

4

Advertisements

- Goals**
- Understanding languages of advertisements
 - Recognizing advantages and disadvantages

Warm-up Activity

1. Have the students take five minutes to look carefully and read everything on page 32. Then put them into pairs. *I will call out a word or maybe two or three words together. You and your partner must try to find the words that I say. The first one to put their finger on the word or words I say gets a point. The one with the most points at the end is the winner.* Make sure all the students understand the game.
2. Call out a word or phrase from anywhere on the page, such as *stair exerciser, fitter, advertisements, or wash 'n' play*. It's like playing Snap! The first student to touch the word or phrase wins the point. Keep it fast and fun. Ask who is the winner from each pair and congratulate them.

Task 1A

1. *Look at the product names in the green box. Read them out. Now look at the advertisements. And underneath, look at the functions of the products. You need to match each product with its advertisement and function. Under each picture, write the product name and a letter for the function.* Make sure the students understand the exercise.
2. Walk among the students and make sure they are doing the exercise correctly. Don't offer any help with vocabulary at this point; you want the students to make guesses based on context.

3. Have individual students name the product and function for the advertisements. If the answer is wrong, ask other students if it is right and what the answer should be. Discuss vocabulary as you go.

Answers: 1. cordless headphones, h 2. a key finder, f 3. an electric peeler, e 4. electric clippers, a 5. a stair exerciser, g 6. talking bathroom scales, d 7. a shower radio, b 8. a video camera, c

Extension Activity

1. *Look at the advertisements again. Each one says something to make you want to buy the product. For instance, look at number two, the key finder. It says, "You'll never lose your keys again." Working in pairs, write a new phrase for each product. Remember, these are advertisements, so the phrase must make people want to buy the product.*
2. Give the students an example using one of the products. Try to make the phrase funny. Make sure the students understand what they have to do.
3. Walk among the students and help them write punchy phrases.
4. Go through the products one by one and have each pair call out their phrase. After all have been said for each product, discuss with the class which they thought was the best phrase and why.

Task 1B (🔊 please turn to p. 153 for audioscript)

1. *Look at task 1B. You will now hear some advertisements. Listen carefully and write the missing words in the advantages. How many words will you need?* Have the students call out how many words are needed.
2. Play the CD. Pause after each one to give the students time to write the missing word or words.
3. Have individual students read aloud an advantage. See if the rest of the class agrees with the answer. Discuss any differences. Play each track again and call out the missing word or words. Make sure everyone corrects any mistakes.
4. Have the whole class read out the two advantages of each product after you call out the name of the product.

Answers: 1. *your lives easier* 2. *easy to use*
3. *to the news* 4. *your favorite tracks* 5. *you watch TV* 6. *read a magazine* 7. *no cord*
8. *stereo system*

Quiz!

1. *Close your books. Try to remember the products we learned in task 1A. I'll read them one more time.* Read aloud the products from 1A.
2. *OK. Now it's time for a quiz.* Ask the class the questions in the quiz. Have the students write down their answers.
3. Choose two students. Have one ask the question and the other answer. Discuss with the rest of the class if they agree or not. Make sure everyone understands the correct answer.
4. Ask the class who got them all right, who got three right, and so on. If any students got two or less right, have them come to the front of

the class. Call out questions and have them shout out the answers.

Answers: 1. *calculator / computer* 2. *vacuum cleaner / Hoover* 3. *dishwasher* 4. *air conditioner / fan*

Task 2A (🔊 please turn to p. 154 for audioscript)

1. *You will now hear a conversation between Kimberley and James. James bought some things. Did Kimberley approve?* Make sure the students understand what *approve* means.
2. *Listen carefully to the conversation. Write a word in the spaces to complete the product name. For instance, if you think you hear that James bought a red radio, write red in the space next to radio. Then circle yes or no to show whether Kimberley agreed.*
3. Play the CD. Make sure the students write a word in each space and circle either *yes* or *no*.
4. Ask the class as a whole for the answers to each. Play the dialog again and help the students identify the correct answer.

Answers: 1. *shower, no* 2. *hair, no* 3. *talking, no* 4. *key finder, yes*

Task 2B (🔊 please turn to p. 154 for audioscript)

1. *Now listen again to the ads. You must listen for the details this time. You must choose the two reasons why James bought each item.* Make sure the students all understand that they are to circle two of the possible answers, not one.
2. *Listen carefully.* Play the CD. Pause between each ad to give the students time to circle the answers.
3. Have eight students stand up. *I will say the product. If I point at you, you must read out one of the reasons. If you are right, you can sit down. If you are wrong, you must stay standing up.*

4. Read out the first product. Point to a student. If that student reads out a wrong answer, he or she stays standing. If a right answer, then the student can sit down. Do this two times for each product.
5. Play the CD again and help the students understand the correct answers. Any students left standing must shout out both correct answers after you call out each product.

