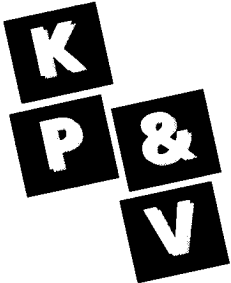


8a

The five senses

KLAAS, PARVEN & VYNE

ADVERTISING

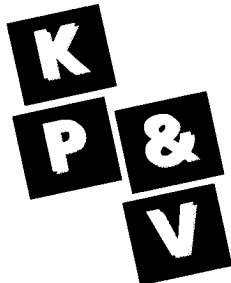


**Name:** 'Bliss'  
**Description:** a perfume with a strong, dark scent, intended for evening use  
**Target consumer:** women over 35, high income groups  
**Pricing:** high



KLAAS, PARVEN & VYNE

ADVERTISING

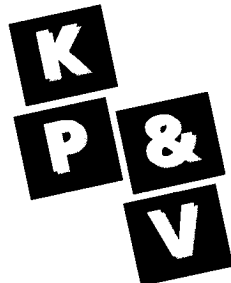


**Name:** 'Jump'  
**Description:** a sweet carbonated drink  
**Target consumer:** all ages, but mainly children and young adults  
**Pricing:** moderate



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ADVERTISING

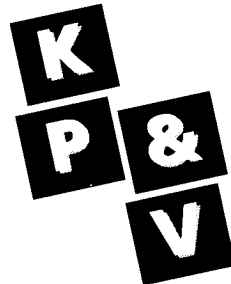


**Name:** 'French provincial landscapes'  
**Description:** a book of photographs of the French countryside, very high quality production  
**Target consumer:** educated, middle to high income groups  
**Pricing:** moderate for this type of product

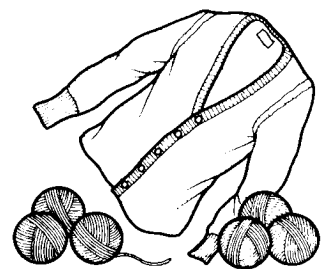


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ADVERTISING

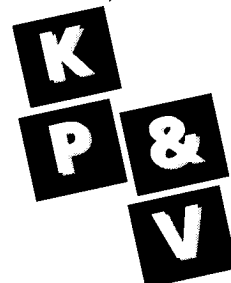


**Name:** 'Cashmere by Wills'  
**Description:** a high quality Cashmere wool  
**Target consumer:** designers and manufacturers of quality woollen clothing  
**Pricing:** high



KLAAS, PARVEN & VYNE

ADVERTISING



**Name:** 'The sounds of the natural world'  
**Description:** a recording of various sounds from the natural world: waterfalls, rain, wind...  
**Target consumer:** educated, left of centre, probably under 40  
**Pricing:** low compared to music CDs



# The five senses

## Worksheet

# 8a

### ACTIVITY

Groupwork: speaking

### AIM

To talk about marketing products and give product presentations.

### GRAMMAR AND FUNCTIONS

Talking about sensory experiences

Expressing opinions, agreeing and disagreeing

### VOCABULARY

*Target consumer, pricing, income group, moderate (price)*

### PREPARATION

Make one copy of the worksheet and cut it up as indicated.

### TIME

15-25 minutes

### PROCEDURE

- 1 Ask the students to tell you what the five senses are. Write them on the board.
- 2 On a sheet of paper, students draw five columns, each one headed with the name of a sense (sight, smell, hearing, touch, taste). Tell them you are going to dictate adjectives to them. They must write each adjective in one or more of the columns, according to which sense/s they associate it with.
- 3 Dictate the following words or adapt the list to suit your class:  
*silent, delicious, ugly, aromatic, rough, spicy, bitter, beautiful, smooth, colourful, noisy, soft, disgusting, harmonious, dark, sweet, overpowering, bright, fragrant, scratchy, salty, dry*
- 4 Discuss the answers. Encourage students to put words in as many categories as possible. *Dark*, for example, can describe the taste of coffee, *dry* can be used of wine.
- 5 Brainstorm more adjectives for each category.
- 6 Tell the students they are going to talk about how to market a set of products. All the products are ones which appeal to the senses.
- 7 Set up the situation. They all work for an advertising agency (Klaas, Parven & Vyne: KP&V) and are about to have their weekly meeting.
- 8 Divide the class into five 'creative teams'.
- 9 Give each team one of the product cards from the worksheet.
- 10 Give them 10-15 minutes to decide how they would sell their product and to draft a slogan and the beginning of a press advertisement.
- 11 Call the meeting. All the students come together. Each team in turn presents their product and their approach to selling it. There is then time for other students to question, criticise and make suggestions.

### FOLLOW-UP

Students write a complete 100-150 word press advertisement for their product.