

**Level:** Intermediate (B1)

**Age:** Teenagers

**Time:** This lesson can be divided up in various ways to suit the time you have with your students. Below are two time options that you can choose from depending on the length of your class. However, these are just suggestions and there are plenty of other ways you could divide the lesson up.

60 minutes – Complete all activities in Advertising and Create an advertising campaign.

30 minutes – Complete all activities in Advertising.

**Summary:** This lesson is divided into two sections: Advertising and Create an advertising campaign. Students will (depending on the length of the lesson):

- 1 discuss advertising techniques;
- 2 read advertising quotes;
- 3 create a magazine and TV ad.

**Key skills:** Speculating, giving opinions, language of persuasion, making suggestions

**Materials:** Copies of a variety of magazines and newspapers for the class and a pair of scissors for each group of students; one copy of the Advertising worksheets per student; one copy of the Create an advertising campaign worksheet per small group of students

## ADVERTISING

1 Students work in small groups. Give them one minute to list all the different places they can think of where they see advertising. Hand out Advertising worksheet 1 and have students look at the three photos. Ask them to imagine what products, services, or stores the images might advertise. Have them write a short advertising slogan for each picture. Encourage students to draw on the image and add details to each ad.

2 Give the students copies of different magazines and newspapers. They should choose some ads and cut them out, removing any references to the name of the product being advertised. Then, each group shows their ads to the other groups in the class.

3 Students are going to speculate about what the ads are for. Go through the Phrasebook on the Advertising worksheet 1, helping them with language used to speculate.

4 Groups circulate, discussing what they think each product being advertised is, using the expressions from the Phrasebook. Encourage them to give reasons for their guesses. They should make a note of the product name.

5 Ask the groups to reveal the products and conduct some feedback. How many of the images did the students recognize? Which ads were the most difficult to recognize? Why?

6 Discuss the following questions as a class.

- What differences are there between magazine and TV ads?
- What are the advantages and disadvantages of the two forms of advertising?
- Which one do students think has a greater influence on them as a consumer?

7 Ask students to look at Advertising worksheet 2 and focus on Activity 3, which looks at the different techniques TV ads use to promote products. Students read the descriptions of how each of the techniques works and then think of a current TV ad that uses each technique.

8 Students should now compare their answers in pairs. Bring the class back together and discuss the following questions.

- How many of the ads that they have listed also use one or more of the other techniques?
- Can they think of any ads that use a lot of the techniques together?
- Do they have a favorite ad right now? Why do they like it so much?

9 Write the prompts that follow on the board. Tell students to think of a TV ad and complete the information about it. They show the information to a classmate. Can they guess what the ad is?



People: Who's in the ad?

Place: Where is the ad located?

Action: What happens in the ad?

Opinion: Which words do you associate with the ad?

10 Read aloud the following quotation.

"Advertising is the greatest art form of the 20th century."

Ask students if they agree with this quote. Acknowledge their views, but play devil's advocate to get a short debate going.

11 Working in pairs, students now discuss the other quotes in Activity 4.

12 Ask everyone to choose the quotes they most agree and disagree with. Which are the most and least popular quotes in the class? Next, ask students to vote on whether they think advertising is basically a good thing (*interesting, creative, useful*), or a bad thing (*dishonest, creating false needs, intrusive*). They should try to reach a general conclusion. What's the majority view of the class?

13 As a follow-up activity, you could organize a simulated TV talk show about issues connected to advertising. Ask students to brainstorm the following issues, and any others they like, in preparation for the debate.

- the role of censorship
- the influence of advertising on children
- the link between advertising and low self-esteem in teenagers

14 Sit the class in a semicircle and ask a confident student to be the host. Give the host a (pretend) microphone and let him or her go around the TV audience asking people what they think about advertising-related issues. The host's job should also be to ensure people respect turn-taking and prevent a small minority of the group from dominating proceedings.

## CREATE AN ADVERTISING CAMPAIGN

1 Students are going to create an advertising campaign. Divide the class into groups and give each group a copy of the Create an advertising campaign worksheet. This activity will work best if all the groups/advertising agencies in the class are creating campaigns for the same type of product. Let the whole class choose the type of

product in step 1. Then, let them create their campaigns by following steps 2 and 3.

2 If you have access to a recording device, the radio and TV ads could be recorded for presentation to the class. Which group produces the best ad?

