

WHAT'S NEW!

Communication Objectives:	Ss will be able to use:		
	- contradicting expressions and expressions used before challenging.		
	- advertising-related vocabulary, phrases and idioms.		
Educational Objectives:	Ss will explore the social, economic and political impact of advertising in society.		
Connected Topics:	- Corporate advertising	- Political advertising	
	- Types of advertising	- Corporate image	
	- Celebrity endorsements	- Trends	
	- Subtle advertising	- Future of advertising	
	- Cigarette warning labels	- Private versus public media	
Grammar:	Prepositions		
Key Vocabulary:	junk mail	heartland	put the spotlight on
	flyer	under siege	sticky situation
	movie trailer	blindside	tarnish
	product placement	sticker	surefire way
	sponsorship	buzzword	packet
	celebrity endorsement	big bucks	spoof
	pop-up ads	dump	slogan
	full-page ads	execs	sweatshop
	spam	celebs	corporal punishment
	brand names	overshadow	watchdog organisation
	launch	high-profile	
	remedy	can	

The BIG question: IS ADVERTISING ALL A CON?

This question deals with a common perception in the general public that advertising is somehow dishonest.

VIEWPOINT

Facts: The list of the ten largest global advertisers changes nearly every year depending on market factors for each industry. From the list, these companies work in the following industries: Procter and Gamble (beauty products, household goods, drugs, baby care etc), Unilever (foodstuffs, household goods, beauty products etc), General Motors (cars, trucks etc), Toyota (cars, trucks etc), Ford (cars, trucks etc), AOL / TimeWarner (internet services, magazines, movies etc), Daimler / Chrysler (cars, trucks etc), L'Oreal (beauty products etc), Nestlé (foodstuffs etc) and Sony (electronics, films, music etc).

Source:

www.adage.com

EQ: *What do you think this money bought? Was this money well spent? What would you do with a billion euros?*

Quotes: William Penn Adair 'Will' Rogers (1879–1935) was a celebrated Cherokee Native American cowboy-humourist who worked in vaudeville, wrote for newspapers and acted in films.

EQ: *Do you agree with this quote? Some critics suggest that some industries rely on planned obsolescence (that is, they build products to fail after a set period of time). What do you think of this idea? Could products be made better?*

Quotes: John Wanamaker (1838–1922) was a US businessman responsible for creating the first US department store and pioneering truth in advertising.

EQ: *Why is this quote funny? How do advertisers target advertising to their customers? How often do adverts you are interested in make you want to buy something? What about adverts you are not interested in?*

Students should be encouraged to discuss whether products or lifestyles are being advertised. What does this say about emotions in advertising?

1 WORD POWER

A gets students to consider different types of advertising.

1 WORD POWER A

Answers

- 1 Billboards, posters (near roads, pavements); celebrity endorsements (newspapers, radio, TV); classified ads (newspapers); full-page ads (magazines or newspapers); junk mail, flyers (in the post); movie trailers (cinemas, DVDs, TV); pop-up ads (internet pages / sites); product placement (films, TV); radio spots (radio, internet radio); spam (email inbox); sponsorship (sporting events); TV commercials (TV).
- 3 Government, politicians, charities, etc.

B gets students to practise contradicting phrases.

1 WORD POWER B

Answers

- 1 Even a product placement in a top action film won't convince anyone to buy that. **Well, I don't see it that way, many people follow what their idols do. If Britney Spears drinks Pepsi, lots of kids will think it's good to drink Pepsi too.**
- 2 Brand names use bad English like *luv* and *kwik*. **But what about all the other brand names that use good English? Bad English is only used in a minority.**
- 3 Ad campaigns are only good if they're funny. **I understand what you're saying, but I think other types of campaigns can be interesting, entertaining or informative as well.**

ARTICLES

Gone in 30 Seconds

This article discusses recent trends in the marketing industry, with a discussion of how the dominance of traditional advertising, such as the 30-second TV commercial, has begun to wane. It is forcing advertisers to become more creative and allowing for more subtlety in the message. One driving force behind this trend is the development of new technologies, such as TIVO that allows TV viewers

to record TV programmes and skip the TV commercials.

Another factor is the development of new ways of advertising like 'viral' advertising which relies on using the internet to spread messages among interested consumers by giving the message to important bloggers and websites. It is not clear yet whether these new forms of advertising will come to dominate the market or whether the subtler advertising will have the desired effect for advertisers.

EQ: *How has advertising developed with technology? Compare newspapers, radio, TV and the internet. With technology that allows TV viewers to skip commercials, will we see the end of advertising on TV?*

Companies Ditch Celebrity Endorsements

This article discusses the concept of the celebrity brand and its impact on advertising. Up to now brands have been defined as commercial products and services, but celebrities have begun to be thought of in the same way and packaged for media presentation. This has led some companies to re-think the usefulness of linking celebrities with their products.

