

UNIT 1

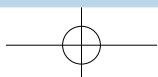
Market Survey and Analysis



Unit Objectives

After studying this unit, you are able to:

- design a simple market research
- collect information for the products/services you are going to analyze
- analyze the information collected
- produce a simple survey report





Warming-up

Task 1 The following statements describe the steps one may take to conduct a market research. Arrange them in time order and explain to your partner.

- Carry out the data analysis
- Define the problem
- Carry out the data collection and survey
- Develop the actual research design
- Prepare the analysis report and presentation
- Come up with an approach which is aimed at solving the identified problem

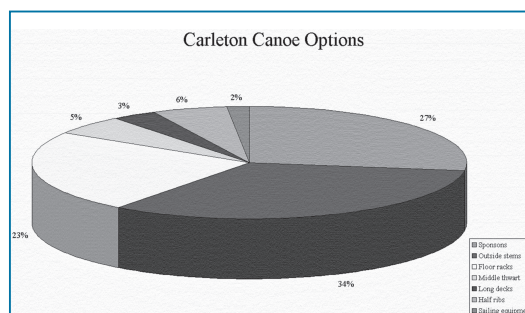
1 ____ > 2 ____ > 3 ____ > 4 ____ > 5 ____ > 6 ____

Task 2 While preparing for a market analysis report, you may need data presented in the following forms. Match each form with its corresponding name.

Table 1

Level 1	Paper Portfolio	E Portfolio	Webfolio
Description	Hard-copy scrapbook	Electronic scrapbook on disk or CD-ROM	Electronic scrapbook mounted on the Web
Type	Working or showcase	Working or showcase	Working or showcase
Organization	Chaotic	Chaotic or linked to homepage	Linked to homepage
Student Artifact	Written assignments, photographs, and audio/video	Multimedia capabilities	Multimedia capabilities
Feedback and Assessment	Ad hoc comments and/or graded assignments	Ad hoc comments and/or graded assignments	Usually nonexistent
Nature of Content	Static	Static	Static
Heuristic Process	Idiosyncratic	Idiosyncratic	Idiosyncratic
Context	Student-provided	Student-provided	Student-provided
Delivery	Hand-to-hand	Hand-to-hand	Electronic—anywhere, any time
Student Value	Low to high—depends on heuristic process	Low to high—depends on heuristic process	Low to high—depends on heuristic process
Employer Value	Low to high—depends on portfolio type and delivery	Low to high—depends on portfolio type and delivery	Low to high—depends on portfolio type and delivery
Educator Value	Low	Low	Low
Institutional Value	None	None	None
Digital Equity	No assurance	No assurance	No assurance
Expense	High	High	High

A



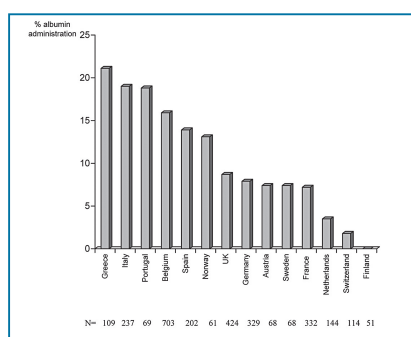
B

1. line chart

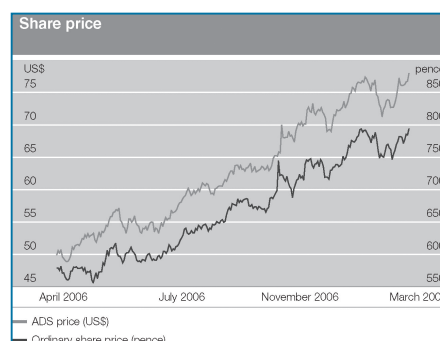
2. pie chart

3. bar chart

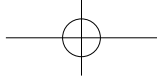
4. table chart



C



D



Reading A



Task 1 Before reading the passage, discuss with your partners what criteria are used by a marketer to classify cities in China.

Tier Tale: How Marketers Classify Cities in China



Unilever's Lipton Milk Tea is a rare success story in China for marketers trying to move beyond the three first-tier cities: Beijing, Shanghai and Guangzhou, which are home to China's most well-heeled consumers.

