

# UNIT 1

## 单元流程说明

1. 本单元概述开展市场营销活动的“市场调查与分析”环节；
2. **市场细分**：产品投放市场前，公司会对市场进行细分 (Reading A)；
3. **市场调查**：公司通过市场调查表、问卷、访问等形式进行市场调查 (Listening & Speaking, Reading B)。市场调查先于市场细分，为市场细分提供依据；
4. **决策**：根据市场调查结果得出一份调查报告 (Writing)，并根据该总结及目标市场评估作出相应决策。



## Warming-up

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### Task 1

#### Key

1. b    2. f    3. d    4. c    5. a    6. e

### Task 2

#### Key

1. D    2. B    3. C    4. A



# Reading A

## Background Information

### Tier system

In China, major cities can be divided into tiers based on a number of factors, including population, disposable income, geography, infrastructure, and historical and cultural significance. There is no official government classification of these tiers. One marketer's second tier may be another's third, and vice versa.

### Task 1

**Objective:** Ss know the elements influencing the decision of market segmentation.

**Time:** 10 minutes

#### Steps:

- ▶ Ss do this in pairs or small groups to brainstorm ideas. Circulate to assist if necessary and write useful vocabulary on the board.
- ▶ When Ss have finished talking, get one or two pairs to present an oral report. Give each speaker a time limit.
- ▶ The rest of the class should listen and compare answers and be prepared to discuss whether they agree or disagree with the speakers.

#### Note:

- ▶ Accept any idea as this is a way of getting Ss to think about the topic. When making a comment, encourage rather than dishearten. Emphasize any good point made by Ss. To encourage fluency, don't always try to interrupt.

#### Suggested Answers

Population, purchasing power, disposable income, the price of real estate, purchasing habits, transportation, economic growth, economic output, geography, etc.

## Translation

### 分级故事：营销商如何划分中国城市等级

有些营销商正在努力将其在华业务扩展到除北京、上海、广州这三个富人聚集的一线城市以外的地方。联合利华旗下的立顿奶茶成为此举中为数不多的成功者。

联合利华的立顿奶茶做得非常出色，尤其在中国城市划分方面。当营销商进入中国市场，他们通常都会对中国的城市进行评估，并划分级别。广告商大都将中国城市划分为4或5个等级，而营销商则将其划分为10个等级。一个城市划分到哪个等级取决于该城市人口的数量、购买习惯和可支配收入等因素。

一线城市包括北京、上海、广州，有时还包括深圳。二线城市有30个左右，主要是人口超过500万的省会城市。三线城市有150个左右，是人口在100万以上的县城。四线城市包括数千个城镇，人口从10万到100万不等。五线城市则包括了最小的城镇和村庄。

即便在这样一个整体框架之下，营销商对中国的市场细分方式还是有所差别。作为中国主要运动品牌之一的安踏，根据各城镇的房价将全国划分为10个等级，为其设立零售店提供依据。因此海滨旅游胜地大连被安踏划为一线城市，而大多数营销商则将其划为二线城市。

由此我们可以看出，城市的等级划分方式因公司产品及目标的不同而有所差异，各公司对等级有着不同的理解。在一些级别较低的城市，经常也有丰厚的利润回报。例如，联想即将结束其长达一年、覆盖1000多个四、五线城镇的巡回宣传活动。虽然联想与当地同行的价格战仍在持续，但这些地区的经济回报对联想去年在中国实现两位数的增长功不可没。

杭州、深圳、东莞等城市的消费者，由于其生活成本低于上海、北京的消费者，因此，其购买力也相对较强。尽管这一趋势让一些奢侈品牌，如路易·威登，在一些二线城市有利可图，但大众品牌若要在小城市盈利仍存在巨大的挑战。



### Task 2

**Objective:** Ss can read a passage to answer some questions.

**Time:** 15 minutes

**Steps:**

- ▶ Ss read the passage silently.
- ▶ Ss work in pairs.
- ▶ Ss take turns asking each other questions about the passage.
- ▶ Check the answers with the whole class.

**Suggested Answers**

1. Because Lipton Milk Tea moved beyond the first-tier cities.
2. They often evaluate cities and assign them to different tiers according to such criteria as size, purchasing habits and disposable income of the population.
3. Four. Beijing, Shanghai, Guangzhou and sometimes Shenzhen.
4. Because their companies may have different products and goals.
5. Because there are great rewards to be gained in those areas.