Answers: 1. b, c 2. b, c 3. a, b 4. a, c

Extension Activity

1. Have all the students stand up.
2. *I will play the dialog again. I will pause the CD and if I point at you, you must finish the sentence.*
3. Play the CD. Every couple of lines, pause the CD in the middle of a line of dialog and point at a student. If that student gets it right, he or she can choose the next student. If wrong, then the student has to spell correctly a product word that you choose. Carry on until the dialog has been completed.

Language Note

A great and very natural way to say *Why?* in English is to say *How come?* In the dialog, Kimberley says “How come our credit-card bill is so high this month?” It means “Why is our credit-card bill so high this month?” As with *Why*, it can be used alone to respond to what someone just said: *A. I won’t go to your party this week. B. How come?* It can also be used to mean *How?*: *A. We spent all our money last night. B. How come?* Also: *How come Peter got 100 percent and you only got 80?* Here, it can mean *why did* or *how did*.

Listen for This!

1. Write *Like what?* on the board.
2. *When you want to invite someone to give an example of something that he or she is talking about, you can say Like what? For instance, if a friend tells you that he has lots of great music at home, you can say . . .* Invite the students to call out *Like what?* Then your friend will tell you some of the music that he has.
3. *If another friend tells you that you should paint your room a different color, you can reply . . .* Again encourage the students to call out *Like what?*
4. Have the students listen for *Like what?* as you play the dialog again. Have them raise their hands when they hear it. Discuss its meaning in that context.

Task 3A

1. *You will now read all about eight products. The problem is, the beginning and end of each statement have been split. You have to match the two parts of the sentence. For instance, do you think number one should be “It comes with a range of without exercising”?* Make sure the students know this is incorrect. *How about “It comes with a range of will quickly spread around your room”?* Again, make sure the students know this is incorrect. *So which ending goes with number one? Which one goes with number two? Number three? Write a letter next to each number.*
2. Give the students several minutes to do the exercise. Walk among them. If you see any incorrect choices, have the student read out the complete sentence and ask if it sounds correct. Encourage them to choose another answer.

3. Have two students read out each description—one reading the beginning and the other, the ending. For each one, ask the class if it's correct, and invite discussion. Make sure all the students understand the correct answer to each.

Answers: 1. g 2. h 3. d 4. b 5. e 6. f 7. c
8. a

Extension Activity

- Put the students into pairs.
- Now I want you to make up your own endings. Work with your partner, and write down a completely new ending for each beginning. Make sure the students know they cannot write an ending similar to the original one.
- Give the class ten minutes or so to write their answers. Walk among the students and help them write good English.
- Invite pairs of students to stand up and read out their favorite descriptions. Ask the rest of the class what they think. Repeat until every pair has given a description.

Task 3B (🔊 please turn to p. 154–155 for audioscript)

- You will now hear five commercials. What product is being advertised in each commercial? Listen carefully and circle a, b, or c.
- Play the CD. Make sure the students circle one letter for each commercial they hear.
- For each question, call out the number and have the class call out the product chorally. Listen for any incorrect answers. Play the CD after each track and help the students identify the correct product.

Answers: 1. b 2. c 3. c 4. a 5. c

Grammar Focus

You will often hear or read long noun phrases in English, which can often be very difficult to understand, e.g. *You'll get ten free top-twenty tracks* or *It comes with a ten-year guarantee*.

But there are some subtle clues that can help you. In spoken English, the speaker will speak a little slower for parts of the noun phrase that don't have to go together and a little faster for those that do. For instance, in the first example, the speaker should speak slower for *ten free* and a little faster for *top-twenty tracks*. This helps the listener know that the speaker is talking about top-twenty tracks that are free, and of which there are ten. In written English, the punctuation helps. For instance, in the second example, the hyphen between *ten* and *year* shows the reader that this is a compound adjective defining *guarantee*.