Unilever has done a great job with Lipton, especially in terms of classifying cities in China. When marketers enter China, they typically evaluate the country's cities, giving each locale a tier designation—most advertisers use a four- or five-tier system, although one marketer actually has 10 classification levels. A city is assigned to a tier based on the size, purchasing habits, disposable income of its population and so on.

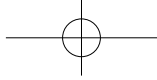
Tier One is reserved for Beijing, Shanghai, Guangzhou and sometimes Shenzhen. Tier Two has about 30 cities, mostly provincial capitals that have a population of more than five million people. Tier Three has about 150 county capitals, each of which has more than one million people. Tier Four covers thousands of towns ranging in size from 100,000 to one million people, and Tier Five includes China's smallest towns and villages.

Even within this general framework, marketers segment China in different ways. Anta,

one of China's leading sportswear brands, segments the country into 10 tiers for its retail outlets based on the price of real estate in each town. So Dalian, a seaside resort, ranks as a first-tier city for Anta but would be considered to be the second tier by most marketers.

So we can see that the classification of cities varies depending on a company's products and goals. Everyone has a different understanding of the tiers and there are often great rewards to be gained in lower-tier cities. Lenovo, for instance, is wrapping up a year-long road show that visited 1,000 fourth- and fifth-tier cities and towns. Those areas accounted for much of the company's double-digit growth in China during the past year, despite ongoing price wars with local rivals.

Consumers in cities such as Hangzhou, Shenzhen and Dongguan often have greater spending power than Shanghainese or Beijingers because of their lower cost of living. While that trend lets luxury marketers like Louis Vuitton open profitable shops in a dozen second-tier cities, smaller cities remain an enormous challenge for mass-market brands.



Task 2 Read the passage and answer the following questions.

1. Why has Lipton Milk Tea achieved success in China?

2. What do marketers often do when they enter China?

3. How many first-tier cities are mentioned in the passage? What are they?


4. Why do marketers segment China in different ways?

5. Why did Lenovo launch a year-long road show that visited 1,000 fourth- and fifth-tier cities and towns?

Task 3 Decide whether the following statements are true (T) or false (F) according to the passage.

- ☐ 1. Advertisers use a four- or five-tier system, while marketers have 10 classification levels.
- ☐ 2. Second-tier cities in China are all provincial capitals.
- ☐ 3. Consumers in the first-tier cities are considered to be richer than those in other tiers.
- ☐ 4. Dalian is classified as the first-tier city by Unilever.
- ☐ 5. Luxury marketers only open shops in first-tier cities in China.

Task 4 Can you list other factors accounting for successful marketing besides city classification? Discuss with your classmates and give some examples.





Listening



Task 1 Simon works for Alcon, a detergent company. He is visiting a housewife to conduct a market survey on brands of laundry detergent. Listen to the conversation and choose the best answer to each of the following questions.



1. What does Simon ask the housewife to do?
A. Fill in a questionnaire.
B. Answer a few questions.
C. Buy his laundry detergent.
2. What does Simon want to know?
A. The brands of laundry detergent the housewife usually uses.
B. What the housewife often does in her spare time.
C. Features of different laundry detergents.
3. Which of the following brands is NOT mentioned in the conversation?
A. Tide.
B. Persil.
C. OMO.
4. What brand does Simon sell?
A. Tide.
B. Cheer.
C. Miracle.

New Words and Expressions

detergent *n.* 洗涤剂

laundry *n.* 洗好的衣物; 洗衣店

come to hand 到手

Task 2 Simon walks over to the next house and rings the bell. Listen to the conversation and answer the following questions.

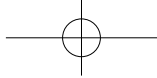


1. How long has the housewife used Miracle?

2. What does the housewife think Miracle is suitable for?

3. How does the housewife like the scent of Miracle?

4. What is the housewife not pleased with about Miracle? Why?



Task 3 Simon visits a third house. Listen to the conversation and decide whether the following statements are true (T) or false (F).



- ☐ 1. Simon wants the housewife to fill in a questionnaire.
- ☐ 2. The housewife hasn't heard of Miracle.
- ☐ 3. The housewife is satisfied with MG's price.
- ☐ 4. MG provides both powder and liquid detergents.
- ☐ 5. Simon will send the housewife a Miracle sample that afternoon.

