

ADVERTISING

➤ Learning outcomes:

- To analyse print advertising in detail
- To read some advertising slogans and speculate about which products they may promote
- To be able to assess overall impact of adverts
- To be aware of potential audience and purpose of advertisement
- To be aware of the language and visual techniques used in advertising

➤ Assessment criteria:

- Can identify the techniques to persuade audience in an ad
- Can develop an advert in oral and written form



We see advertisements every day for a vast array of things, such as:

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They also come from a wide range of sources:

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- **Task 1:** Copywriter Seyoan Vela and St Lukes advertising agency examine the code and **conventions of print advertising**, using examples from billboards and magazines.

<http://www.bbc.co.uk/learningzone/clips/analysing-printed-adverts/11104.html>

In the video clip, **five basic rules** are mentioned with corresponding examples:

1) _____

Example: _____

2) _____

Example: _____

3) _____

Example: _____

4) _____

Example: _____

5) _____

Example: _____

- **Task 2:** Cut out some adverts from magazines, newspapers or leaflets to analyse in class.



➤ **Task 3:** Look at one of your advertisements.

- What is it advertising?

- Do you think this is a good advert, which is going to get the customers attention?

Explain why you think this:

- How do you think this advert could be improved?

FEATURES OF AN EFFECTIVE ADVERT:

TICK ✓

They ask <u>questions</u>	
They use <u>humour</u>	
They appeal to your <u>senses</u> (sight, hearing, touch, taste, smell)	
They use <u>alliteration</u> or a <u>play on word</u>	
They create a memorable <u>slogan</u> or an image	
They make you feel special and <u>imagine yourself using the product</u>	
They give <u>tempting descriptions</u> of the benefits of having the product	
They use exaggerated language full of <u>adjectives</u> and <u>adverbs</u>	
They use <u>celebrities</u> to help advertise the product	
They use <u>competitions</u> to advertise their products	
They list the <u>benefits and good qualities</u> of the product	
They mention <u>comments about the product</u> made by other customers	
They offer good value for money or <u>sale prices</u>	

- **Task 4:** We have learned that **adjectives** contribute to make adverts more appealing, your task now is to work with your partner to make these adverts more appealing!



Brian's Burger Bun Bar

Use this coupon when you buy one of our _____ burgers and get one of our _____ and _____ apple pies free!

This _____ offer must be used in the next seven days

Our burgers are made with the _____ beef to a _____ recipe. Our _____ ingredients are added to create a _____ moment you won't forget.

Then, relax with a _____ cup of coffee and a _____ apple pie, bursting with _____ and _____ pieces of fruit, wrapped in a _____ crust.

Calling All Teddy Bear Lovers Everywhere!

This _____ and _____ bear is made from the _____ quality materials.

He has _____ eyes and a _____ nose. Feel his _____ fur and he will give you hours of _____. He can be yours to own for the _____ price of £10! Why not buy him for that _____ person in your life?



- **Task 5:**

House For Sale



You are the owner of this old house. Can you try and sell it by writing an advertisement?

Work on your planning on this sheet. Remember to use adjectives and phrases that will encourage someone buy the house.

Useful words to use

Modern, detached, spacious, well stocked garden, new roof, attractive, wide patio doors, delightful, elegant oak staircase, Clean, bright, light,

SLOGANS

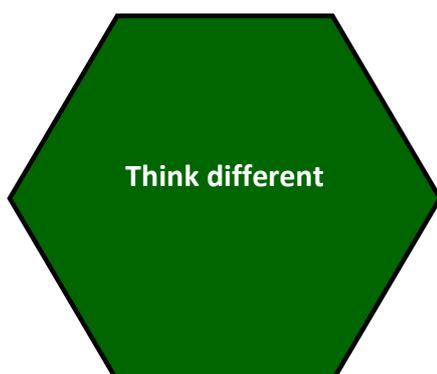
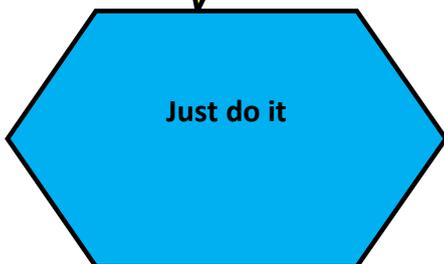
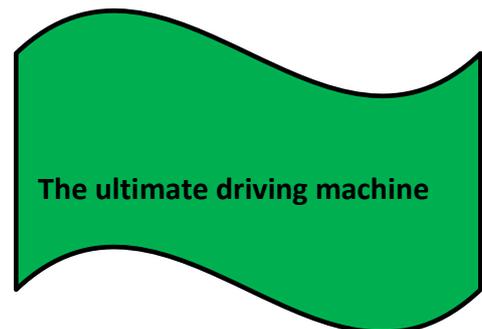
- **Task 6:** Think of slogans you have seen recently in your own language or in English and write them on the board.
- **Task 7:** The following slogans are genuine. In pairs, think of as many products as possible that could have been advertised with these slogans.

Useful language: Speculating about the past

Must have + past participle

May have + past participle

Might have + past participle



➤ **Final task: ADVERTISING CAMPAIGN!**

In groups of four people you are going to invent a **radio advertisement** and perform it for the rest of the class.

- You can choose any product you want
- Give it a brand name
- Think of the audience
- Write a slogan
- Use persuasive techniques
- Record the advert and then it will be played in class, NOT performed!
- The class will vote for the best advert

ASSESSMENT CRITERIA

	Yes	No	Some
Is it clear the product they are advertising?			
Can you identify the audience it is aimed to?			
Is the slogan catchy?			
Have they made use of persuasive techniques?			
Is the tone of voice and pronunciation right?			

Voting decision

We think the most original advertisement is

We think the most persuasive advertisement is

Answer key:

Adverts come from a wide range of sources: television, newspapers, magazines, fliers through your letter box, billboards, radio...

Task 1: Videoclip

1. **Audience:** The first question is *Who is this ad going to end at?* The audience can be old or young, men or women,...
2. **Representation:** The words, images, photos are very important. For example, the ice cream, they want to make it look sexy for young people. The connotation is important, I mean, the emotional side.
3. **Text:** It refers to the type face: It is about the tone of voice, communicate the message. An example of a credit card aiming to students.
4. **Picture:** Pictures are more impacting than words
5. **Lay-out:** They show an advert of *Audi*, our eyes go from top left corner to the right bottom corner

SLOGANS



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Driving Machine

