

Lesson Function 1: Introduce and practise topic-related vocabulary.

Lesson Function 2: Create opportunities for practising fluency.

Level: Intermediate to Advanced

Time: 60 – 90 minutes

Preparation: Photocopy 1 worksheet per student

To start: Ask students which advertisements they like on TV at the moment.

> A This is a quick activity. Monitor. Stop the activity. Elicit feedback. Answers: 1. F 2. T 3. F (advert and ad only)

> B Students can work alone or in pairs for this. Encourage the students to practise actually saying the words with different stress placement – it'll help them to know if it sounds right. Stop the activity. Elicit feedback.  
Answers: AD ver tise AD ver ti sing AD vert AD ver tised ad VER tise ment  
Check and confirm pronunciation.

> C. Students work alone then check their answers in pairs. Monitor. Stop the activity. Elicit feedback.  
Answers: 1. advertising 2. advertise 3. advertising (not 'advertisements' because the verb is 'is', not 'are') 4. advertised 5. advertisements/adverts  
6. advertisement/advert

> D. Students work in pairs or small groups. Monitor, especially for pronunciation of target vocabulary. Monitor. Stop the activity. Elicit feedback.

> E. You could do this exercise as an open class discussion. Answers: Publicity means (1) *'information about anything (celebrities, events, etc) which attracts public and media attention'* and (2) *'public attention and media interest'* itself. Advertising means *'information about products etc and influencing people to buy them.'*

> F. Students work alone then check together in pairs. Stop the activity. Elicit feedback.

Extra idea: You could invite the students to make their own sentences using the words 'publicity' and 'advertising'. In pairs or even, for more advanced students, individually.

> G. Students work in pairs or small groups. Monitor, especially for pronunciation of target language. Stop the activity. Elicit feedback.

> H. Pre-teach 'logo' (symbol), 'slogan' (word or phrase), 'catchy' (easy to remember) and 'jingle' (tune/song). Follow the instructions on the worksheet. You could do this as an open class discussion or pairwork.

> I. Students work in pairs or small groups. Monitor. Stop the activity. Elicit feedback. Answers: 'Mist' means 'excrement' in German. The verb 'to suck' is a derogatory word in the USA. In Japanese folklore babies are delivered in peaches, not by storks.

To finish: You could encourage students to seek out more examples of unsuccessful advertising campaigns to share with the class next lesson. Their classmates could then try to guess what went wrong in each case. This is a good opportunity to practise speculating and deducing – using grammar structures such as '... might/could have been..., must have been, can't have been,' etc.