Task 4 Simon is talking with his manager Alice about the result of the survey. Listen to the conversation and fill in the blanks with what you hear.



- Alice:** Good morning, Simon. Did you complete your part of the **1.** _____ yesterday?
- Simon:** Yes. I visited 137 houses in my area.
- Alice:** What was the **2.** _____? What do they think of our product?
- Simon:** Less than one third of the consumers are using Miracle. Two thirds hadn't heard of it. I explained the advantages and have sent them some samples. They said that they would be **3.** _____.
- Alice:** Well done!
- Simon:** The consumers who are using our product think the price is a little high.
- Alice:** That's a **4.** _____ problem. Anything else?
- Simon:** Some consumers don't have a preference for any particular brand. They just choose whatever is in the supermarket. I think we should do some work with the supermarkets and persuade them to give our products more **5.** _____.
- Alice:** Good suggestion. Well, Simon, could you write a market survey report on your findings so that we can have a clear picture of what we should do next?
- Simon:** OK, no problem.

Task 5 Alice is talking about the finished survey report with Simon. Listen to the conversation and complete the notes.



Affirmative comments:

Good analysis on **1.** _____ channels;

The suggestion of offering free samples is **2.** _____;

The analysis of the competition is especially **3.** _____.

What needs to be improved: **4.** _____








Speaking

Task 1 Work in pairs. Practice asking for help and making a response. Refer to the following expressions if necessary.



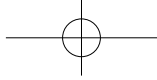


I wonder if you would mind...	Not at all.
I would appreciate it very much if you could...	I'd be glad to.
Could I ask you to do...?	No problem.
Would you please...?	It's my pleasure.
Would you do me a favor by...?	Sorry, I'm pretty busy.
I wonder whether you could...	Well, what's it all about?

Task 2 Work in groups. Practice making a survey on your classmates' clothes-buying habits. Refer to the following tips if necessary.



Topics	Interrogatives	Reference Words
Brand	what, which	Li-Ning, 361°, Anta, Erke, ERDOS, Sears, Senmir, no-branded clothes
Style	what, which	formal, leisure, casual, classic, modern, loose, tight, simple, new, fashionable
Material	what, which	cotton, silk, wool, synthetic fiber, leather, artificial leather, sheep skin, pig skin
Price	how much, how about, what do you think of...	cheap, expensive, competitive, affordable, unaffordable, fair



Task 3 Work in groups. Practice reporting the results of the survey on your classmates' clothes-buying habits. The following points should be covered.



- ❖ Introduction to the survey.
- ❖ Cover each question asked in the survey. For each question, write about the following four points:
 1. Who was asked?
 2. How many people were asked?
 3. What was the question?
 4. What types of responses were gathered?
- ❖ Summary of responses.

Task 4 Work in pairs. Practice commenting on your employee's work. Refer to the following expressions if necessary.



Positive

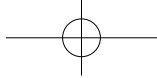
You've done a great/good job!
Well done!
I'm very pleased with your work!
What you did is very impressive!
Nice going!



Negative

I'd appreciate it if you would...
I'm really disappointed by your lack of effort on this survey.
You were supposed to have... by now.
Unfortunately, this is not up to the standard.





Reading B



Questionnaire on Food Purchase

This questionnaire aims to measure people's consumption habits as well as the factors that may influence people's purchasing decisions for functional food products. All information in the questionnaire will be treated with the strictest confidentiality and we guarantee that no information will be revealed that could link a particular respondent to this research.

The questionnaire is divided into three sections. The first section asks questions about the respondent's background; the second section is about people's consumption habits; and the third section asks questions about different influential factors in consumers' purchasing decisions. There is no "right" or "wrong" answer to the questions in this survey. Please take as much time as you need to complete the questions.

