 4, sentence 10

Words in Context

Complete the sentences with words from Reading 2 in the box below.

crossed out	effect	reduced	sign
designed	profitable	sale	trick

- 1 I _____ the amount of sugar in the cake because it was too sweet.
- 2 The _____ in front of the store said "Opening Soon!"
- 3 He made a mistake, so he _____ the first answer and wrote the correct one above it.
- 4 The medicine had an immediate _____, making her feel better right away.
- 5 Some people use this _____ to remember things: They tie a string around their finger.
- 6 This business is very _____. It makes lots of money.
- 7 There was a great _____ at my favorite store. I bought a coat and a shirt because the prices were so low.
- 8 A famous artist _____ the new restaurant. It looks very bright and modern.

Critical Thinking

In Reading 2, you learned about the strategies stores use when they set the prices for their products. One of the primary strategies is anchoring.

A Work with a partner or small group. Below is a list of additional marketing strategies that affect price. With your group, discuss which of these strategies you think is most effective. Give reasons for your answers.

- 1 Prices that include more than one of a product: "Ten oranges for just \$3!"
- 2 Time limits, for example, "This television is available at this price for just two days!"
- 3 Limits on availability: An ad offers a computer at a very low price but only has a few of them for sale.
- 4 Free gifts: "Buy a pizza and get a free drink."
- 5 Gradual payment plans: "Buy a television and pay a little bit each month." However, the total price may be higher than if you paid the whole price in the beginning.

B Think of at least one more marketing strategy that affects price. Share it with the rest of the class.

CLARIFYING CONCEPTS

A critical thinker might explore a text's ideas by considering how they would fit into a different context.

Research

Do some research on price strategies in your own community. Look at the newspaper, or listen to ads on television. You may also want to visit a street or mall where there are a lot of stores. Take notes on the following questions:

- 1 What kinds of price strategies do you see in these ads?
- 2 Which is the most common strategy?
- 3 Are some strategies more common with specific products? For example, is the first strategy, in A above, more common with food?

Writing

Write a short report on the results of your research. Include pictures of the ads if you can.

Finding the Topic and Main Idea of a Reading

In Skills and Strategies 2 on page 20 and Skills and Strategies 4 on page 51, you learned that each paragraph has one topic and one main idea. Each reading also has one topic and one main idea. The topic of a reading is what the whole reading is about. The main idea is the most important point that the writer makes overall about the topic in the reading. The topic and main idea of the reading connect all the paragraphs.

Examples & Explanations

Red Bull, originally from Thailand, is the most popular energy drink in the world. Surprisingly, the company became famous without spending much money on advertising. How is that possible? The answer: Red Bull found a cheap and effective way to advertise its products.

Red Bull wanted young people to buy its product. The company went to places where young people often go, like schools and shopping malls. At these places, the company put many empty cans of Red Bull in the garbage. Doing this cost the company almost nothing, but it introduced young people to the new drink. They saw the empty cans and thought, “Drinking Red Bull is really popular!”

This strategy worked. Almost immediately, young people started talking about Red Bull. Sales of Red Bull increased quickly. Before long, it was the most popular energy drink in the world. Today, many other companies sell energy drinks, but their sales are far behind Red Bull’s.

The topic of this reading is *Red Bull*. The writer’s main idea is *it found a cheap and effective way to advertise its products*. Writers often tell the main idea in the last sentence of the first paragraph.

The topic of the second and third paragraphs is also *Red Bull*. These paragraphs connect to the main idea of the reading. They show how Red Bull’s advertising was cheap (the second paragraph) and effective (the third paragraph).

Red Bull’s advertising plan was very successful. The company became very famous, and it did not have to spend a lot of money. All Red Bull needed was a creative new idea.

In the first sentence of this paragraph, the writer gives the topic and main idea of the reading again: *Red Bull’s advertising plan was very successful*. Writers often repeat the topic and main idea of the reading in the last paragraph. They may tell the main idea in other words than they used before. For example, in the first paragraph, the writer used the words *cheap and effective*. In this paragraph, the writer uses the word *successful*.

Strategies

These strategies will help you find the main idea of a reading.

- As you read, ask yourself: *What is this reading all about? What idea connects all the paragraphs?*
- Look at the last sentence of the first paragraph. Writers often tell the topic and main idea in this sentence.
- Look at the last paragraph. Writers often repeat the topic and main idea there. Remember that writers may not use the same words as before to tell the main idea.

Skill Practice 1

Read the following article. Then answer the questions.