Task 4A (🔊 please turn to p. 155 for audioscript)

- Write the two example sentences on the board.
- When we speak naturally, we usually speak quite quickly, and, when we do, we often leave out some consonant sounds. Listen.* Read out the first example sentence. Now play the CD for that sentence. *The t sound is left off.* Cross off the *t* in the sentence on the board. Repeat the sentence for the students by saying it yourself and emphasizing where the *t* sound is dropped.
- Repeat step 2 for the second sentence.
- Now listen carefully to the CD. Cross off the dropped sounds.* Make sure all the students understand how to do the exercise.
- Play the CD. Walk among the students and make sure they are doing the exercise correctly.

6. Select individual students to identify the dropped sound in each sentence. Encourage class discussion if anyone disagrees. Replay the CD and help the students identify the dropped sounds, and make sure they correct their books.

Answers: 1. *I won't have to go to the barber anymore.* 2. *I wouldn't say that.* 3. *That doesn't look very strong.* 4. *I must get one of those gadgets.* 5. *It's the newest car on the market.* 6. *I can just listen to my own singing.*

Task 4B please turn to p. 155 for audioscript

1. Read through the sentences and exaggerate the dropped sounds in each; highlight the dropped sounds with body language, such as closing your hand or lowering your arm as you say the words with the dropped sound.
2. Have the class read the statements chorally, and help them speak the dropped sounds naturally.
3. Choose an individual student to read aloud one of the statements. Repeat until all the statements have been read out or, if time permits, until every student has had a go.

Task 5A please turn to p. 155 for audioscript

1. *Look at 5A. What do you need to do?* Have some students explain the exercise. Give praise for any suggestions.
2. *You will hear Professor Kisho talking about advertising techniques. Look at the list of techniques. You need to put them in order. Listen carefully, and number the techniques from one to eight in the order that you hear them.*
3. Make sure everyone knows how to do the exercise. Play the CD. Walk among the students and make sure they are putting a number next to each advertising technique.

4. Call out numbers from one to eight and let the students call out the advertising technique (or vice versa, calling out the advertising technique and having the students call out the number). Encourage debate when different answers are given.
5. Play the talk again and call out the advertising techniques as they are mentioned, as well as the number that corresponds with their place in the order.
6. Have the class read off the techniques in order.

Answers: 3 → 7 → 6 → 1 → 4 → 5 → 8 → 2

Task 5B please turn to p. 155 for audioscript

1. *Now you will listen again to the talk, but this time you are listening for details. You need to match the advertising technique with its characteristics.*
2. Go over the test hint.
3. *Listen carefully. Write a letter next to each number.* Play the CD. Walk among the students and make sure they are doing the exercise correctly.
4. Read out the techniques one by one and have the students chorally provide the characteristic to each. Encourage debate if answers differ.
5. Play the CD again and pause after each answer is provided. Discuss with the students, making sure they understand why each answer is correct.

Answers: 1. *f* 2. *d* 3. *e* 4. *c* 5. *b* 6. *g* 7. *h*
8. *a*

Test Hint!

1. *When you know you're going to listen and match, as you will in task 5B, it's always a good idea to try and guess the answers before you hear the CD. Take a look at the techniques and characteristics in the table. Which do you think match? Just guess, but be smart when making the guesses.*
2. Encourage some students to make guesses. Praise them for making a guess, but don't give any indication of whether the answer is correct.

Language Note

In the talk Professor Kisho gave, he said, "Take perfume for example." He doesn't mean we should take some perfume, though. When we are explaining something in English and we want to *give* the listener an example and then talk about it, we ask them to *take* it. Take *this* sentence, for example; it's giving an example and talking about it some more!


Task 6A (🔊 please turn to p. 155–156 for audioscript)

1. *Look at page 36, task 6A. You will hear a question followed by three possible answers. Which is the best answer: a, b, or c? Listen carefully and circle a, b, or c for each question.*
2. Play the CD and make sure the students are circling answers. If they have difficulty, play the track again.
3. Play the CD again and explain the correct answers. Ask the students to say how they know which the correct answer is. Ask why the incorrect answers are not the best answers. Some are based on incorrect grammar.