Section I: Respondent's background information

1. Gender

☐ Male☐ Female

2. Age group

☐ Under 18☐ 25—30☐ 36—40☐ Above 45☐ 18—24☐ 31—35☐ 41—45

3. Education level

☐ High school or below☐ Undergraduate☐ PhD☐ College☐ Postgraduate

4. Income per month (RMB)

☐ 1,000 or less☐ 2,001—3,000☐ 4,001—5,000☐ 1,001—2,000☐ 3,001—4,000☐ Above 5,000

Section II: Purchasing habits & attitudes

5. Frequency of functional foods purchasing

☐ Once per week☐ Once per month☐ Once per half year☐ Once every 15 days☐ Once every three months☐ Once per year or longer

6. Average spending on functional foods per month (RMB)

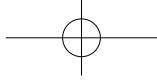
☐ Above 1,000☐ 601—800☐ 201—400☐ 100 or less☐ 801—1,000☐ 401—600☐ 101—200

7. Sources of information about functional foods

☐ Magazines☐ TV☐ Reference group☐ Internet☐ Word-of-mouth☐ Others

Section III: Factors affecting people's purchasing decisions

☐ Taste☐ Organic ingredients☐ Specific need☐ Promotion☐ Price☐ Source of nutrients☐ Health benefits☐ Brand



Task 1 Suppose you are a respondent of the survey. Complete the questionnaire as directed.

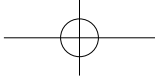
Task 2 Match the following terms with their Chinese meanings.

1. functional food
2. consumption habit
3. education level
4. influential factor
5. age group
6. health benefit
7. word-of-mouth
8. reference group
9. purchasing decision
10. organic ingredients

- a. 教育水平
- b. 影响因素
- c. 年龄组
- d. 功能 (保健) 食品
- e. 口碑
- f. 参照群体
- g. 购买决定
- h. 有机成分
- i. 消费习惯
- j. 健康益处

Task 3 Translate the following paragraph into Chinese.

Market analysis may take two distinct forms. In the first, it is a method used by investors to look at the market and try to determine whether it is going up or down, in order to make investment decisions. In the second, it is a field used by marketers to analyze the target market of their clients and determine the best courses of action to take, in order to improve sales and profitability.



Writing

Task Write a summary of no less than 80 words based on the survey results listed in the following table.

Channels of Getting to Know Cosmetics in China			
		Response Percentage	Response Count
TV Ads		40%	380
Internet Ads		22%	209
Newspaper Ads		4%	38
Magazine Ads		18%	171
Word-of-mouth		14%	133
Others		2%	19
	Total Respondents	950	

Your summary should include:

- ❖ a description of the table
- ❖ an analysis of the table
- ❖ a conclusion

Summary

○ _____

○ _____

○ _____

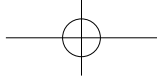
○ _____

○ _____

○ _____

○ _____

○ _____



Project

Project Guidelines

This project aims to go through the process of market research. The whole task is divided into three steps. Step One emphasizes how to collect information for a market survey. Step Two focuses on market research. Step Three concerns market analysis based on the work done in the previous steps.

Please follow the *Task Description* to complete the project.



Task Description

1 Step One

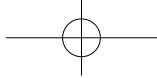
- Divide the class into several small groups of 4-6 students;
- Decide on a certain product you are interested in to conduct a survey;
- Ask as many of your classmates as possible about what they would expect of the product;
- Summarize the information obtained.

2 Step Two

- Analyze your classmates' answers and identify one aspect of the product that you should know more about for an improvement;
- Design a simple questionnaire in that aspect and hand out copies of the questionnaire to your classmates to complete (If this is not possible, conduct the questionnaire orally by asking your classmates questions and writing down their answers.);
- Collect the results for analysis.

3 Step Three

- Analyze the results of your survey and draw conclusions;
- Give a presentation to the class on the results of your survey.



Self-evaluation

Rate your progress in this unit.	D	M	P	F*
I can read materials useful for market research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read a questionnaire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask appropriate questions to get information interesting to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand the answers to my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write a summary and a survey report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Note: Distinction, Merit, Pass, Fail*



New Words and Expressions



Reading A

New Words

classify /'klæsɪfaɪ/ *v.* 分类; 归类
designation /,deziɡ'neɪʃən/ *n.* 标明; 指定
digit /'dɪdʒɪt/ *n.* 数位; 数字
disposable /dɪ'spouzəbəl/ *a.* 可支配的
enormous /ɪ'nɔːrməs/ *a.* 巨大的, 庞大的
evaluate /ɪ'væljuːeɪt/ *v.* 评估; 评价
locale /lou'kɑːl/ *n.* 地点; 场所
luxury /'lʌkʃəri/ *n.* 奢侈品; 奢侈, 奢华
outlet /'aʊtlɪt/ *n.* 商店, 商行
provincial /prə'vɪnʃəl/ *a.* 省的
resort /rɪ'zɔːrt/ *n.* 常去之地; 胜地
retail /'riːteɪl/ *n.* 零售

rival /'raɪvəl/ *n.* 竞争者, 对手
segment /'seɡmənt/ *v.* 分割; 切割
tier /tɪr/ *n.* 层; 等级
typically /'tɪpɪkli/ *ad.* 有代表性地
well-heeled /wel'hiːld/ *a.* 富有的

