

5A | Hard sell

VOCABULARY: adjectives (advertising)

- 1 Think of three different brand names that you know for each of the products below.



Which are your favourite brands for these products? Why?

- 2 Match the adjectives in the box to the products in exercise 1. Can you think of any other adjectives to describe them?

comfortable delicious efficient fashionable fresh
healthy popular reliable strong stylish

- 3 Think of another product and write six adjectives to describe it. Read your adjectives to the class. Can they guess what the product is?

READING

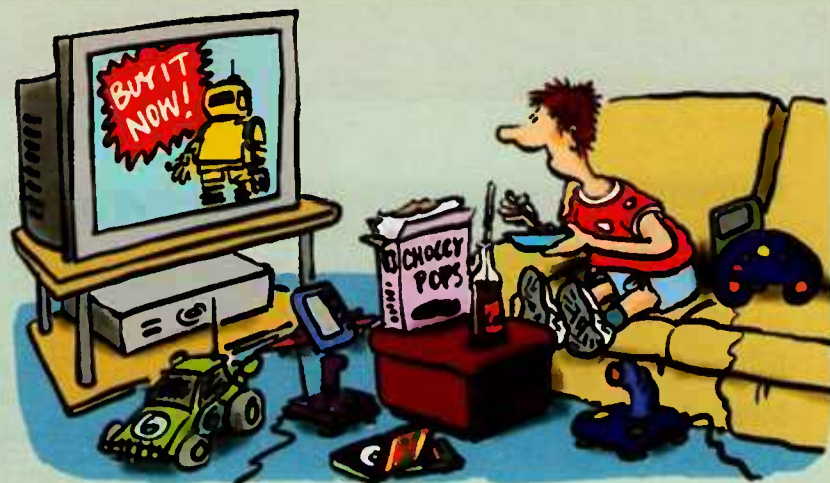
- 1 Look at this list of products that are often advertised with children in mind. How many more items can you add to it?

breakfast cereals, computer games, fast food, sweets ...

Can you remember seeing any advertisements for these products? How did the advertisements appeal to children?

- 2 Read the article and answer the questions.

- 1 What is more important for American advertisers – the money that children spend now, or the money they will spend in the future?
- 2 How many different ways of catching children's attention are mentioned in the text?
- 3 Why is classroom advertising 'here to stay'?



CATCH THEM YOUNG

- **Y**OU WANT CHILDREN to learn languages, computer skills, play the piano or become good, honest citizens. Any educationalist will tell you the simple answer is to catch them young. You want children to buy your products and to develop brand loyalty? The answer is the same.

In 1997, children in America spent or influenced the spending of \$500 billion and the figure is certainly much higher now. But far more important to the advertisers is what they will spend when they are adults. 'The kids we're reaching are consumers in training,' said Joseph Fenton of Donnelly Marketing.

Kids spend 20% of their lives in school, so it is no surprise to find advertisers turning their attention to the classroom. What is rather more surprising is to learn how far advertising has already gone.

- Over half of American students receive free covers for their text books with adverts for snacks and breakfast cereals.
- Many teachers use educational materials that are paid for by big business – mathematics worksheets with Disney characters, for example.
- Students who do better than others in their studies are given vouchers for free pizzas, burgers and French fries.
- Many school cafeterias serve and advertise brand name food. Schools also sell advertising space in school corridors and toilets, on the side of the school bus and school websites.
- Probably the least popular form of classroom advertising is Channel One. Eight million American teenagers have to watch a twelve-minute programme every day. This contains ten minutes of news and two minutes of commercials.

Not everyone is happy with the growth of classroom advertising, but it is almost certainly here to stay. The biggest problem facing most schools in America is a shortage of cash. Taxpayers don't want to pay more and other fund-raising programmes don't raise enough money. 'Advertising is not just the best way to raise money,' said one school head. 'It's the only way.'

- 3 Read the article again and complete the end of each line where it has been torn.
- 4 Is it right to advertise to young children? Why or why not?

GRAMMAR: comparatives 1

Use comparatives to compare two things or people.

*The figure is **higher than** in 1997.*

*Advertisers have **bigger budgets than** they used to have.*

*Brand names are **more expensive than** other products.*

Make negative comparisons with *less + adjective + than*.

*Classroom advertising is **less common in Europe than in the States**.*

Make the difference between the two things bigger or smaller with a modifier before the comparative adjective. For big differences use *much, a lot, far*. For small differences, use *a little, slightly, a bit*.

