

# Advertising

## Task 1 – Advertisement – What are the following pictures advertising?

Look at the three advertisements below and think about which product or service each image can be used for? Try to be as creative as possible.



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## Task 2 – Advertisement Discussion

Discuss how companies advertise the following products:

Toothpaste      Cars      Mobile Phones      Shampoo      Skin Cream

With a partner, discuss the following questions:

What's your favourite advertisement at the moment?

What products rely most on advertising? Is it necessary for Coca Cola?

What regulations should be applied to adverts to protect the consumer?

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### Task 3 – Advertisement Vocabulary

Find the following vocabulary in the picture below:



Slogan

Logo

Brand Name

Image

Poster

Check the meaning of the underlined words with a partner, then answer each question about Coca Cola together as best as you can.

Who is the target audience of this product?

Can you describe their one of their previous advertising campaigns in your country?

What is the price range of their product in your country?

What do you think the total sales figures were for Coca Cola last year?

What do you usually see in the advert?

### Task 4 – an effective advert?

Watch the following advert by Coca Cola. <https://www.youtube.com/watch?v=ogetBqMgau0>

Make a note of the following:

1. What is good and bad about the advert?
2. What advertising techniques do they use

	<b>Company 1</b>	<b>Company 2</b>	<b>Company 3</b>
Name	PopFizz	CBD (Carbonated Bio Drink)	Breakfast Beverage
Founded	Tokyo, Japan in 2008	San Francisco, California in 2004	Rio de Janeiro, Brazil in 2011
Product Information	Specialises in carbonated drinks. It is fifth biggest soft drinks manufacturer in Japan and it has branches in South Korea and China	Is a certified 100% organic energy drink. They have a range of flavours all made from a secret bio recipe. Have 0.3% share in US market and 1% in Germany.	Specialises in breakfast juice drinks, made from 100% fruit with no added sugar. Have a colourful brand image and their drinks are sold solely in Brazil.
USP (Unique Selling Point)	PopFizz Orange allows the consumer to become more “intelligent” for about 15 minutes. It contains the chemical, PlaceboX, which, as studies show, allows the brain to unlock previously stored information, which allows the consumer to remember things they had previously forgotten.	Being completely organic, it doesn’t contain artificial sweeteners, preservatives or synthetic caffeine. Instead, it uses ingredients such as organic Ginkgo Biloba and Ginseng, two natural ingredients of the plant family. The energy is released slowly throughout the day, avoiding the sudden high and “crash” of other energy drinks.	Considered by experts to be the most natural juice drink on the market. It is high in vitamin C and fibre and low in calories. The unique taste is said to give you a “kick” in the morning and jump start your day. One glass contains the equivalent of 3 pieces of fruit, more than half of the daily recommended allowance.
Company revenue	The company generated \$10 million net profit in 2011.	The company generated \$1.3 million net profit in 2011.	The company generated just \$160,000 net profit in 2011.
Aims for the future	They want to expand into the European and Americas markets. They are prepared to spend \$1 million on advertising in these regions. They want people to know the product comes from Japan. They would like to use a celebrity to endorse the product.	Hopes to become the leading energy drink in the U.S and Europe. Their advertising has been mainly on local TV networks, but they are searching for new platforms to advertise on. Their product appeals to all age groups.	Wants to become the most popular breakfast drink in the world! They hope to reflect the colourful, Brazilian drink in their advertising and highlight the health benefits of it. They need to develop a catchy brand slogan and image to win more customers.

# Unsuccessful Advertising Campaigns

LifeLock is an identity theft prevention company that detects fraudulent applications for credit cards, mortgages and car loans placed in their clients' names.

LifeLock CEO Todd Davis was so confident in the company's ability to protect sensitive information that it publicized its services with a television advertisement, in which a van drives by with his real, actual social security number illustrated on the side, all but daring criminals to use it.

A number of identity thieves not only took the dare, but used the information successfully multiple times. In two cases reported in the Phoenix New Times, a Texas man used the social security number to take out a \$500 loan and another in Georgia used the CEO's information to open an AT&T wireless account. Davis knew nothing about either instance until the collection agencies started calling him.