Phrases & Expressions

account for (在数量等方面) 占
in terms of 在……方面
range from... to 在……范围内变化
real estate 不动产
wrap up 完成, 结束

Reading B

New Words

confidentiality /,kɒnfədenʃi'æləti/ *n.* 机密; 秘密
guarantee /,ɡærən'tiː/ *v.* 保证
respondent /rɪ'spɒndənt/ *n.* 回答者; 调查对象

reveal /rɪ'viːl/ *v.* 泄露

Phrases & Expressions

as well as 也; 不但……而且
divide into 把……分成



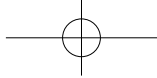
Vocabulary and Structure

Task 1 Fill in the blanks with the words from this unit that match the meanings in the column on the right. The first letters are already given.

1. o _____ a shop, company, or organization through which products are sold
2. e _____ very big in size or in amount
3. w _____ rich
4. r _____ a place where a lot of people go for holidays
5. l _____ something expensive that you do not need, but you buy for pleasure and enjoyment
6. g _____ to promise to do something or to promise that something will happen
7. r _____ a person, group, or organization that you compete with in sport, business, a fight, etc.
8. s _____ to divide something into parts that are different from each other
9. t _____ one of several levels in an organization or system
10. r _____ the sale of goods in shops to customers, for their own use and not for selling to anyone else

Task 2 Fill in each blank with the appropriate form of the word given in brackets.

1. A local telephone service provider _____ (typical) provides bills for regional toll calls.
2. Websites in those countries offer _____ (digit) copies of the book.
3. The president is responsible for the _____ (designate) of ambassadors.
4. You must respect the _____ (confidential) of your client's communications.
5. Only 62% of the _____ (respond) said they were satisfied.
6. He is an investigator sent by the _____ (province) government.
7. We call on people not to use _____ (dispose) chopsticks to protect the environment.
8. Supply should be _____ (guarantee) for these products which sell well over a long period of time.
9. Have you read Tom's amazing _____ (reveal) in the newspaper?
10. Our application forms were acknowledged last week so they should be under _____ (evaluate) now.



Task 3 Complete the following sentences with the words or phrases given below. Change the form if necessary.

on average range from in terms of enormous wrap up
account for rival segment locale well-heeled

1. Let's _____ the job and go home.
2. Jack's father, who is _____, gave him a sports car as a birthday gift.
3. The director is looking for a suitable _____ for his new film.
4. The show has a massive audience, _____ children to grandparents.
5. Afro-Americans _____ 12% of the US population.
6. Management of the information system consumes an _____ amount of time.
7. Her _____ is also competing for this project.
8. Do you know how to _____ an orange?
9. _____ the battery will last between two to three hours.
10. Staying up late makes him at his worst _____ physical situation.

Task 4 Translate the following Chinese into English using the words or phrases given in brackets.

1. She _____ (拒绝透露信的内容). (reveal)
2. Most of their sales _____ (是通过传统的零售店进行的). (outlet)
3. It was a bad year for films, _____ (无论从数量还是质量上来说). (in terms of)
4. _____ (我想赶快结束这个会议), so I can go to pick up my son. (wrap up)
5. We _____ (不能保证火车在雾天能准时到达). (guarantee)



Grammar

Parts of Speech and Sentence Components

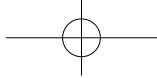
Task 1 Identify the part of speech of each underlined word in the following paragraph.

Andrew didn't go to the cinema with other students. Rachel told him they were going there, but he wanted to finish his homework. Andrew isn't very sociable. He stays in his room and concentrates totally on his studies. He's an excellent student, but he doesn't have much fun.