EQ: *Do you see celebrities as brands? How are celebrities and products the same or different? What do you think of the celebrities discussed in the article?*

2 READING

A is a common skimming activity. It will help students writing the Use of English part of the CAE and the Trinity Controlled Writing ISE III section.

1 READING A

Answers

- 1 primetime 2 blindside 3 buzzword 4 logo

B gets students to formulate more complex arguments using specific information. You can get students to try using contradicting phrases again.

C 1 This inference question tries to get student to address the issue from the perspective of themselves and people they know.

2 This inference question requires students to think about the approaches of modern advertising. Students should try to provide concrete examples from TV, the internet, magazines or even the article.

3 This inference question gets students to think about the personal point of view of the celebrities.

3 SPEAK YOUR MIND

This section covers the topics of celebrity endorsements, celebrities and companies in trouble and banned advertising (for example, alcohol, cigarettes).

A EQ: *What do you think of celebrities who talk about politics? Religion? Personal problems?*

B There are many celebrities who have been in trouble with the law: Michael Jackson, Kobe Bryant, Winona Ryder, O.J. Simpson, Hugh Grant, Robert Downey Jr. For more, see: www.thesmokinggun.com.

EQ: *What has led these celebrities to these problems? Do you think the law is applied in the same way to celebrities as to ordinary people? Do scandals hurt or help a celebrity's career? Why? / Why not?*

Some companies in trouble: Financial (Enron, WorldCom, Parmalat), Deaths (Union Carbide), Product Problems (Ford / Firestone for problems with tyres, Dow Corning for breast implants, ABB for asbestos) For more, see: www.bbc.co.uk/watchdog or www.multinationalmonitor.org.

EQ: *What are some common image / legal problems for companies? What leads companies into these situations? How should these companies be disciplined? How long do you think the public remembers these problems?*

C EQ: *What kinds of cigarette and alcohol adverts have you seen? Do you think these industries market to children or teenagers?*

4 LISTEN

DVD

This audio clip deals with Canada's controversial cigarette warning labels introduced in 2001. The tobacco industry has been quite outspoken about them and has tried unsuccessfully to challenge them in court. These new labels seem to have been quite effective at reducing smoking rates in Canada. The Canadian Cancer Society polled 2,000 smokers in 2001 and found that 43 per cent of smokers are more concerned about health

effects, 21 per cent said the labels stopped them from taking a cigarette when tempted, and 18 per cent of smokers have asked for a different packet because of the label.

1 LISTEN A3, B1

Answers

A 3 Tobacco companies: Would not be happy about people giving up smoking because of the warning labels (not mentioned in listening clip); **Smokers: Man 1** is shocked, but he is not sure these would stop him from smoking. **Woman 2** thinks they might help her quit smoking and finds them shocking. **Non-smokers: Woman 1** is in favour and thinks it would help her boyfriend quit because of the picture. **Man 2** hates smoking and thinks the labels are a good idea.

B 1 360,000 people

2 Woman 1: supports the idea; **Man 1:** against it;

Man 2: supports it; **Woman 2:** supports it.

3 Smoking is seen as 'cool'.

4 These rates have dropped from 28 per cent to 18 per cent between 1999 and 2003.

5 TEAMWORK

This activity will give students a chance to create their own TV advert. Students should use their own experience and knowledge of fashion marketing to help them. The customer file includes some company information. Based on a creative thinking activity, the Idea Generator is to help students in their creative effort. Pairing seemingly unconnected ideas or words can lead to some original ideas. It is important to remind students not to be critical of any ideas until after all the brainstorming has run its course.

Sources:

The Blue Jean, Alice Harris.

www.diesel.co.uk

www.levi.com

6 CONTROVERSY

Political activists have become more creative in the way they criticise corporations. Given the budget available to corporations around the world, it takes something particularly shocking or new to catch a

consumer's attention. One of these latest trends has been to co-opt the brand image of a product and use it to criticise the company. These have been highly controversial and have led companies to resort to legal action to protect their brand image. One example of this has been the case of Greenpeace and Exxon / Mobile. Exxon took Greenpeace into France for infringement of its trademark for its 'E\$\$O' campaign. The Greenpeace campaign against Esso, a trade name for Exxon in several countries, suggested that Esso was more concerned about money than the environment. Greenpeace won the case on appeal – the court said that freedom of speech allowed for this logo parody.

Sources:

www.adbusters.org
www.greenpeace.org

EQ: *What do you think of the companies in the ads? Should protestors be allowed to protest this way? Are these effective protest methods? Do they change your view of the products shown?*

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

Sources:

www.pg.com
www.unilever.com
www.gm.com
www.toyota.com
www.ford.com
www.timewarner.com
www.daimlerchrysler.com
www.loreal.com
www.nestle.com
www.sony.com

8 PUBLIC RELATIONS IN ENGLISH (CLIL)

This activity was chosen because of the media discussion about the social responsibility of corporations. This is a difficult and complex issue. Nike is, by no means, a bad company nor an isolated case, but its experiences over the last decade with outsourced production in developing countries reflect the ethical difficulties faced by a global

corporation. When a company makes the hard financial decision to change countries to lower costs, how is it able to decide which social, labour, environment standards to follow? Either way, the decision has real effects for both the corporate image, the workers involved and the consumers of the product. Nike now has a staff of 97 that just monitors conditions in its foreign factories.