Bob Wagstaff, a doctor from Utah, created a tongue cleaner called the Orabrush. Dr. Wagstaff then spent almost all his money on television commercials for the Orabrush, but no one was buying his product. He was out of ideas, and almost out of money. Desperate, Dr. Wagstaff went to a college business class and asked the students for advice. Most of the students thought his product would not succeed. But one student, named Jeffrey Harmon, had an idea that would make the Orabrush a big success.

Harmon’s idea was simple: use the Internet for advertising. He advised Dr. Wagstaff to make a funny video about his product and post it online. If people liked the video, Harmon said, maybe people would start to buy the Orabrush. Harmon did not have much experience in business, but Dr. Wagstaff decided to follow his advice.

With the last of his money, Dr. Wagstaff made a two-minute video about the Orabrush. In the video, an actor said a lot of funny things about bad breath and showed how the Orabrush can stop bad breath. The video became very popular, and before long, so did the Orabrush. Today the Orabrush is sold in stores around the world, and Dr. Wagstaff’s company is very successful.

Thanks to Harmon's clever marketing idea, the Orabrush became a big hit. Later, Harmon became the Chief Marketing Officer for Dr. Wagstaff's company. Other companies can learn from his and Dr. Wagstaff's success.

- 1 What is the topic of the reading? Choose the best answer.
 - a Bad breath
 - b The Orabrush
 - c Jeffrey Harmon

- 2 Which sentence tells the main idea of the reading? Choose the best answer.
 - a Bob Wagstaff is the creator of a tongue cleaner called the Orabrush.
 - b Other companies can learn from the success of Harmon and Wagstaff.
 - c The Orabrush is successful because of Harmon's clever marketing idea.

Skill Practice 2

Read the following paragraphs. Underline the two sentences in the reading that tell the main idea. Then write the topic and main idea of the reading in your own words on the lines below.

Undercover Marketing

These days, many people ignore traditional advertising. To get their attention, companies have to find new ways to advertise their products. Some companies are using a strategy called *undercover marketing*. With undercover marketing, companies hide their advertising messages in everyday life. They pay regular people to use and talk about products in a way that will get others' attention. Undercover marketing can be very successful, but it must be done carefully.

For some companies, undercover marketing has very positive results. An example is Sony. The company used undercover marketing for its camera phone. Sony paid young people to act like tourists and ask other people to take their picture with the camera phone. Many people became interested in the camera phones, at a very low cost to Sony. Now many companies use this type of undercover marketing to help sell their products.

However, undercover marketing also comes with risks. Walmart had very poor results when it paid writers to speak positively about the company online. People discovered Walmart's plan and complained that the company was dishonest in its online actions. Instead of making people excited about the company, Walmart's plan had the opposite effect.

Clearly, undercover marketing has both benefits and risks. Companies should consider their options carefully before they try this new form of marketing.

Topic of the reading: _____

Main idea of the reading: _____

Connecting to the Topic

Discuss the following questions with a partner.

- 1 Are some things more important than price when you buy a product? Explain your answer.
- 2 Are you loyal to some products? In other words, do you continue to buy a product from a specific company even if the price is higher than others? If so, why?
- 3 Do you think marketing can change how people feel about products? Explain your answer.

Previewing and Predicting

When you preview a longer reading, remember to look at section headings. These headings can help you predict what the reading will be about. Also remember that looking at the art and reading first sentences can help you make predictions about the reading.

A Read the title, section headings, and first few sentences of the sections that follow the first paragraph in Reading 3. Look at the art. Then choose the best answers to the questions below.

- 1 What do you think *guerrilla marketing* is?
 - a Marketing during wars
 - b Unusual forms of marketing
 - c International marketing
 - d Advertising to large crowds
- 2 Who uses guerrilla marketing?
 - a Businesses
 - b Government and international organizations
 - c Both of the above
 - d Neither of the above

B Look at the photographs in Reading 3. How do you think the activities and objects in the photographs are related to marketing? Discuss with a partner.

While You Read

As you read, stop at the end of each sentence that contains words in **bold**. Then follow the instructions in the box in the margin.

Guerrilla Marketing

- 1 To sell its products or services, a company may advertise on television, in newspapers, or on the Internet. But marketing is more than just advertising. A company's marketing plan may also include some unusual ways to make people aware of the company and its products. One strategy for doing this is *guerrilla marketing*.