- | | | | |
|-----------|--------------|---------------|-------|
| 1. to | <u>prep.</u> | 9. sociable | _____ |
| 2. cinema | _____ | 10. in | _____ |
| 3. other | _____ | 11. and | _____ |
| 4. told | _____ | 12. totally | _____ |
| 5. they | _____ | 13. an | _____ |
| 6. there | _____ | 14. excellent | _____ |
| 7. he | _____ | 15. but | _____ |
| 8. finish | _____ | 16. fun | _____ |

Task 2 Identify the part of speech of the underlined word in each sentence.

- | | |
|---|-----------|
| 1. We went to a wonderful <u>show</u> in Beijing. | <u>n.</u> |
| 2. Jenny wanted to <u>show</u> Jack her photos. | _____ |
| 3. Henry <u>thought</u> Claire looked beautiful. | _____ |
| 4. A strange <u>thought</u> came into her head. | _____ |
| 5. The windows are <u>clean</u> . | _____ |
| 6. We should <u>clean</u> the windows. | _____ |
| 7. Wendy is feeling quite <u>tired</u> now. | _____ |
| 8. Studying all day had <u>tired</u> Wendy out. | _____ |
| 9. We did some <u>hard</u> work. | _____ |
| 10. They worked <u>hard</u> . | _____ |



Task 3 Match each underlined word with its corresponding component in the sentence.
Some sentence components may be used twice.

- | | | |
|---|-----------------------|----------------|
| 1. <u>Time</u> flies. | <input type="radio"/> | a. subject |
| 2. The scenery is <u>beautiful</u> . | <input type="radio"/> | b. predicate |
| 3. My father <u>works</u> in a large company. | <input type="radio"/> | c. object |
| 4. <u>She</u> loves music very much. | <input type="radio"/> | d. attribute |
| 5. He passed me <u>a book</u> . | <input type="radio"/> | e. adverbial |
| 6. The visitor gave an apple to <u>the monkey</u> . | <input type="radio"/> | f. complement |
| 7. I have the <u>perfect</u> present for her. | <input type="radio"/> | g. predicative |
| 8. He came back <u>sick</u> . | <input type="radio"/> | h. appositive |
| 9. John runs <u>quickly</u> . | <input type="radio"/> | |
| 10. We <u>students</u> should study hard. | <input type="radio"/> | |

Task 4 Fill in each blank with the proper form of the word given in brackets.

- Living in the country is less expensive (expense) than living in the city.
- We need to reduce our _____ (depend) on oil as a source energy.
- The chairman emphasized his ideas by speaking more _____ (loud).
- Some foreign businessmen in China are spending a lot of time in _____ (learn) Chinese.
- Some people do believe that smoking will _____ (certain) cause lung cancer.
- I'm _____ (real) sorry for the mistake our office worker made last month.
- Her _____ (beautiful) had faded over the years.
- The sellers allowed us to pay them on a _____ (month) basis.
- It's _____ (danger) for women to walk alone at night.
- I was impressed by the _____ (deep) and complexity of the book.



词类与句子成分

词 类	缩 写	中文名	例 子	概念或功能
noun	<i>n.</i>	名词	boy, milk, bike	表示人、物及抽象概念的名称，除谓语 (predicate) 外，可充当句子任何成分。
pronoun	<i>pron.</i>	代词	you, I, my, yours	代替名词或起名词作用的短语、句子，可充当主语 (subject)、表语 (predicative) 和宾语 (object) 等。
adjective	<i>adj.</i>	形容词	good, happy, nice	描绘人或事物的特征、性质、状态，可作定语 (attribute)、表语、补语 (complement) 等。
adverb	<i>adv.</i>	副词	well, badly, quickly	修饰动词、形容词、副词或全句，表达时间、地点、程度、方式等概念，主要用作状语 (adverbial)。
verb	<i>v.</i>	动词	be, cut, run, jump	表示动作或状态，作谓语或作为系动词 (linking verb) 与表语连用。
numeral	<i>num.</i>	数词	two, third	表示数目多少或顺序，可作主语、宾语、定语、同位语 (appositive) 等。
article	<i>art.</i>	冠词	a, an, the	限定、说明名词的所指。
preposition	<i>prep.</i>	介词	at, in, with, for	表示词与词、词与句之间的关系，与介词宾语构成短语，可作表语、定语、状语、补语等。
conjunction	<i>conj.</i>	连词	and, so, because	连接词、短语或句子，表达逻辑关系。
interjection	<i>interj.</i>	感叹词	oh, yeah, ouch	表示喜怒哀乐等感情或情绪。



Comprehensive Exercises

Task 1 Cross out the wrong word in each word pair underlined.

