

Conversation Task: Advertising

At a glance

Level: ISE III

Focus: Conversation task

Aims: Students practise asking and answering questions about advertising

Objectives: Students learn vocabulary related to advertising and students are able to answer questions about advertising

Topic: Advertising

Language functions: Developing and justifying an argument/evaluating opinions, past actions/courses of events, different standpoints and hypothesising

Grammar: Mixed conditionals, modals + perfect infinitive, *wish* and *hope*, verbs followed by gerund and/or infinitive and passive with modals

Lexis: Vocabulary specific to advertising

Materials needed: Whiteboard, paper and pens and one worksheet per student

Timing: 60-80 minutes

Procedure

Preparation

Make one copy of the worksheet for each student.

In class

1. Tell the students that the ISE III Speaking and Listening exam includes the Conversation task where they are expected to hold a conversation on a specified topic with the examiner for three minutes. Ask students if they know what the potential topics are. Tell them that this lesson is about advertising. Put them into pairs, and ask them to describe their favourite television advert to their partner.
2. Tell students they are going to learn some vocabulary related to advertising. Give out the worksheet and explain that in Exercise 1, students have to match words to definitions. Elicit the first answer as

an example and then ask the students to complete exercise 1 individually.

After 15 minutes, get students to compare their answers in pairs. Then check answers as a class.

3. Explain that in Exercise 2, students have to complete the example sentences with the words from Exercise 1. Elicit the first answer as an example, then get students to complete Exercise 2 individually.
4. After 15 minutes, ask students to compare their answers in pairs. Then check answers as a class.
5. Now explain that in Exercise 3, students have to ask and answer questions in pairs. Tell them that this is very similar to what they would be expected to do in the exam. Pre-teach *mailshot* (an advertisement sent by email), *get on somebody's nerves* (annoy) and *justifiable* (acceptable). Ask students to read the questions and explain anything they don't understand.
6. Give students 20 minutes to ask and answer the questions in pairs. While students are speaking, monitor and write down any recurring mistakes, as well as examples of good language.
7. Write the mistakes on the board and correct as a class. Share examples of good language. Remind students that during the conversation phase, they will be more successful if they use a wide range of vocabulary specific to the topic.

Extension activity

Choose one of the other ISE III Conversation topics. Tell students to make a list of 10 vocabulary items related to the topic with definitions.

Further support activity

Weaker students can be told to write example answers to the questions.

Student Worksheet

Conversation Task:
Advertising

1. Match the words in the box to the definitions.

jingle - slogan - billboard campaign - regulation
USP (unique selling proposition) - eye-catching - prime-time
spam - flyer - promotion - endorsement
sponsorship - misleading - word-of-mouth

- a) Large outdoor sign
- b) Control of an activity, usually by an external agency
- c) Organised course or plan of action
- d) What makes a product different from its competitors
- e) Advertisements handed out on the street or pushed through a letter box
- f) Hours on radio or TV with the largest audience
- g) Drawing attention
- h) Catchy tune used in radio or TV advertising
- i) Phrase identified with a brand or product
- j) When customers tell people about a product or service
- k) Unsolicited advertising sent by post or email
- l) Special offer
- m) Making untrue claims about a product or service
- n) Celebrity recommendation of a product for payment
- o) Financing an event in order to promote a brand

2. Complete the sentences with the words from exercise 1.

- a) The most important thing is your reputation, as most advertising these days is done by
- b) I've had that ... stuck in my head ever since I heard it on the radio this morning.
- c) I may have missed your email as my inbox is so full of
- d) The zoo's latest advertising ... involves a series of ... posters of exotic animals.
- e) Their ... is "Amazingly affordable" – but they're actually expensive and they never do any
- f) The golfer's ... of the product caused sales to rise by 35% in two months.
- g) Its ... is that it's much lighter than other suitcases.
- h) Stricter industry ... means that there are fewer ... advertisements shown on children's TV.
- i) The ... on the main road has had limited success – I think we should also hand out
- j) They must have paid a fortune for the ... slot.

3. With a partner, ask and answer the questions.

- a) Which form of advertising do you think is more effective: billboards, mailshots, or flyers?
- b) Tell your partner about a jingle or slogan that gets on your nerves.
- c) In your opinion, what makes a successful advertising campaign?
- d) Is celebrity endorsement morally justifiable?
- e) Should alcohol and tobacco companies be allowed to sponsor sporting events?
- f) Have you ever been a victim of misleading advertising?
- g) Would you agree that in the age of the internet, word-of-mouth is the most powerful form of advertising?
- h) Would you say that advertising is well regulated in your country?
- i) Think about a brand you admire. What are its USPs?

Answer Key

1. Match the words in the box to the definitions.

| | | |
|----------|--|---|
| a | Large outdoor sign | billboard |
| b | Control of an activity, usually by an external agency | regulation |
| c | Organised course or plan of action | campaign |
| d | What makes a product different from its competitors | USP (unique selling proposition) |
| e | Advertisements handed out on the street or pushed through a letter box | flyer |
| f | Hours on radio or TV with the largest audience | prime-time |
| g | Drawing attention | eye-catching |
| h | Catchy tune used in radio or TV advertising | jingle |
| i | Phrase identified with a brand or product | slogan |
| j | When customers tell people about a product or service | word-of-mouth |
| k | Unsolicited advertising sent by post or email | spam |
| l | Special offer | promotion |
| m | Making untrue claims about a product or service | misleading |
| n | Celebrity recommendation of a product for payment | endorsement |
| o | Financing an event in order to promote a brand | sponsorship |

2. Complete the sentences with the words from exercise 1.

- a) The most important thing is your reputation, as most advertising these days is done by **word-of-mouth**.
- b) I've had that **jingle** stuck in my head ever since I heard it on the radio this morning.
- c) I may have missed your email as my inbox is so full of **spam**.
- d) The zoo's latest advertising **campaign** involves a series of **eye-catching** posters of exotic animals.
- e) Their **slogan** is "Amazingly affordable" – but they're actually expensive and they never do any **promotions**.
- f) The golfer's **endorsement** of the product caused sales to rise by 35% in two months.
- g) Its **USP** is that it's much lighter than other suitcases.
- h) Stricter industry **regulation** means that there are fewer **misleading** advertisements shown on children's TV.
- i) The **billboard** on the main road has had limited success – I think we should also hand out **flyers**.
- j) They must have paid a fortune for the **prime-time** slot.