Lesson Plan

Young People and Advertisement

Topic: Advertising
Timing: 50 minutes
Aims:

- To develop the ability to read and assimilate information from various sources;
- To develop vocabulary through brainstorming;
- To express opinions, likes and dislikes;
- To practice using logical necessity/ requirement structures;
- To develop speaking skills through making a short oral presentation;

Level: Intermediate/Upper intermediate
Introduction
In this lesson, learners will rank their favourite products and discuss the importance of advertisement in products' purchase. They will begin by designing a vocabulary web using brainstorming and then they will find out their friends' favourite products and compare them to their own. It will be followed by a two-level task which asks them to use correctly logical necessity/ requirement structures. They will answer a questionnaire choosing the appropriate sentence according to the right meaning. Lastly, they will make a poster of one of the ten favourite products which they will present to the rest of the class. There is an optional extension in the form of a role-play, in which groups of learners compete to persuade a company to purchase their product.

Procedure
Introduction- task – Making a poster (10 minutes)

- In small groups get the students to brainstorm and write down as many products as they can.
- Demonstrate on the board. Ask the students to tell you what different types of products they use/ buy.
- When students understand the task put them into small groups and give each group a large sheet of paper and some coloured pens. Students should be given a limited time to design the vocabulary web.

> **Tip:** Circulate as students are writing/ talking and give help and advice. Supply any vocabulary and correcting as necessary. Students should be encouraged to write their own preferences.

- Display the finished results.
- Get the whole class to choose their favourite top ten products out of all they brainstormed and make a poster titled '**Our top ten products**' for display on the wall in the classroom.
- They have to write a sentence or discuss what they like or know about each product.

> **Suggestions for product types:**
> Cosmetics, Fashion clothes, Travel, Transport, Entertainment, Musical Equipment, Communication Devices, Design, Hi-fi Technology

Practice

Reading for general understanding (7 minutes)

- Put students into pairs (lower and upper level) and give all students A a copy of the worksheet 1A and all students B a copy of worksheet 1B.
- Students should skim read the text on advertisement and underline any new vocabulary.
- Students then complete their different tasks. Students A have to mach the sentences with their counterpart and students B rephrase according to the word given. Teacher should check for comprehension.
- When students finish they compare their results.

> **Tip:** By taking turns in reading what they wrote they will compare the two accomplished versions of the task. Are they exactly the same?

Completed version of the text

It pays to advertise

In Britain advertising is not permitted on some of the channels. At the moment, the two terrestrial BBC channels are not allowed to carry advertising. UK TV companies are allowed to show a maximum of six minutes of advertisement every hour.

Advertisements are expensive to make and it costs a fortune to place them. But the manufacturers think the high cost is worth it. Turnover always increases after successful advertising campaigns.

Advertising is big business and needs controlling. According to the law, advertisements have to be "legal, decent, honest and truthful' in print or on screen.

Certain things are not allowed in TV advertising – showing children doing dangerous things is prohibited, for example. One advert was banned because it showed a ten-years-old boy climbing a drainpipe outside his house.

The ASA receives hundreds of complains every year, and upholds a handful of them. In recent years, many of them have focussed on the 'unrealistic' like-styles and body shapes of people in TV commercials. Parents and teachers claim that there is a connection between the body images and eating disorders in teenagers.

To the accusation that TV advertising is 'unrealistic', advertising executive Emma Train has an interesting reply: 'TV advertisements are closer to reality than TV news', she says. 'In TV news reports, plane crash. In advertisements, they land. Which event is more realistic?'

Advertising questionnaire (3 minutes)

- The whole class answers the following questions. Have they got similar answers?

  1. Does a TV company have to show more than six minutes of advertisement every hour?
  2. Does a manufacturer have to pay a fortune to place it on print time?
  3. Did the ten-years-old boy have to climb the drainpipe?
  4. Do you consider that there is connection between advertising and disorders in teenagers?
  5. Does an advertising campaign increase the sale of a product?

Production

Task (15 minutes)

- Students work in pairs. Give each pair a copy of the task Worksheet 3.

> In pairs present one of the ten products designing a poster for it.
>
> Think about the following points:
>
> - What is special or unusual about your product?
> - Why would people want to use or buy it?
> - How is it more useful than other similar products?
>
> Once you have chosen the product, prepare a short oral presentation to give to the rest of the class. In your presentation, you should describe your product so that you persuade many customers to purchase it. You have to use structures like:
>
> You **have to** buy it because it is a special offer …

This product **must** be your only choice due to its quality …
You **don't have to** … because it has …
You **can't** refuse my offer since it is so …
Both of you should speak in the presentation.