### Task 3

**Objective:** Ss can skim a passage for specific information.

**Time:** 5 minutes

**Steps:**

- ▶ Ss work individually.
- ▶ Check the answers with the whole class by getting individual students to correct the false statements.

**Key**

1. T    2. F    3. F    4. F    5. F

### Task 4

**Objective:** Ss get to know the factors influencing marketing.

**Time:** 10 minutes

**Steps:**

- ▶ Ss work in groups to discuss this question.
- ▶ Circulate in the classroom while Ss are discussing and offer help if necessary.
- ▶ Get each group to make an oral presentation on what they find out to the whole class.

**(Open)**



# Listening

## Task 1

**Objective:** Ss can understand specific information and make correct choices for relevant questions.

**Time:** 15 minutes

### Script

**Simon:** Good morning, madam. I am Simon Brown from Alcon. I'm doing a market survey on laundry detergents. I wonder if you would mind answering a few questions.

**Housewife:** Do come in. What information do you want, Simon?

**Simon:** I'd like to know which brands of laundry detergent you usually use.

**Housewife:** I usually buy brands like Cheer, Persil, Tide and... Oh, I can't remember.

**Simon:** But don't you have a preference for any particular brand?

**Housewife:** Not really. I'm usually in a hurry and just pick up whatever is at hand so long as I recognize the brand.

**Simon:** So that means you buy whichever brands the supermarket chooses to supply?

**Housewife:** Yes.

**Simon:** Have you bought the brand Miracle?

**Housewife:** Sorry, I haven't heard of it.

**Simon:** Maybe you could try it next time.

**Housewife:** Yes, I will if I see it.

### Key

1. B    2. A    3. C    4. C

## Task 2

**Objective:** Ss can find specific information from listening to answer the given questions.

**Time:** 15 minutes

### Script

**Simon:** Good morning, madam. I am Simon Brown from Alcon.

**Housewife:** Yes?

**Simon:** I am conducting a market survey. I wonder whether you could give me some information about the brands of laundry detergents that you use.

**Housewife:** Sure, please come in.

**Simon:** Have you ever used the brand Miracle?

**Housewife:** Yes, in fact I've been using it for the last two years.

**Simon:** Wow, you are a loyal consumer. What do you like about it?

**Housewife:** Well, apparently it doesn't damage protein-based fibers so it's particularly suitable for washing woolen and silk garments.

**Simon:** Yes, what else?

**Housewife:** The scent. Miracle smells amazing. Even a week or so after washing, the clothes still smell fresh.

**Simon:** Thank you. It is good to know we have such a happy customer. I'd better ask though, is there anything that you're not pleased with?

**Housewife:** Only the price. It's a bit expensive!

**Simon:** I see, but of course it is very good quality. Well, thank you for your time.

**Housewife:** My pleasure.

### Suggested Answers

1. Two years.
2. It's particularly suitable for washing woolen and silk garments.
3. She likes very much. She thinks it's amazing.
4. The price. Because it's a bit expensive.



### Task 3

**Objective:** Ss can understand specific information and decide whether the given statements are true or false.

**Time:** 15 minutes

#### Script

**Simon:** Good afternoon. I am Simon Brown from Alcon. Could you help me to do a market survey on laundry detergents?

**Housewife:** OK. Do I have to fill in a questionnaire?

**Simon:** Not exactly. I'm taking notes on consumer's experiences with various brands. Actually our company makes Miracle. Have you heard of it?

**Housewife:** Yes, I have.

**Simon:** Have you used it?

**Housewife:** No, not yet.

**Simon:** Then what brand are you using now?

**Housewife:** I use MG.

**Simon:** Why do you choose MG?

**Housewife:** My friend had recommended it to me. Then, one day I was given a sample while shopping. I tried it and found it works well. It removes most stains and cleans effectively. And, it's not too expensive.

**Simon:** Is it powder or liquid?

**Housewife:** Powder. MG doesn't come in a liquid form.

**Simon:** Well, madam, maybe you could try Miracle. We provide both powder and liquid detergents. Both of them function very well. They can even remove tough grease.