Answers: 1. b 2. a 3. b 4. b 5. c

Task 6B (🔊 please turn to p. 155–156 for audioscript)

1. *I will play the CD again. Please write down the questions that you hear—do not write down the answers, just the questions.*
 2. Play the CD again and make sure the students are writing down the questions.
 3. Have the class read out the questions chorally, one by one.
 4. Put the class into pairs. *One of you is asking the questions. One of you is answering.* Ask the students to show you who is asking the questions and who is answering them. *When you answer the questions, give your own answer. We want to hear your own opinion. Do not try to remember the answers from the task 6A.*
 5. Walk around and make sure that the English is good. Help them come up with some good answers.
 6. Have the students swap roles and do the exercise again.
 7. Choose several new pairs of students to stand up and ask and answer questions.
- Answers:** 1. *Do you think you can exercise while you're watching TV?* 2. *Will it help you find your stuff or not?* 3. *Is it realistic to think that it will save you time in the morning?* 4. *Can you use it to peel many different kinds of vegetables?* 5. *Do you think it's value for money?*

Task 7A  please turn to p. 156 for audioscript

1. *Look at task 7A. You are going to hear a conversation between a shopkeeper and a customer and you need to listen for the missing words. How can we prepare for this task?* Encourage the students to give suggestions. *We can try to guess what the words might be, or what kinds of words they might be, before we hear the dialog.*
2. Have students make suggestions as to what the missing words might be.
3. *OK, listen to the CD. Read the dialog as you listen and write the missing words. You may need one, two, or three words.*
4. Play the CD. Walk amongst the students to make sure they are writing words in the blanks.
5. Choose individual students to read a line of dialog. Pay attention to see if they fill in the missing words correctly. Have other students correct any mistakes as you go.
6. If any students don't know any of the words, before you tell them what the word means, ask them what they think it could mean.
7. Make half the class A and the other half B. Have them read the dialog chorally.

Answers: *a present, something unusual, any ordinary, the latest features, most user-friendly*

Useful Expressions

1. Go over the useful expressions with the class. Play the rest of the CD track so they can hear them being spoken by someone else. Explain anything they don't understand.
2. Tell the class to close their books.
3. Choose one student to try and remember as many expressions as he or she can. Then let another student try. Keep going until one student can remember them all.

4. If the students have difficulty, give them clues or start an expression and let them finish it.
5. Pair up the students and let them act out a shopkeeper–customer scenario. Walk among them and help them remember the expressions and use correct English. Encourage them to have proper English discourse.

Speaking Hint!

1. Write *in fact* on the board.
2. *When we are talking about something and want to add some more information—especially surprising information—a good way to do that is to use in fact. In fact, it's probably the best way.*
3. Give some examples of how to use *in fact* to give additional surprising information. Pair up the students and give them several minutes to come up with their own examples.
4. Have the students give their examples to the rest of the class. Encourage discussion if time permits.

Task 7B

1. Have the students try to explain how to do the exercise.
2. *You are making a TV advertisement. You choose the product.* Get some ideas from the student for the kinds of products they can choose. *You then need to write down the product's features and advantages. And you need to write a clever slogan—one that will make people easily remember your product.*
3. Make sure the students understand the exercise and that they are only filling in the information in part one (Your Product), and have them complete the exercise. Walk among the students and help them with their ideas and in using good English.
4. Put the students in pairs. *Now discuss your ideas with your partner. Write down the product, features, advantages, and slogan for your partner's advertisement.*

Extension Activity

1. Put the students into small groups.
2. *Each group must choose one of their products to sell on TV. Work together to improve the advertisement. Write more about the features and advantages, and make a really cool slogan. You will then come up and act out the TV advertisement for the whole class.*
3. Walk among the students and make sure they are working together to write a very good TV advertisement. Ask them how they will act it out, who will play each role, how they will make it interesting, etc.
4. When all the groups are ready, have each come to the front of the class and perform their TV advertisement. Praise after each and invite discussion on how effective the advertisement might be.

Task 7C

1. Put the class in pairs again.
2. *Look at the questions in task 7C. With your partner, ask each other the questions and give answers using good English.*
3. Walk among the students to help them answer the questions well.
4. Now choose one of the students and ask him or her one of the questions. Then choose another student and ask another question. Repeat several times with different students.
5. If a student uses incorrect English, just repeat what was said while emphasizing the corrected parts. The idea is to encourage speech, and mistakes are less likely the more students feel confident about speaking.

Cultural Note

The United States was where the first infomercial was broadcast, in 1949. A very long television commercial, the infomercial was originally shown during the very early hours, between two and six o'clock in the morning. Because of their huge success, though, infomercials are now shown during peak viewing hours. Infomercials are designed to look like TV programs, which gives more credibility to the sales talk being used. Infomercials also use many clever techniques to persuade people to buy the product, and to buy it "right now." Strangely, many people know that infomercials greatly exaggerate the benefits and effectiveness of the product, and that the people in them are just paid actors, yet the techniques used are so clever that they still go and buy the product. Over US\$150 billion of products are sold every year through infomercials in the United States alone.

Please turn to page 128, ***In Focus***—extra cultural information for students discussing as a class.