EQ: *When a company moves its factory abroad, which labour, environmental or social standards should it follow: its home country or the developing country? Why? Who is to blame for sweatshops: the companies, consumers, sweatshop factories in developing countries, workers in developing countries, governments in developing countries?*

Sources:

Naomi Klein, *No Logo*.
www.nike.com
www.oxfam.org.au/campaigns/nike
www.videa.ca/resources/global_issues.html
www.cleanclothes.org
www.adbusters.org

9 FURTHER DISCUSSION

This section covers the topics of trends, the future of marketing, influence of advertising on the media, public versus private media.

A Try to get students thinking about the amounts of money first.

EQ: *Do you think news agencies (TV, newspapers) would ever not publish stories about advertisers in case they lose advertising revenue? If your business depended heavily on customers, what would you be willing to do to keep them happy?*

B Try to get students to analyse different public and private TV / radio stations.

EQ: *What are the advantages and disadvantages of public ownership? Does the government monitor or censor public TV or radio stations?*

C Try to get students to think of concrete examples of trends: hip hop, reality TV, etc.

EQ: *Could you ever start a trend by yourself? If so, how? If not, why not? What is meant by a 'trendsetter'? Give an example.*

10 Your answer: IS ADVERSING ALL A CON?

This question attempts to address the very real concern about spending vast sums of money on advertising. The students should by this point have developed some very definite opinions on the subject. The students can look at the enormous cost in real money terms, at the effects marketing messages have on society, at the development of product image over product value, and corporate social responsibility with the right to conduct business. You can get students to imagine a world without advertising: products without labels; television without commercials; email without spam. What would it be like?

WORKBOOK**1 WORD POWER**

This activity is a cloze-form version of the Use of English section of the CAE which gives students an opportunity to review their understanding of the use of prepositions in English. It also introduces students to further advertising-related issues.

1 WORD POWER**Answers**

1 with 2 in / with 3 from / against 4 on 5 by
6 on 7 to 8 into 9 with 10 at

2 WRITING

A As spam often makes inflated claims for the products it is selling, you can encourage students to use hyperbole and very persuasive language.

Sources:

Antarctica, Peter Carey (Lonely Planet)
www.antarctica.ac.uk
www.aad.gov.au
www.antarcticconnection.com
www.coolantarctica.com

B This is a realia-based activity. You can encourage students to try to use advertising-style language.

3 SPEAKING STRATEGIES: Mapping the presentation

This activity is the first of several techniques to help students give better presentations. This one addresses the important issue of structure by giving several different ways of structuring a presentation.

3 SPEAKING STRATEGIES**Answers**

1 Categorical: circles, triangles, squares; red, green, blue

Commodities: grapes, oranges, soybeans, rice

2 Chronological: past, present, future:
4000 BC, 1565, 1688–1715, 1970

3 Compare/contrast: + vs. –, us vs. them:
grapes, oranges (fruit) vs. soybeans, rice
(vegetables/grain)

4 Confucius principle: individual, family, community:
how each relates to the person / town / country;
how important each is to person / town / country.

5 Geographical: north, south, east, west:
France, Brazil, Thailand, Florida

6 Hierarchical: top, middle, bottom

7 Cost: champagne, oranges, soybeans, rice

8 Sequential: first, secondly, thirdly / lastly

9 History (4000 BC, 1565, 1688–1715, 1970)

10 Status (champagne, oranges, soybeans, rice)

11 Order first appeared in your country

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS**Answers**

1 b 2 a 3 c 4 d 5 e

1 jump on the bandwagon = choosing the popular side / whatever is most popular **2** give a blank cheque = allow someone to spend as much as they like **3** cost an arm and a leg = cost a lot of money, be very expensive **4** be seen dead = would never do something **5** round the clock = all hours, a lot of hours, day and night

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *Does advertising affect your buying habits very much?*
 - I must admit I do follow fashion trends a lot, but I don't think I *jump on the bandwagon* all the time.
 - I think cost is the most important factor. If it *costs an arm and a leg*, forget it.
 - Not always. They can sometimes advertise clothes that I *wouldn't be seen dead in*.
- *How should companies with bad reputations improve them?*
 - They could just sign a *blank cheque* to a PR company and say, 'Fix it.'
 - I think they need to *work around the clock* on their image.
- *Can advertising fix all problems?*
 - No, even if the US *wrote a blank cheque*, it couldn't solve the country's social problems overnight.
 - It can. But in some cases, it just *costs an arm and a leg*.