

12.1 Advertising

GOALS ■ Talk about advertising ■ Understand and use reported speech

Vocabulary & Listening advertising

1 Work with a partner. Look at the photos and discuss which advertisement you think makes the biggest impact and why.



2a Work with a partner. Find examples of the words in the box in the photos in exercise 1.

advert billboard brand logo poster product slogan

b Match the adjectives in the box to definitions 1-7.

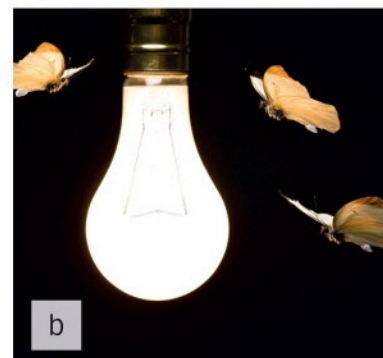
amusing clever confusing effective memorable persuasive unpleasant

- 1 able to make someone do or believe something
- 2 causing you to laugh or smile
- 3 successfully producing the effect that you want
- 4 difficult to understand
- 5 not nice or enjoyable
- 6 worth remembering or easy to remember
- 7 showing skill or intelligence

c Which adjectives could you use to describe each of the photos in exercise 1?

3 12.1))) Listen to three people talking about a memorable advertisement. Match speakers 1-3 to photos a-c.

a _____ b _____ c _____



- 4 **12.1**))) Listen again and write the number of the speaker next to the statement which most closely matches what they say. There is one extra statement you do not need to use.
- People dislike being told they aren't allowed to do something. _____
 - I was really upset when I saw this advert. _____
 - Adverts can make people aware of social issues. _____
 - Funny adverts can be a good way to influence people. _____

Grammar & Speaking reported speech

- 5 Look at sentences a–b about the listening in exercise 3 and answer the questions.
- The man said that it was just one light and wouldn't make any difference.*
 - She said (that) the point of the advert had been to persuade people not to send texts while driving.*
- What do you think the original words in each advert were?
 - What is the difference between the tense used in the original words and in the reported speech?
- 6 Read the information in the Grammar focus box on tense changes in reported speech and complete the examples.

GRAMMAR FOCUS reported speech

Tense changes

- We use reported speech to tell people what someone said. Tenses usually move one tense back, for example *go* → *went*, *did/have done* → *had done*, *will* → *would*, to show that the words were spoken in the past, and the pronoun can also change (e.g. from *I* → *he*).

Direct speech

'It's really memorable.'

'The ad **has won** an award.'

'It **was** really moving.'

'They **are hoping** more countries **will do** it next year.'

Reported speech

He said (that) it ¹ _____ really memorable.

She said (that) the ad ² _____ an award.

He said it ³ _____ really moving.

He said they ⁴ _____ more countries ⁵ _____ do it the following year.

- We often use *say* or *tell*. Note that *tell* must have a personal object: we tell somebody something. *Say* doesn't have a personal object: we say something (to somebody).

He said it was really amusing.

He **told us** it was really amusing.

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- 7 Use the information in the Grammar focus box to report these statements.

- The best ad I've seen had a serious point.
He said _____
- Earth Hour is about saving energy.
He told us that _____
- They asked homeless people to present the weather forecast on TV.
She said that _____
- In future people will think before they text.
She told us that _____
- I don't like being told what to do.
He said that _____
- There were lots of silly little accidents.
He told us _____

PRONUNCIATION linking

- 8a **12.2**))) Listen to these extracts from the listening and listen to how the words in **bold** are linked.

- The **best ad** I've seen **had a** serious point.
- Earth Hour **is about** saving energy.
- I saw **an amazing ad** ...
- Lots of** them were offered help.
- The instructor told them **that a** new law had been passed.
- There were **lots of** silly little accidents.

- b Work with a partner. Look again at the words in bold and circle all the vowel sounds (sounds, not letters) and underline all the consonant sounds.

- c Look at how each pair of words in bold are linked. What happens when a consonant sound ends one word and a vowel sound starts the next word?

- d Practise linking with the extracts.

- 9a **TASK** Work with a partner. Use questions 1–5 to tell your partner about a memorable advert you have seen.

- Was the advert for a brand or was it a public service announcement?
- What happened in the advert (if a film), or what could you see (if a picture)?
- What was it trying to persuade people to do or buy?
- Did it use a slogan or a logo? Was that effective? Why/Why not?
- What adjectives would you use to describe it?

- b Find a new partner and report to them what your partner from exercise 9a said.

Juan told me about an advert he'd seen that ...