I. Guerrilla Marketing as a Business Strategy

- 2 The word *guerrilla* comes from Spanish. It means a person who fights in a war, but not in the regular military. Guerrillas use unusual methods, they often fight secretly, and it is difficult to predict when they will appear. Similarly, *guerrilla marketing* uses unusual and often unpredictable methods of marketing.
- 3 One of these is the *flash mob*. Flash mobs were a popular form of guerrilla marketing in the early years of this century. A flash mob is a crowd of people. They don't look unusual. But suddenly, they begin to sing, dance, or perform together. Flash mobs usually occur in large, public places. The mobile phone company T-Mobile and the French clothing company Moncler Grenoble organized flash mobs in train stations. It was just an ordinary evening, but suddenly there was music, and hundreds of people began to dance. Some people in the crowd started to dance, too. Others took photos and videos on their phones. Everyone was smiling.
- 4 This kind of activity may not sell products immediately. However, it certainly increases the public's awareness of these products, even among people who don't like flash mobs. Many people find guerrilla marketing events like flash mobs entertaining. They may feel positive about the products as a result. Just as important, the effect of guerrilla marketing continues long after the events end because videos of them are posted **online**, that is, on the Internet. Nearly 40 million people have watched the T-Mobile flash mob video. In general, the goal of guerrilla marketing is not to make immediate sales. Instead, it is to change how people feel about a company and its products.
- 5 Flash mobs are not the only form of guerrilla marketing. There are other interesting and unusual methods. Coca-Cola sent "happiness trucks" and "happiness vending machines" to communities all over the world. The happiness trucks offered free bottles of Coke. The vending machines were similar. They gave away free Cokes, but they also gave away flowers, pizza,

WHILE YOU READ 1

What do you think the topic of the reading will be? Highlight the sentence in the paragraph that gives the topic.



A flash mob in an airport

WHILE YOU READ 2

Find a clue in this sentence that signals a definition of *online*. Highlight the clue and definition.

and sandwiches! In the videos of these events, you can see people smiling, laughing, and hugging. Coca-Cola succeeded in its goal – to make people feel happy about its product.

II. Guerrilla Marketing in Other Organizations

- 6 Businesses are not the only organizations that use guerrilla marketing. For example, UNICEF (a United Nations organization that works to improve the health of children) wanted to bring attention to the lack of safe drinking water around the world. UNICEF wanted to do something that was unusual and surprising, so the organization chose a guerrilla marketing strategy. Staff members put dirty water into plastic bottles. Then they put the bottles into vending machines. Instead of a brand name like Orangina or Fanta, the labels on bottles said “Dirty Water” and the machines displayed names of the diseases that dirty water can cause. One said “Cholera.” Another said “Typhoid.” No one bought the water, but thousands of people gave money to UNICEF. That money helped bring safe drinking water to communities around the world. Thousands more people who saw the video of the dirty water machines also gave money to **UNICEF**.



A vending machine

III. Guerrilla Marketing and Technology

- 7 The Internet and mobile communications make it easier to organize and promote guerrilla marketing events. The Internet increases the impact of the original event because so many people watch the video. They experience the event indirectly, sometimes months or years later. People enjoy watching these videos because they are surprising and unusual, but also entertaining. They share them with friends, and those people share them with other friends. Marketing professionals call this *going viral*. Going viral means that something – an idea, a video, a song – moves very quickly through the population. It reaches more and more people with every step, just like a virus. And this continued attention costs the company nothing.
- 8 Are these forms of marketing successful? Will you go on the Internet now and look for videos of some of these examples? If you do, it shows just how the effective these methods can be.

WHILE YOU READ 3

What is the topic of this paragraph?

- a) the use of vending machines for marketing
- b) the use of guerrilla marketing by organizations that are not businesses
- c) the importance of video in guerrilla marketing

Main Idea Check

Match the main ideas below to paragraphs 2–7 in Reading 3. Write the number of the paragraph on the blank line.

- _____ A Flash mobs can be an effective form of guerilla marketing.
- _____ B Government and international organizations may choose guerrilla marketing as a strategy.
- _____ C Other forms of guerrilla marketing can change how people feel about products.
- _____ D Many guerrilla-marketing strategies depend on the Internet.
- _____ E The term *guerrilla marketing* comes from a kind of fighting during wars.
- _____ F Guerrilla marketing can promote a general good feeling, like happiness

A Closer Look

Look back at Reading 3 to answer the following questions.