**Housewife:** That's good. Do you have a sample for me to try?

**Simon:** Sorry, I haven't brought any samples today. But I'll send you some tomorrow morning.

**Housewife:** Great. Thank you very much.

**Simon:** You're welcome.

#### Key

1. F    2. F    3. T    4. F    5. F

### Task 4

**Objective:** Ss can accurately write down the missing information in the conversation.

**Time:** 15 minutes

#### Script & Key

**Alice:** Good morning, Simon. Did you complete your part of the 1. market survey yesterday?

**Simon:** Yes. I visited 137 houses in my area.

**Alice:** What was the 2. feedback? 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. prepared to try it.

**Alice:** Well done!

**Simon:** The consumers who are using our product think the price is a little high.

**Alice:** That's a 4. potential 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. shelf space.

**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

**Objective:** Ss can write down some important information about the survey report.

**Time:** 15 minutes

#### Script

**Alice:** Come in, Simon. Have a seat, please.

**Simon:** Thank you.

**Alice:** I've read your report. Good analysis on distribution channels. And your suggestion of offering free samples is feasible. Most importantly, your analysis of the competition is especially thorough. It'll be very helpful if we decide to push for a price adjustment. You've done a good job, Simon. Thank you.

**Simon:** Thank you, Alice.

**Alice:** Oh, by the way, Simon, did you type the report yourself?

**Simon:** Yes. Is there a problem?

**Alice:** I'd appreciate it if you would run it through spell check next time.

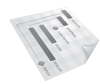
**Simon:** I'm sorry, Alice.

**Alice:** That's all right. I've corrected the spelling this time. But do be careful in the future, OK?

**Simon:** I will. Thank you very much.

#### Key

1. distribution	2. feasible
3. thorough	4. spelling



# Speaking

## Task 1

**Objective:** Ss know how to ask for help and make a response.

**Time:** 15 minutes

**Steps:**

- ▶ Ss read Speaking Task 1.
- ▶ Ss choose the roles.
- ▶ Ss make a conversation.
- ▶ Ss role-play the conversation in the class.

### Sample

**A:** I wonder if you could help me with this problem.

**B:** Yes, certainly.

**A:** Thanks. That would be a great help for me.

## Task 2

**Objective:** Ss can make a survey on clothes buying habits.

**Time:** 15 minutes

**Steps:**

- ▶ Ss read Speaking Task 2.
- ▶ Ss review wh-question patterns if necessary.
- ▶ Ss list words describing brand, style, material and price.
- ▶ Ss practice asking and answering wh-questions in pairs.
- ▶ Ss organize different questions and practice making a survey.

### Sample

**A:** What kind of clothes do you usually like to buy?

**B:** I like to buy jeans because they are never out of fashion.

**A:** What brands do you usually choose?

**B:** Well, I usually choose Kappa and Nike.

### Task 3

**Objective:** Ss can make a market survey report.

**Time:** 15 minutes

**Steps:**

- ▶ Ss read Speaking Task 3.
- ▶ Ss organize different questions and summarize the results.
- ▶ Ss practice reporting survey results.

#### Sample

Good morning, everybody. The purpose of this survey is to identify students' clothes buying habits. Forty students were questioned about the brand, style, material and price they would take into account when buying clothes. Thirty students responded that they would choose no-brand clothes due to their comparatively lower prices, and the rest ten would choose some famous brands. Twenty-five students prefer cotton leisure clothes. One reason is that cotton clothes are comfortable; another reason is that they are cheap. When asked the price, 38 students expressed that they would choose affordable clothes. The survey results indicate that price is the key factor influencing students' clothes buying behavior. Leisure clothes are most students' favorite.

### Task 4

**Objective:** Ss know how to praise or criticize others.

**Time:** 15 minutes

**Steps:**

- ▶ Ss read Speaking Task 4.
- ▶ Ss choose the roles.
- ▶ Ss make conversations.
- ▶ Ss role-play the conversations in the class.

