

Language Activity

Fostering Language Skills Using Advertisements

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Focus: Listening, Speaking, Building Vocabulary

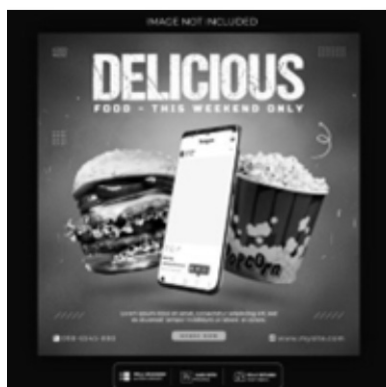
Level: Upper-intermediate

Estimated Time: 50-60 minutes

Objectives: By the end of the activity, learners will be able to:

- Activate and expand vocabulary related to advertising,
- interpret the message and emotional appeal of an advertisement,
- express and justify opinions during group discussions, and
- produce short, audience-specific spoken texts.

Materials: Images related to advertising, Blackboard/whiteboard, Video advertisements for example, the Coca-Cola advertisement (<https://youtu.be/lb5eUeg5-mU>) or any other ad that the teacher finds suitable for her learner needs.



Methodology

1. Pre-activity (primarily for vocabulary enhancement)

Procedure

- Ask learners to carefully look at the some images related to advertising as shown above.
- Form pairs and ask students to write down as many words or phrases connected to advertising as they can.
- Focus on quantity, not accuracy.
- If learners do not know a word in English, encourage them to write it in their first language.
- Give students some time maybe, a minute or two, and then ask them to pause.
- Now ask them to work with their respective partners to:
 - o Compare their lists of words/phrases.
 - o Help each other with meanings of unfamiliar words in English as well as other languages.
 - o Use their words to make one long sentence about advertising (it could be a tagline or description of an imaginary product/service with a focus on message or emotional appeal).
- Share their sentence with the class.



2. Main Activity: Watching the Advertisement

Let students watch the shortlisted advertisement. For instance, the Coca-Cola advertisement: <https://youtu.be/lb5eUeg5-mU>

While Viewing

Ask learners to watch the video and think about:

- What message is the advertisement trying to communicate?
- How does it make you feel?

Watch the video again if needed.

After Viewing

Discuss with your partner:

- How similar or different are your reactions?
- Would this advertisement influence you? Why/why not?

3. Post-activity Discussion

Divide the class in small groups and encourage learners to discuss the following questions:

1. Why do you think companies spend so much money on advertising?
2. Do advertisements mainly inform people or persuade them?
3. Which advertisements do you usually trust?
4. Which advertisements do you usually ignore?
5. Each learner selects one advertisement he/she likes and explains one reason for their choice to their group.

4. Follow-up Activity: The Advertisers

- This may be done as an extension or a follow-up activity. In pairs, learners choose one product of their choice as well as one type of buyer (For instance, a student, an environmentally conscious buyer, a celebrity or a budget-conscious buyer).
- In a role play, student A becomes the advertiser and student B becomes the buyer.
- Student A (the advertiser) prepares 5-6 sentences to introduce the product to the buyer.
- Student B (the buyer) listens and asks two questions about the product and subsequently shares her/his response to the product in 5-6 sentences.
- Students may change roles and repeat the activity.

Note: All images used in this activity are sourced from Freepik.com. These images are used under Freepik's free license.

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