*The figure is **much higher now than** in 1997.*

*Advertisements are **slightly longer than** they used to be.*

Use superlatives to compare more than two things or people.

***The biggest** problem for schools is cash.*

*Children are one of **the most important** markets for advertisers.*

Make negative comparisons with *the least + adjective*.

***The least popular** form of advertising is Channel One.*

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- 1 Write the comparative and superlative forms of the adjectives in the box.

bad big good happy healthy strong surprising

- 2 Complete the sentences. Put the words in brackets into positive or negative comparative or superlative forms. Remember that you may also need to include *than* or *the*.

- 1 I usually buy famous brand names because they are a lot _____ (*reliable*) other brands.
- 2 I always do my shopping at _____ (*cheap*) shops in town.
- 3 I prefer to go shopping during the week when it is _____ (*busy*) the weekend.
- 4 I think that _____ (*good*) time to go shopping is during the sales.
- 5 Small shops are often a bit _____ (*expensive*) big supermarkets, but they are much _____ (*interesting*).

- 3 Work in pairs. Think of three shops in your town. Make comparative and superlative sentences about them using the prompts.

cheap/expensive	stylish/old-fashioned
popular/crowded	bad/good quality
bad/good service	wide range of goods
friendly staff	easy to get to

- 4 Compare your ideas with another pair of students.

SPEAKING

- 1 Work in small groups. Read the information.

You work for an advertising agency. A company that produces a fizzy mineral water called *Life* has hired you to create an advertisement. It wants to sell the water to young people (16–25) as an alternative to cola and other fizzy drinks. It has decided to advertise on TV. The advertising slogan will be 'Natural and Healthy'.

- 2 Plan your advertisement. Follow the steps below.

- Make a list of seven images you associate with the words 'natural' and 'healthy'.
- Choose one image from your list that is fashionable and will appeal to young people.
- Choose the kind of music you want to use.
- Decide whether you want to use a famous personality.
- Decide when would be the best time to show the advert on TV (before or after which programme).

- 3 Present your advertisement to the class.

LISTENING

- 1 Work in pairs. Discuss these questions.
 - Do you ever get emails, letters or phone calls from people who want to sell you something? If yes, do you ever reply? Why or why not?
 - Do you think this kind of selling is a good idea? Explain your reasons.

The all-new Spark Platinum card

Mr Thomas Jones
491 Western Avenue
Greenford

Low interest rate – only 5.5%
High credit limit – borrow up to £15,000
Six months' free credit
Reward points for every £500 you spend

Apply for your card now

The red seal of approval

- 2 Look at the advertising envelope. Find words or phrases that match the definitions 1–3.

- 1 a period of time when you don't pay extra for borrowing money
- 2 the maximum amount of money that you can borrow
- 3 the money (percentage) that you pay when you borrow money from a bank

- 3 1.37 Listen to a telephone conversation and say if the sentences are true (T) or false (F)? Explain your answers.

- 1 The salesman is doing a market research survey.
- 2 Mr Jones wants the salesman to send him lots of credit cards.

- 4 1.37 Listen to the conversation again. Find five differences between the credit card that the salesman describes and the credit card on the envelope.

- 1 Find and correct six grammatical mistakes in the text.



Yes, sir, this is slightly different as the Mark V. It looks same, but this one is black and white. The black and white sets are not as popular colour these days. If you've ever watched television in colour, you'll know that it isn't the same thing at all. Of course, it's not expensive as the colour set. However, it's certainly as reliable the Mark V, and you'll see that the style is similar the colour set.

- 2 Rewrite the sentences using the prompts so that they keep the same meaning.

- 1 Whizzo is better than any other washing powder. No other washing powder *is as good as Whizzo*.
- 2 Whizzo is different from other washing powders. Whizzo isn't _____.
- 3 Whizzo washes whiter than all other washing powders. Other washing powders don't _____.
- 4 Whizzo is the most popular washing powder. Other washing powders aren't _____.
- 5 Whizzo is cheaper than other washing powders. Whizzo isn't _____.

GRAMMAR: comparatives 2

Use *the same as*, *as + adjective as ...* or *similar to* to say that two things are the same, or almost the same.

*This credit card is **the same as** that one.*

*This credit card is **as good as** that one.*

*His name is **similar to** mine.*

Use *different from* or *not as + adjective as ...* to talk about the differences between two things.

*This credit card is **different from** that one.*

*The Platinum Card is **not as good as** the Gold Card.*

(= The Gold Card is better.)

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