#### Sample 1

**A:** You've done a great job!

**B:** Really? I'm so glad you think so.

#### Sample 2

**A:** I am really disappointed by your lack of effort on this project.

**B:** I'm terribly sorry. I was in poor health during that period.

**A:** Oh, but next time you need to be more focused.



# Reading B

## Translation

### 关于食品选购的问卷调查

本问卷旨在调查受访者的消费习惯以及在选择功能食品时影响他们决策的因素。本问卷中的所有信息将严格保密，保证不会泄漏与某一特定调查对象有关的任何信息。

本问卷由三部分组成。第一部分调查受访者的背景信息，第二部分调查受访者的消费习惯，第三部分调查影响消费者购买决策的各种因素。本问卷中各调查项答案无“对”、“错”之分。答题时长不限。

#### 第一部分：受访者背景信息

##### 1. 性别

- 男                       女

##### 2. 年龄段

- 18岁以下               25-30岁               36-40岁               45岁以上  
 18-24岁               31-35岁               41-45岁

##### 3. 教育程度

- 高中及以下               本科                       博士  
 大专                       硕士

##### 4. 月收入（人民币）

- 1,000 及以下               2,001—3,000               4,001—5,000  
 1,001—2,000               3,001—4,000               5,001 及以上

#### 第二部分：购买习惯及态度

##### 5. 购买功能食品频率

- 每周一次               每月一次                       每半年一次  
 每两周一次               每三个月一次               每年（或多于一年）一次

##### 6. 每月平均购买功能食品费用（人民币）

- 1,001 及以上               601—801                       201—400               101 及以下  
 801—1,000               401—600                       101—200

##### 7. 获取功能食品信息的渠道

- 杂志                       电视                       参照群体  
 互联网                       口碑                       其他

#### 第三部分：影响购买决策的因素

- 味道                       有机成分                       具体需求                       促销  
 价格                       营养来源                       健康益处                       品牌





### Task 1

**Objective:** Ss know the layout of a questionnaire and can complete it accordingly.

**Time:** 20 minutes

**Steps:**

- ▶ Ss read Reading B Task 1.
- ▶ Explain some difficult words and phrases in the questionnaire.
- ▶ Study the sample questionnaire.
- ▶ Ss read the questionnaire and complete it individually.
- ▶ Ss compare their work with others.
- ▶ Comment briefly.

**(Open)**

### Task 2

**Objective:** Ss know some useful terms needed to understand the questionnaire.

**Time:** 10 minutes

**Steps:**

- ▶ Ss read Reading B Task 2.
- ▶ Ss work individually and then compare answers with their partner.
- ▶ Check the answers with the whole class.

**Key**

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

### Task 3

**Objective:** Ss can correctly understand a passage and translate it into Chinese.

**Time:** 30 minutes

**Steps:**

- ▶ Ss read Reading B Task 3.
- ▶ If necessary, pre-explain the difficult words or phrases in the passage.
- ▶ Allow enough time for Ss to read the passage.
- ▶ Ss work individually or in pairs to complete the translating task.
- ▶ Assist Ss if necessary.
- ▶ Choose two Ss to present their work.
- ▶ Check the answers and make necessary comments on their work.

**Suggested Answers**

市场分析有两种不同的表现形式。第一种形式是投资者用以进行市场研究，确定市场走势，以作投资决策的方法。第二种形式是营销商分析目标客户市场并确定能提高销售额和收益率的最佳方案的范围。



# Writing

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## Task

**Objective:** Ss can write a summary based on the given information.

**Time:** 20 minutes

### Steps:

- ▶ Ss read Writing Task.
- ▶ Ss discuss in small groups to analyze the table.
- ▶ Ss work on the task individually.
- ▶ Provide help if needed.
- ▶ Comment briefly.

### Suggested Answers

The bar chart indicates different channels for Chinese people to get to know cosmetics.

As can be seen from the chart, Eighty-four percent respondents get to know cosmetics from ads on TV, Internet, newspaper and magazines. This reveals that ads are still the most effective way to promote products. The Internet is becoming a major channel through which people get to know new products. In addition, word of mouth is also a great marketing tool.

In brief, advertising still plays a very important role in product promotion, thus manufacturers should focus on both the traditional and new media when advertising their products.



# Project

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This project enables Ss to go through the whole process of market research. In order to complete it successfully, Ss should use the knowledge and skills they've learned from previous activities. The task requires them to gather information on a certain product they would like to analyze. They need to carry out a market research by handing out questionnaires to their classmates. With a full analysis of customer needs, Ss can summarize the survey results and form a complete idea of their product by writing an analysis report on it.