- The task sheet also has a list of useful phrases that may help students with their presentation. Teachers will also teach any other phrases/language that they think may be useful. The task sheet has a list of ideas in case the students can't think of their own inventions.
- When the first pair finishes, stop the activity and hold a brief feedback session.

Tip: Walk around the classroom monitoring students and helping with any new vocabulary or with pronunciation problems.

Role Play - Optional extension (15 minutes)

- Two students are a young couple who wishes to purchase a new product. They haven't decided which one yet.
- Divide the remaining students into 4 groups, each representing one company that tries to persuade the couple to buy its own product. While the couple discusses what is important to them in deciding what they should buy, the groups prepare a short presentation aimed at persuading the couple to purchase their product. They can either choose one spokesperson, or if the groups are small, each student can give a specific part of the presentation.
- Give them at least 10 minutes to prepare, using the poster made before to help them.
- After each group has made its presentation, give the couple a few minutes to take a decision. Meanwhile, the groups discuss how they think they did comparing to the other presentation. Finally, the couple gives and explains their decision.

Optional follow up

- For homework writing activity: students have to choose one of their favourite adverts, and write a short description of it.

Worksheet 1A – lower level

Match the sentences 1 to 6 with the comments a) to f).

1. In Britain advertising is not permitted on some of the channels.
2. The two terrestrial BBC channels are not allowed to carry advertising.
3. Advertisements are expensive to make and it costs a fortune to place them in prime time.
4. According to the law, advertisements have to be "legal, decent, honest and truthful' in print or on screen.
5. Certain things are not allowed in TV advertising – showing children doing dangerous things is prohibited.
6. Parents and teachers claim that there is a connection between the body images and eating disorders in teenagers.

a) Some British Channels **must not** include TV commercial on their programme.
b) Advertisement **must not** harm in any way the viewers.
c) Teenagers **must have paid** attention to adverts too much.
d) Children **must** appear in adverts only in special conditions.
e) This advert **must have cost** a big price.
f) Advertisement **must have been** banned for BBC Channels.

Worksheet 1B – upper level

*Rephrase the first sentences using **'must'** and the word given in bold. Don't use more than three words.*

1. In Britain advertising is not permitted on some of the channels.
TV commercial
Some British Channels ..... on their programme.

2. The two terrestrial BBC channels are not allowed to carry advertising.
Banned
Advertisement …… for BBC Channels.

3. Advertisements are expensive to make and it costs a fortune to place them in prime time.
Cost
This advert …….. a big price.

4. According to the law, advertisements have to be "legal, decent, honest and truthful' in print or on screen.
Harm
Advertisement …… in any way the viewers.

5. Certain things are not allowed in TV advertising – showing children doing dangerous things is prohibited.
Appear
Children ……. adverts in special conditions.

6. Parents and teachers claim that there is a connection between the body images and eating disorders in teenagers.
Paid
Teenagers …….. attention to adverts too much.

Worksheet 2

Advertising questionnaire

Answer the questions choosing the appropriate sentences.

1. Does a TV company have to show more than six minutes of advertisement every hour?

   a) A TV company **doesn't have to** show more than six minutes of advertisement every hour.

   b) A TV company **must not** show more than six minutes of advertisement every hour.

2. Does a manufacturer have to pay a fortune to place it on print time?

   a) A manufacturer **doesn't have to** pay a fortune to place it on print time.

   b) A manufacturer **must** pay a fortune to place it on print time.

3. Did the ten-years-old boy have to climb the drainpipe?

   a) The ten-years-old boy **didn't have to** climb the drainpipe.

   b) The ten-years-old boy **must not** climb the drainpipe.

4. Do you consider that there is connection between advertising and disorders in teenagers?

   a) There **must be** a connection between advertising and disorders in teenagers.

   b) It **doesn't have to be** a connection between advertising and disorders in teenagers.

5. Does an advertising campaign increase the sale of a product?

   a) The sale of a product **must have been increased** by its advertising campaign.

   b) The sale of a product **has to be increased** by its advertising campaign.

Worksheet 3

Promoting a Product

In pairs present one of the ten products designing a poster for it.
Think about the following points:

- What is special or unusual about your product?
- Why would people want to use or buy it?
- How is it more useful than other similar products?

Once you have chosen the product, prepare a short oral presentation to give to the rest of the class. In your presentation you should describe your product so that you persuade many customers to purchase it. You have to use structures like:

You **have to** buy it because it is a special offer …
This product **must** be your only choice due to its quality …
You **don't have to** … because it has …
You **can't** refuse my offer since it is so …

All of you should speak in the presentation.

Suggestions for your presentation:
reliable completely different amazing cheaper than other similar products special offer incredible no doubt warranty