- 1 How is the term *guerrilla marketing* related to guerrilla fighters? (Par. 2)
 - a No one knows about them.
 - b They both are unexpected and unpredictable.
 - c Marketing is a little bit like war.
 - d Both of them began in the early years of this century.
- 2 Which of the following are characteristics of a flash mob? Choose two answers (Par. 3)
 - a The members perform together as a group.
 - b They appear in unexpected places.
 - c They perform with mobile telephones.
 - d They take videos and photographs of their performances.
- 3 The main goal of flash mobs is to increase sales of a product quickly. **True or False?** (Par. 4)
- 4 What was the goal of the Coke “happiness” marketing strategy? (Par. 5)
 - a To give people free Coke products
 - b To let more people know about Coke
 - c To make people feel positive about Coke
 - d To spread happiness to communities around the world
- 5 UNICEF chose the vending machines as their strategy. What was their main reason for doing this? (Par. 6)
 - a They didn’t want to use a flash mob.
 - b They wanted people to think about the importance of clean water.
 - c They knew that people are willing to put money in vending machines.
 - d They wanted people to have a negative response.

- 6 Why is the Internet so important to guerrilla marketing? (Par. 7)
- a It increases the impact of the strategy.
 - b It makes marketing more entertaining.
 - c Most people prefer to use the Internet.
 - d Indirect methods of marketing are more effective.
- 7 What did the flash mobs, the Coke happiness strategy, and the UNICEF vending machines have in common? Choose two answers. (Pars. 3–6)
- a The companies hoped they would make people feel positive about their products.
 - b They made people smile and laugh together.
 - c They were unusual and surprising.
 - d They were fun but not very effective.

Skill Review

In Skills and Strategies 6, you learned that a reading has one main idea. You learned that one way to determine the main idea is to ask questions like: *What is the reading about? What does the writer say about this topic? and What idea connects all of the paragraphs?*

- A** Look back at Reading 3. Review the main ideas you chose for the paragraphs in Main Idea Check on page 89. What is the topic of Reading 3?
-

B Now think about the three main goals of advertising:

- 1 Make customers aware of the product or service
- 2 Make customers like and want the product or service
- 3 Encourage customers to buy the product or service

Marketing strategies like *guerrilla marketing* do not always focus directly on the third goal, selling products. Do they try to achieve the other two goals? Complete the chart by putting a check (✓) to show whether the guerrilla marketing strategies in Reading 3 try to achieve these goals.

GUERRILLA MARKETING STRATEGY	MAKES PEOPLE AWARE OF THE COMPANY AND ITS PRODUCTS	MAKES PEOPLE LIKE THE COMPANY AND ITS PRODUCTS
Flash mobs		
Coke happiness		
UNICEF vending machines		

C Now think about the main idea of the reading. Begin with the whole-reading topic you chose in **A**. With a partner, discuss what you think the writer says about that topic. One way to answer this question is to make a generalization based on the chart you completed in **B**.

Now write a sentence that states the main idea of the reading:

Definitions

Find the words in Reading 3 that complete the following definitions.

- 1 A / An _____ is a plan for reaching a goal. (*n*) Par. 1, last sentence
- 2 Something that is _____ is usual or ordinary. (*adj*) Par. 2, sentence 2
- 3 A / An _____ is a group of people who may act in a disorganized or even violent way in public. (*n*) Par. 3, sentence 1
- 4 To _____ is to entertain people by singing, dancing, etc. (*v*) Par. 3, sentence 5
- 5 To _____ some information, a picture, or a video is to put it on the Internet so other people can see it. (*v*) Par. 4, sentence 5
- 6 _____ are groups of people who live in the same area. (*n pl*) Par. 6, sentence 10
- 7 To _____ something is to help it develop or grow stronger. (*v*) Par. 7, sentence 1
- 8 _____ are people with jobs that require special skills. (*n pl*) Par. 7, sentence 6

Words in Context

A Use context clues to match the first part of each sentence with the best completion for the sentence. Each completion should fit with the meaning of the words in **bold**.

- | | |
|---|---------------------------------------|
| _____ 1 The population of the city | a saw her at the airport. |
| _____ 2 He served in the military because he | b made it hard to find a job. |
| _____ 3 The two men looked similar , and they also | c wanted to serve his country. |
| _____ 4 The girl gave her grandmother a hug when she | d moved to a smaller house. |
| _____ 5 His lack of education | e played together. |
| _____ 6 He gave away most of his furniture when he | f increased to more than one million. |
| _____ 7 The little boy didn't want to share his toys when he and his friends | g worked better than the old way. |
| _____ 8 We used a new method because it | h behaved in the same way. |

B Compare your answers with a partner's. Discuss what clues helped you match the parts of the sentences and helped you understand what the words in **bold** mean.