**Time:** 30 minutes

**Steps:**

- ▶ **Grouping.** Divide the class into groups. There are several ways: Ss pick up their own partners; teachers group fast learners with slow learners; Ss find their partners by drawing lots.
- ▶ **Defining project.** Go through the project with the class and clarify requirements.
- ▶ **Timing & cooperation.** Give Ss a deadline for completion and guidelines on working together. Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions from the teacher should come in. As Ss get used to the mini-project, they will become more experienced. Remind them that different Ss have different work but everybody contributes to the project. They discuss first and then decide who will do what.
- ▶ **Presentation.** Ss present their evidence for completion. In this project, they need to write a survey report on the product they choose and explain it to their classmates orally. They should do it after studying the whole unit.



# Self-evaluation

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**Objective:** Ss can evaluate their language skills in accordance with the *Unit Objectives*.

**Time:** 5 minutes

**Steps:**

- ▶ Go through the evaluation list with Ss.
- ▶ Ss tick the boxes on the list alone.
- ▶ Ss compare their work with others.
- ▶ Ask several Ss to report their self-evaluation results.
- ▶ Comment briefly.



# New Words and Expressions

## Reading A

### Language Points

#### Paragraph 1

1. **well-heeled**: *a. rich and usually of a high social class*  
e.g. Uncle George is well-heeled, but his wife doesn't let him spend much money.

#### Paragraph 2

2. **evaluate**: *v. to judge how good, useful, or successful something is*  
e.g. The market situation is difficult to evaluate.
3. **locale**: *n. the place where something happens or where the story of a book, film, etc. is set*  
e.g. Many people see the countryside as a locale for recreation.
4. **assign**: *v. to give a particular time, value, place, etc. to something*  
e.g. A code was assigned to each batch of work.

#### Paragraph 3

5. **reserve**: *v. to keep something for a particular person, purpose, or situation*  
e.g. This section of the car park is reserved for visitors.

#### Paragraph 4

6. **segment**: *v. to divide or split up*  
e.g. One approach that works very well is to segment the market into three different areas.

#### Paragraph 5

7. **wrap up**: *v. to finish something*  
e.g. Each meeting is wrapped up with a speech from the manager.

## Reading B

### Language Points

#### Paragraph 1

1. **confidentiality**: *n. a situation in which important information must be kept secret*  
e.g. You must respect the confidentiality of your client's communications.
2. **reveal**: *v. to make known something that was previously secret or unknown*  
e.g. He revealed that he had been in prison twice before.



# Vocabulary and Structure

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## Task 1

**Objective:** Ss know the spelling and meaning of the vocabulary for the unit.

**Time:** 5 minutes

**Steps:**

- ▶ Ss read Vocabulary and Structure Task 1.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ Ss close their books and do the following: Ss work in pairs. One student reads the items randomly in the column on the right while the other writes down the words.
- ▶ Ss switch roles.
- ▶ Check the answers.

**Key**

- |              |             |                |           |            |
|--------------|-------------|----------------|-----------|------------|
| 1. outlet    | 2. enormous | 3. well-heeled | 4. resort | 5. luxury  |
| 6. guarantee | 7. rival    | 8. segment     | 9. tier   | 10. retail |

## Task 2

**Objective:** Ss grasp the vocabulary from this unit by changing parts of speech.

**Time:** 10 minutes

**Steps:**

- ▶ Ss read Vocabulary and Structure Task 2.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the brackets.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

**Key**

- |               |               |                |                    |                |
|---------------|---------------|----------------|--------------------|----------------|
| 1. typically  | 2. digital    | 3. designation | 4. confidentiality | 5. respondents |
| 6. provincial | 7. disposable | 8. guaranteed  | 9. revelations     | 10. evaluation |

### Task 3

**Objective:** Ss can use the vocabulary from this unit in other contexts.

**Time:** 10 minutes

**Steps:**

- ▶ Ss read Vocabulary and Structure Task 3.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words or phrases given in the table.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

**Key**

- |             |                |            |                 |                 |
|-------------|----------------|------------|-----------------|-----------------|
| 1. wrap up  | 2. well-heeled | 3. locale  | 4. ranging from | 5. account for  |
| 6. enormous | 7. rival       | 8. segment | 9. On average   | 10. in terms of |

### Task 4

**Objective:** Ss can use the vocabulary in this unit for translation.

**Time:** 15 minutes

**Steps:**

- ▶ Tell Ss that English and Chinese sentence structures are different.
- ▶ If necessary, rebuild the first Chinese sentence in accordance with the English sentence structure as an example.
- ▶ Ss work individually or in pairs and translate the sentences with the words or phrases given in the brackets.
- ▶ Check the answers and give necessary comment.

