

b Students complete the task in pairs.

The ideas are linked better in Text A.

A

Advertising and sales promotion are the most obvious aspects of the marketing effort.

To many people, they are synonymous with marketing itself.

Media advertising stares down from posters, enters the home through television, radio and newspapers and is in the workplace through the industrial, trade and technical press. [...] **When asked to describe marketing**, most consumers would start off with specific advertisements they have seen and offers they have taken up or rejected.

This awareness reflects the success of advertising and sales promotion in establishing their presence.

It is this access to the buyer or prospective buyer that the firm seeks when considering an investment in advertising or sales promotion.

B

Advertising and sales promotion are the most obvious aspects of the marketing effort.

They are synonymous with marketing itself to many people.

Media advertising stares down from posters, enters the home through television, radio and newspapers and is in the workplace through the industrial, trade and technical press. [...]

Most consumers would start off with specific advertisements they have seen and offers they have taken up or rejected when asked to describe marketing.

This awareness reflects the success of advertising and sales promotion in establishing their presence.

The firm seeks this access to the buyer or prospective buyer when considering an investment in advertising or sales promotion.

- 1 Without the brand name ... (Text 1B)
To consumers ... (1B)
Through promotional activities ... (1B)
To many people ... (2A)
- 2 Indeed ... (1B)
- 3 When asked to describe marketing ... (2A)
- 4 It is this access to the buyer or prospective buyer ... (1B)

b Tell students to quickly read the texts again to find reasons why writers sometimes begin sentences with a sentence element other than the subject. Elicit ideas from the class, but avoid commenting too much at this stage. Then ask students to look at the reasons given and to complete the task in pairs.

- 1 *Without the brand name ...* (provides a contrast)
- 2 *It is this access to the buyer or prospective buyer ...* (access to the buyer or prospective buyer is brought to the front; compare this with *The firm seeks this access to the buyer or prospective buyer ...* which has *The firm ...* at the front.)
- 3 *Indeed ...* (this is added to increase the effect of what has just been said)
- 4 *To consumers, a brand name ...* (*To consumers* may be brought to the front in order to avoid the repetition of *A brand name ...*, which would repeat the first sentence in Text 1B)

Point out that it is difficult to say with certainty what reason lies behind a particular choice. This is because: it is impossible to get inside a writer's head to know why they made the choice; and some choices may result from more than one reason (*To consumers* may be fronted to avoid repetition, or it may be done in order to highlight *consumers*).

7.3 Tell students to cover the example (*According to Boon and Kurtz ...*). Then tell them to read the first sentence in Text 1 and to rewrite it with a partner by putting sentence elements other than the subject in an initial position, where appropriate. Elicit suggestions from the class. When students have finished, give them a copy of the example sentences on page 95 and ask them to compare their sentences with the examples. Note that the original texts have been given as examples, but there is scope for variation.

7.2a **Optional lead-in**

Ask students to close their books. Write the following on the board:

- 1 *Unusually ...*
- 2 *Despite losing the order ...*

Elicit from the class which one is the adverbial clause (2) and which one is the adverb or adverb phrase (1). Then elicit a grammatical description of the first phrase (it is a prepositional phrase). Elicit further examples of each of these from the class. Have the students work on this in pairs if necessary. Then ask the students to open their books and complete task 7.2a in pairs.