**The Plan:** Market the Renault by drawing on its similarities to pears, since they're kind of the same shape

**The Story:** Deciding that likening an ugly car to an ugly fruit was a good idea, French automaker Renault tried to launch a campaign that compared the Renault 14 to a pear. The fact that "poire," in French, can mean both pear and gullible was apparently lost completely on the manufacturers, as was the fact that no one really wants a car that looks like a pear. On top of this, the car had an issue with body corrosion, leading people to start calling it "the rotten pear."



We start the list with the single most recognizable product in the world: Coca-Cola. There is the old saying, "if it ain't broke, don't fix it." Well, the CEO at Coke probably never heard this saying when he decided to switch its old formula and create a new one to compete with Pepsi's extremely successful "New Generation" ad campaign in 1984. If the original name, "New Coke," was bad enough, they changed it to "Coke II" when it was released to the supermarkets, as if it was a bad sequel to a Keanu Reeves movie.

The reception of this new Coke was negative, to say the least. Here is a number: 400,000. That is the number of letters and phone calls received by Coke in first couple of weeks, criticising the new product. This is 1985, when you had to go to the trouble of handwriting and sending a stamped letter

Needless to say, Coca-Cola rebranded the product "Coke Classic" in 1985 and sold more than New Coke and Pepsi combined.



## Answer Key – Advertising

### Task 3 – Advertisement Vocabulary



Who is the target audience of this product?

**It has a big target audience. One market is teenagers as their adverts usually feature young, trendy, cool people. They sponsor many sports teams and events, appealing to the sport fan market. Coca Cola also featured a businessman in one of their adverts, promoting coke as the drink of the business lunch.**

Can you describe their one of their previous advertising campaigns?

**The participants will be able to give a lot of examples. Perhaps the most famous is the Christmas advert “Holidays are coming” and the numerous celebrity endorsements of Christina Aguilera, 50 Cent and Wayne Rooney.**

What is the price range of their product in your country?

**N/A – Participants will provide the answer**

What do you think the total sales figures were for Coca Cola last year?

**If you are using this worksheet from 2012 onwards, you need to research the exact figure. In 2010, coca cola revenue amounted to €31 billion**

What do you usually see in the advert?

**Coca Cola has a wide range of adverts which include young, trendy people often taking part in high energy activities and celebrity endorsements. The adverts typically feature a cool refreshing image of the drink, usually being opened with the contents sloving out. Naturally, you will also see people drinking it.**

## Advertising Lesson Plan – Teacher’s Notes

Designed to elicit your participant’s creative side, this lesson focuses on communication and reading. The participants look at a variety of tasks related to advertising and then create their own advertising campaign at the end of the lesson.

### Important Information:

**Aim:** to improve participant's speaking and increase their terminology of advertising language

**Level:** Intermediate, Upper-Intermediate and Advanced.

**Length of Lesson:** minimum 2 hours (can be longer with "creating an advert" activity)

**Number of Participants required:** Any number

## Lesson Plan Stages

- 1) Begin the lesson by writing the following slogans on the board:

**"I'm loving it" "Just do it" and "iThink therefore iMac"**

Ask the participants if they know what these phrases are (Slogans) and which companies they are associated with (McDonalds, Nike and Apple). Then ask the participants to consider (in pairs or as a group):

- a. Why do companies use slogans? – a phrase the company wishes to be known by
- b. What makes a good slogan? – makes consumer feel a desire, witty, hard to forget

Hand out the first page and ask the participants to look at task 1. Tell them to look at each picture and in pairs or small groups, decide what the product or service each picture is advertising and how the picture is used in the advert. As a secondary task, ask the participants to come up with a slogan for each picture. This should take about 10 minutes. Encourage the participants to be as creative as possible.

These are not real adverts so there are no real answers, but it's great to hear the participant's ideas.

Review the answers as a class and correct language mistakes where necessary. Ask follow up questions on humorous suggestions to encourage more participant talk time.