**Suggested Answers**

1. She refused to reveal the contents of the letter.
2. Most of their sales are through traditional retail outlets.
3. It was a bad year for films, in terms of both quantity and quality.
4. I'd like to quickly wrap up this meeting, so I can go to pick up my son.
5. We can't guarantee that the trains can arrive on time in foggy weather.



# Grammar

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## Part of Speech

### Task 1

#### Key

- |              |                |              |                |                 |
|--------------|----------------|--------------|----------------|-----------------|
| 1. <i>n.</i> | 2. <i>v.</i>   | 3. <i>v.</i> | 4. <i>n.</i>   | 5. <i>adj.</i>  |
| 6. <i>v.</i> | 7. <i>adj.</i> | 8. <i>v.</i> | 9. <i>adj.</i> | 10. <i>adv.</i> |

### Task 2

#### Key

- |         |         |         |       |         |
|---------|---------|---------|-------|---------|
| 1. the  | 2. the  | 3. the  | 4. an | 5. a    |
| 6. a    | 7. a    | 8. the  | 9. a  | 10. a   |
| 11. the | 12. the | 13. a   | 14. a | 15. The |
| 16. The | 17. the | 18. The |       |         |



### Task 3

**Key**

- |           |                 |              |               |            |
|-----------|-----------------|--------------|---------------|------------|
| 1. kindly | 2. well         | 3. efficient | 4. surprising | 5. quick   |
| 6. late   | 7. fluently     | 8. nearly    | 9. pleasantly | 10. busily |
| 11. easy  | 12. differently | 13. absolute | 14. well      |            |

### Task 4

**Key**

- |             |             |                  |            |          |
|-------------|-------------|------------------|------------|----------|
| 1. studying | 2. speaking | 3. communicating | 4. meeting | 5. doing |
| 6. spend    | 7. hearing  |                  |            |          |



## 词类及其之间的相互关系

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### 教学思路（供参考）

总的原则：加强学生对词性的认识，明白词性在英语学习中的重要作用，克服学生只记单词拼写和意思而不记单词词性的毛病。

重点训练：1. 一词多性的情况，让学生明白具体的语言环境决定一个词的词性及其意思；  
2. 词与词之间的修饰关系。



## Comprehensive Exercises

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### Task 1

#### Key

- |                   |             |              |            |                 |
|-------------------|-------------|--------------|------------|-----------------|
| 1. wonderful time | 2. advices  | 3. a chicken | 4. photoes | 5. businesses   |
| 6. conversation   | 7. luggages | 8. eggs      | 9. sheeps  | 10. experiences |

### Task 2

#### Key

- |              |               |            |              |              |
|--------------|---------------|------------|--------------|--------------|
| 1. expensive | 2. confidence | 3. loudly  | 4. learning  | 5. certainly |
| 6. really    | 7. earlier    | 8. monthly | 9. cleverest | 10. lively   |

### Task 3

#### Key

- |            |              |                        |
|------------|--------------|------------------------|
| 1. quickly | 2. good cook | 3. extremely foolishly |
|------------|--------------|------------------------|

- |                        |              |         |          |                 |
|------------------------|--------------|---------|----------|-----------------|
| 4. very friendly to us | 5. practical | 6. hard | 7. sadly | 8. fast swimmer |
| 9. perfectly           | 10. heavily  |         |          |                 |

**Task 4**

**Key**

- |              |             |            |             |               |
|--------------|-------------|------------|-------------|---------------|
| 1. health    | 2. suddenly | 3. blindly | 4. deafly   | 5. quick      |
| 6. hardly    | 7. final    | 8. clear   | 9. good     | 10. extensive |
| 11. tireless | 12. mainly  | 13. full   | 14. natural | 15. equal     |