LISTENING

1A Work in pairs. Complete the questionnaire on the right and make notes on your answers.

1B 5.3 Listen to the radio programme and check your answers to the questionnaire.

2A Work in pairs and underline the alternative to complete what the expert said. Use a dictionary to check any new words. Then listen again and check.

1 Each machine would sell two hundred cans per day, unless the market was too small/crowded/saturated.
2 Choice/Advertising/Hunger makes people want things.
3 People are expected to think, 'If there are two similar products at different prices, I'll buy the cheaper/more expensive/bigger one.'
4 We intuitively feel that if something is advertised/costs/appears on TV more, it's better.
5 To make it so shiny, a food chef/stylist/handler has painted the meat with oil/ink/ketchup or maybe lacquer.
6 8.20 is a very good/aggressive/sad-looking time.
7 Blue is linked more to intellect and technology/precision/speed.
8 Seventy-five percent of young people/children/women prefer purple to all other colours.

B Work in pairs and discuss. Which statements in Exercise 2A surprised you most?

What's your advertising IQ?

1 Imagine there's a Coke machine in the centre of town. It sells a hundred cans of Coke a day. Pepsi comes in and puts a machine right next to the Coke machine. After that, how many cans would each machine sell?

2 You want to introduce a new product to the market, for example a new lipstick. The product you want to compete with sells for five euros. Should you price your product above or below your competition?

3 What special ingredients are used to make a hamburger look so delicious in advertisements?

4 What time does a watch or clock nearly always show in adverts, and why?

5 Which colour (blue, green, orange, purple, red or yellow) is best to use in an advert for:
   a) high-tech products?
   b) drugs and medical products to indicate safety?
   c) energy drinks, games and cars?
   d) toys?
   e) food?

6 Why do you rarely see the colour blue in a food commercial?
GRAMMAR: conditionals

3A Match sentences 1–4 with conditional forms a)–d).

1. If you price your product just above the competition’s price, you’ll end up with a bigger share of the market.
2. If something costs more, it’s better.
3. If I were to introduce a new lipstick on the market, should I price mine above or below the competition?
4. If a watch showed 8.20, it wouldn’t sell as well.

a) Zero conditional: if + present simple, present simple
b) First conditional: if + present simple, will/can/could/may/might + infinitive
c) Second conditional (A): if + past simple, would/should/could/might + infinitive
d) Second conditional (B): if + were to + infinitive, should/could/might + infinitive

B Work in pairs and complete the rules.

Rules:
1. a) Use the _________ conditional to talk about hypothetical present or future events or situations.
   b) Use the _________ conditional to talk about something that is likely to happen in the future as a result of an action or situation.
   c) Use the _________ conditional to talk about something that is always or generally true as a result of an action or situation.

2. In formal English, if + _________ + infinitive can be used for hypothetical situations.

C Look at examples a)–c) and find three conjunctions which mean if and only if, and one which means if not.

a) Yes, it’s fine to look at as long as you don’t eat it.

b) Each machine would probably sell two thousand cans a day unless the market was saturated.

C People will pay more providing/provided the difference is small.

4A B 5.4 Listen and write sentences 1–5 in your notebook.

B Underline the two main stresses in each sentence, one in each clause. Listen again and check. Then listen and repeat.

PRACTICE

5A Underline the correct alternatives in the text.

If you wanted a new product to reach the maximum number of people for the minimum cost, what would/will you do? The answer is launch a viral advert – a video that people can email so that it spreads like a virus and gives your product free publicity. It works like this: your company makes a video and then, providing/unless this viral advert reaches a ‘susceptible’ user (one who likes the idea), that user will/would send the advert to others, thus ‘infecting’ them. As long as/Unless each ‘infected’ user shares the idea with more than one other user, the number of users grows/units grow. So, provided/unless an advert is novel or entertaining enough, it will spread across the Web like a virus at no extra cost to the advertiser. If you send out a viral advert that didn’t catch on, it would go nowhere – people would simply delete it. Unless/As long as adverts are funny, smart or edgy, they won’t/will have any effect.

B Work in pairs and discuss. Have you ever sent or received a viral advert or video? What’s your favourite/least favourite TV or internet advert at the moment?

SPEAKING

6A Read the guidelines on creating a viral advert. What product is being advertised in the example?

How to create a viral advert

STEP 1: Make a video of a person or animal in an odd place, for example a businessman trapped on the branch of a tree, using both hands to balance.

STEP 2: Introduce a problem, e.g. a mosquito attacks him but he can’t swat it as he can’t let go of the tree.

STEP 3: Bring in an unexpected solution, e.g. a gorilla swings in on a vine, lands on the same branch and hands the businessman a spray.

B Choose a product from the photos and create your own thirty-second viral advert, following the guidelines above.

C Work in groups and take turns. Describe your viral advert but don’t say what product you chose. Can the other students guess?