- 2) Ask the participants to discuss the questions in task 2. It encourages them to think about the structure of adverts and how different advert methods are used for different products. Hold class feedback where necessary and correct language errors.

- 3) On the board, write the heading "Unsuccessful advertising campaigns." Then write the following phrases on the board under the heading.

**NoVa – Car Company** actual translation = "Doesn't Go" in Spanish

**EviteEmbarazos – Parker Pen Company** actual translation = avoid pregnancy in Spanish

**Pavian – Bacardi (Rum company)** actual translation = Baboon in German

If you have any Spanish speakers in the class (1 and 2) or German speakers (3) ask them to explain why these were unsuccessful phrases to use in advertising or ask the participants to predict why these were not successful, you are not looking for exact reasons but potential problem areas.

Hand out the reading text entitled “Unsuccessful Advertising Campaigns” to the participants. Tell them they are going to read about 3 unsuccessful advertising campaigns in business.

- a. Participants read through once and make a small summary (3 – 4 sentences) about each mistake. They then work in groups of 3 and each participant explains 1 text.
- b. Participants then read the three texts again and answer the following questions (*you can write these on the board or make a separate worksheet*):

Questions 1 and 2 apply to text one, 3 applies to text two and 4 and 5 apply to text three.

1. Why did Todd Davis use his real social security number on the side of the van?

**A: He was so confident no one would steal it**

2. What problems did Todd Davis have with identity thieves?

**A: One person took out a \$500 loan in his name and another set up an At&T account**

3. What two things did the manufacturers of the Renault 14 not consider?

**A: a. That the word “poire” means gullible and b. no one wanted a pear shaped car**

4. What does the phrase “If it ain’t broke, don’t fix it mean?”

**A: If something is successful and working well, don’t change it**

5. **How did coke correct the mistake of New Coke?**

it rebranded it to Classic Coke

- 4) In pairs, the participants then work on task 3 – vocabulary exercise. Feedback can be done on the board (with the picture projected or stuck on). The participants then answer the questions about Coca Cola in the same pairs. The answers to these task 3 can be found in the Answer Key.
- 5) Discuss the final question in task 3 “What do you usually see in the advert?” as a group. Elicit answers from the participants and then load the video. (Task 4 is best done when access to YouTube is easy to access, if you must carry a laptop to the lesson, perhaps its best to skip to step 5). Play the clip and ask students to make notes on the two questions. Discuss as a class and correct the language where necessary.
- 6) **Creating and Advertising Campaign activity.** The Participants will now create their own advertising campaign. The set up to this activity can be done one of two ways:
  1. Hand out the table to the participants and group them into 3’s. Each participant read about 1 company and explains it to the other participants.
  2. Hand out the table and read through each company as a class, asking one participant to read out late one company.

Ask the participants at this stage to ask about any unknown words in the descriptions.

NB.: All three companies aren’t real.

Once each company has been read and understood, group the participants into three or four (for one to one lessons, the participant can work on their own using the teacher as a sound board for their ideas).

I have two methods for the next step

1. Assign the participants a company, so that each company is presented (I feel this gets the participant talking about different things).
2. Let the participants chose the company they want to design an advert for (In my experience, this tends to make participants more motivated).

### **The choice is yours**

The participants work together to develop an advertising campaign. Tell them they will create a 1 minute advert to appear on TV and a poster to appear on billboards to advertise the product and then present their ideas to the class.

For the presentations, use what you have your disposal. A3 paper and marker pens or computers will help to liven up the presentations.

To help the participants with the basic ideas of the advert, write the following criteria on the board:

**Target Market                  Slogan                  Brand Image                  Logo**

This will especially help the billboard advert.

The participants then discuss what happens in the TV advert, encourage them to be as creative as possible and use characters, celebrities, images to help sell the product.

Monitor each group and correct language mistakes and offer suggestions where necessary.

Allow the participants ample time to discuss and design their adverts. In my experience, participants have needed up to 30 minutes for this activity. If time is short, you can continue in the next lesson or ask them to complete it for homework.

When each group has finished, let the participants present their ideas to the rest of group. Encourage the non-presenting participants to ask questions.