Dear Christine,

Well, here I am in Australia. Thank you for your **1. kind/kindly** letters. You ask me what it's like here. I must say it's pretty **2. good/well**! The language school is very **3. efficient/efficiently** organized. On the first morning we had to take a test, which I found rather **4. hard/hardly**. However, I got a **5. surprising/surprisingly** good mark, so I'm in the second class. I didn't talk much at first, because I couldn't think of the words **6. quick/quickly** enough, but **7. late/lately** I've become much more **8. fluent/fluently**. I'm staying with a family who live **9. near/nearly** the school. They are quite **10. pleasant/pleasantly** although I don't see much of them because I'm always so **11. busy/busily** with my friends from school. I was surprised how **12. easy/easily** I made friends here. They come from **13. different/differently** parts of the world and we have some **14. absolute/absolutely** fascinating discussions. I do hope you will be able to join me here next term. I'm sure we'd have **15. good/well** fun together.

Best wishes,

Celia

Task 2 Rewrite each of the following sentences without changing its meaning.

- The boy is a quick learner.
The boy learns _____.
- The man can cook really well.
The man is a(n) _____.
- Your behavior was quite foolish.
You behaved _____.
- The hotel staff treated us in a very friendly manner.
The hotel staff were _____.
- He proposed that we put off our meeting, which is unreasonable.
His _____ that we put off our meeting is unreasonable.
- Philippa is usually a hard worker.
Philippa usually works _____.
- Tom looked sad when he saw the injured dog.
Tom looked _____.
- I wish you could swim fast.
I wish you were a(n) _____.
- She speaks perfect English.
She speaks English _____.
- I didn't go out because of the heavy rain.
I didn't go out because it rained _____.



Task 3 Identify the part of speech and sentence component of each underlined word or phrase in the following paragraph.

Mike thinks Lily is beautiful. He loves her deeply and dreams of marrying her, but unluckily he is rather old for her. Today they are at a café. With their friends Jenny and Lucy on the spot, Mike can't get romantic with Lily. But he might buy her some flowers later to make her happy.

Word/Phrase	Part of Speech	Sentence Component
1. ① Mike	_____	_____
2. ⑨ Today	_____	_____
3. ⑬ Jenny	_____	_____
4. ⑮ flowers	_____	_____
5. ② beautiful	_____	_____
6. ⑧ old	_____	_____
7. ⑭ some	_____	_____
8. ⑯ happy	_____	_____
9. ④ loves	_____	_____
10. ⑩ are	_____	_____
11. ③ He	_____	_____
12. ⑥ her	_____	_____
13. ⑤ deeply	_____	_____
14. ⑦ unluckily	_____	_____
15. ⑪ at a café	_____	_____
16. ⑫ With their friends	_____	_____

Task 4 Fill in each blank with the proper form of the word given in brackets.

When Helen Keller was born, she was a(n) **1.** _____ (health) baby. But **2.** _____ (unfortunate), when she was 19 months old, she had a sudden fever. Later, the fever **3.** _____ (disappearance), but she became blind and deaf.

When Helen was seven years old, a teacher, Anne Sullivan, came to live with Helen's family. First, Anne taught Helen how to talk with her fingers. Then Anne taught Helen to read by the Braille system. Helen learned these things **4.** _____ (quick). However, learning to speak was harder. Anne continued to teach Helen with **5.** _____ (patient). **6.** _____ (final), when Helen was 10 years old, she could speak **7.** _____ (clear) enough for people to understand her.

Helen went to an institute for the blind, where she did very well in her studies. Then she went to college, where she graduated with honors when she was 24 years old. Helen traveled **8.** _____ (extensive) with Anne. She worked **9.** _____ (tireless), traveling all over America, Europe and Asia to raise money to build schools for blind people. Her main message was that disabled people are like everybody else. They want to live life to the full and **10.** _____ (normal). Helen wanted all people to be treated equally.