Academic Word List

The following are Academic Word List words from all the readings in Unit 3. Use these words to complete the sentences. (If necessary, review the AWL words in Key Vocabulary on pages 257–267.)

achieve (v)	community (n)	principles (n)	rational (adj)	strategy (n)
aware (adj)	goal (n)	professionals (n)	similar (adj)	symbol (n)

- 1 The general explained his _____ for winning the war to the soldiers.
- 2 The white dove is a / an _____ of peace.
- 3 Those two women are wearing _____ dresses. The only difference is the color.
- 4 Our _____ is to collect one million dollars for medical research.
- 5 Most _____ have to study for several years before they can begin their jobs.
- 6 We hope to _____ economic growth of five percent next year.
- 7 No one was _____ of the president's visit until this morning.
- 8 Everyone in the _____ came to the meeting to discuss plans to build a new school.
- 9 One of the basic _____ of advertising is to keep ads short and simple.
- 10 Some of my decisions were not _____ but were based on emotion.

Critical Thinking

Reading 3 makes the claim that guerrilla marketing can be a successful strategy.

A Discuss the following questions with a partner.

- 1 Do you think guerrilla marketing would change how you feel about a product? Explain your answer.
- 2 Experts in marketing hope that if they make people feel good, this will result in sales in the future. Do you think this is likely? Why or why not?
- 3 Have you ever had an experience with guerrilla marketing? Or have you watched a marketing video online? If so, describe it to your partner.

B Share your answers with the rest of the class.

EXPLORING OPINIONS

Critical readers form their own opinions about important topics in a text.

Research

Find some examples of flash mobs on the Internet. There are many examples on YouTube and other video sites. Think about these questions as you do your research.

- 1 Were all the flash mobs related to a product?
- 2 Do you think flash mobs have other functions?
- 3 What is the role of music in flash mobs?
- 4 How did the people who were watching the flash mob respond?
- 5 How did you feel when you watched the video?
- 6 Do you think the creators achieved their goal?

Writing

Write a short report about your research on flash mobs. Include the answers to the questions above.



Improving Your Reading Speed

Good readers read quickly and still understand most of what they read.

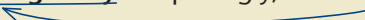
- A** Read the instructions and strategies for Improving Your Reading Speed in Appendix 3 on page 270.
- B** Choose one of the readings in this unit. Read it without stopping. Time how long it takes you to finish the text in minutes and seconds. Enter the time in the chart on page 271. Then calculate your reading speed in number of words per minute.

CATEGORY WORDS

Writers often need to connect ideas in a text. They can do this by using *this* or *these* plus a word for a category that includes the original idea.

In the following example, the two phrases in **bold** express connected ideas. The arrows show how they are connected. The arrow starts at the phrase that names the category, and the point of the arrow shows the idea included in the category.


Sometimes companies try to sell their products by **giving something away**. Surprisingly, **this strategy** can be very effective.



Strategy is a category word. *Giving something away* is a type of marketing strategy.

Exercise 1

Read the following groups of sentences. Highlight the phrase that contains *this* / *these* + a category word in the second sentence in each group. Underline the phrase containing the idea it refers to. Draw an arrow from the highlighted phrase to the underlined phrase. The first one is an example.

- 1 One successful advertising strategy is the slogan, like Nike's "Just do it." **These words** make customers aware of the product.
 
- 2 Some advertisements use musicians, actors, or athletes. **These famous people** can help sell products.
- 3 A special song can also help sell a product. Customers hear **this music** in their heads, and they think about the product.
- 4 In the last five years, there has been a lot of marketing on social media. **These sites** include Facebook and YouTube.
- 5 Some companies prefer more traditional ways of marketing. **These methods** include newspaper and television ads.
- 6 Direct marketing can be very effective. An example of **this kind of advertising** is a text message on your cell phone about a special sale.

Exercise 2

Make a clear paragraph by putting sentences A, B, and C into the best order after the numbered sentence. Look for pronouns and category words to help you. Write the letters in the correct order on the blank lines.

1 A theater owner in Canada wanted to sell more tickets. ___ _ _

A He decided to give free tickets to taxi drivers.

B It worked because the drivers told their passengers good things about the theater.

C This idea was very successful.

2 Sometimes businesses lose money on some products. ___ _ _

A It is to sell other products that make money.

B These products have a specific purpose.

C This marketing strategy is very common.

3 Think about the printer that is connected to your computer. ___ _ _

A However, this company probably made a profit on the ink for the printer.

B The printer company probably lost money when you bought it.

C This machine was probably not very expensive.

4 Printer companies have found a way to make you buy other products. ___ _ _

A These products include the ink for their printers.

B This strategy has been very effective.

C It is very expensive, but it is only available from the printer company.

5 Printer companies have connected the sale of printers and ink. ___ _ _

A These profits show that a company can make money by first losing money.

B This connection has resulted in big profits for them.

C Many other companies have copied this idea.