## HOMEWORK TASK

Students find an ad they like (or dislike) and analyze it. They should make notes on the following:

- Describe what you see in the ad.
- What is the effect of what you see?
- What claims or promises are made in the ad?
- How does the ad make you want to buy the product?
- How could the ad be improved?



## ADVERTISING

1 Look at the pictures. Imagine what each picture might advertise. Write an advertising slogan for each picture. Add a drawing to the ad if you need to.




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2 Choose some images from the magazines/newspaper that your teacher has given you. Cut out the ad, leaving out the name of the product or brand. Show your images to your partner. How many products/brands can he or she guess?

### PHRASEBOOK



#### Speculating

##### If you are very confident

- This one must be an ad for ...
- This is definitely an ad for ...
- No doubt about it; this one is ...
- This one can't be an ad for ...
- There's no way this is advertising ...

##### If you're less sure

- This might / could be an ad for ...
- This looks like it could be advertising ...
- I'm not sure about this one, but maybe ...
- This is a tricky one. Do you think it's ...?

#### Using clues to help you

- Judging by the ..., this must be an ad for ...
- Oh, look – there's a ... in this one. So, this is probably an ad for ...
- Can you see the ... in the background / at the bottom / at the top?
- What's that meant to be? I can't make it out.
- The man in this ad seems to be ...
- The slogan makes me think this is an ad for ...



## TV ADS

3 Here are some of the techniques used in TV advertising. Can you think of a current or recent TV ad that uses each technique?

TECHNIQUE	HOW IT WORKS	EXAMPLE
testimonial	get a well-known person to recommend the product	
humor	make the customer laugh	
comparison	compare the product with a direct rival	
emotional appeal	appeal to basic instincts like physical attraction or family love	
health	suggest the product will make you feel better, or live longer	
esoteric	make the ad bizarre and/or hard to understand	
special offers	offer the customer free gifts or discounts	
science	mention test results or advanced technology	
lifestyle	associate the product with a particular way of living	

## AD QUOTES

4 Here are some quotes about advertising. Which ones do you agree with?

“Advertisements contain the only truths to be relied on in a newspaper.”  
—Thomas Jefferson

“What you say in advertising is more important than how you say it.”  
—David Ogilvy

“History will see advertising as one of the real evil things of our time.”  
—Malcolm Muggeridge

“Living in an age of advertisement, we are perpetually disillusioned.”  
—J. B. Priestley

“Telling lies does not work in advertising.”  
—Tim Bell

“Advertising is legalized lying.”  
—H. G. Wells

“The more facts you tell, the more you sell.”  
—Dr. Charles Edwards

“Ads are the cave art of the 20th century.”  
—Marshall McLuhan

“Let advertisers spend the same amount of money improving their product as they do on advertising and they wouldn’t have to advertise it.”  
—Will Rogers

“You can tell the ideals of a nation by its advertisements.”  
—Norman Douglas



## CREATE AN ADVERTISING CAMPAIGN

Now, it's time to create your own advertising campaign for a product of your choice. All you have to do is follow these steps.

### STEP 1 CHOOSE A PRODUCT

You are going to compete with other agencies to advertise a new product for a company (the client). Choose a product that will best allow your agency to demonstrate its creativity. Here are some ideas:

fast food	perfume or fragrance	soft drink	women's clothes	gym	car
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Write the type of product here:

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### STEP 2 CREATE AN AD AGENCY

Advertising campaigns are usually created by a team of people, so form a group with some other students and think of a name for your advertising agency. Most agencies use the names of the people who set them up, such as J. Walter Thompson, McCann-Erickson, Young & Rubicam, or Lowe Lintas & Partners. Write the name of your agency here:

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### STEP 3 PLAN THE CAMPAIGN

Follow the steps below.

- 1 Describe the product.
- 2 Think of a name for the product.
- 3 Invent a slogan.
- 4 Create a customer profile (age, gender, lifestyle).
- 5 Decide what product qualities to promote. What makes it different from its rivals?
- 6 Choose the best technique(s) for selling the product.
- 7 Design and produce a printed ad that will attract the customer's attention.
- 8 Plan a TV or radio ad. Record it, if you are able to. Keep it short, and consider using music.

### STEP 4 COMPETE FOR THE ACCOUNT

You now have to show your ad campaign to the client. Show your printed ad to friends or classmates, and play them (or read out loud) your TV or radio ad. What do they think of your campaign? The best campaign gets the job!

