



## Identifying selling techniques

### SELF STUDY

If students are working alone, note that 1b, 3b, 4a, 4b and the REFLECT ON IT box all have open answers. If possible, give self-study students the opportunity to show you their answers and work, or to exchange their answers and work with other students.

### Before watching

**1a** Check that students understand the meaning of 'ad' as an abbreviation of advert/advertisement. Ask students to complete the text with the words in the box.

### Answers

- 1** product **2** Company **3** selling (or advertising)  
**4** Advertising (or Selling) **5** expert

**1b** This freer activity gets students to develop the life skill. Students should work individually at first and then compare answers in pairs or with the class.

### While watching

**2a** **59** If your students have seen the video before, ask them to try and complete the table before they watch. If not, tell students that they only need to write a word or short phrase. Let students compare answers in pairs before you check them. Answers should be considered right if they wrote any combination of the words and phrases in the answers.

### Answers

	#	Product	Technique
Liam	1	Sports clothes/ clothing	Use famous people
	2	Holiday	Use a happy, perfect family
Amber	1	Chocolate	Be funny/Use happy and exciting music
	2	Toothpaste	Use experts, scientists and dentists

### VIDEO SKILLS: Understanding words with two meanings

This is designed to help students understand two words – *like* and *work* – that play a key role in the video.

**2b** **59** **VIDEO SKILLS** Ask students to read through the video skills box before doing this exercise. Here, the focus is on why the teenagers like or dislike the adverts. Some answers are quite long, so pause the video if your students need more time to write. Then have students compare their answers in pairs. Accept any part of the answers given as correct below, but make sure students know that there are other parts to the answer in some cases.

### Answers

- it shows all his favourite football players/his favourite football players playing against normal teenagers (so he thinks that maybe he can play like them).
- it shows a perfect family/they are all very beautiful and very happy.
- it's funny/the music is happy and exciting/the music makes her feel happy and good/she wants to dance when the music's on.
- she's not sure they are telling the truth (because the company is paying them to say good things)/they use scientific words she can't understand.

**3a** **59** As in 2b, pause the video if your students need more time to think and write. Also consider playing the relevant sections again and checking answers one by one.

### Answers

- Yes. He likes the players so he likes the product.
- No. He doesn't like the idea that when you go on holiday, you and your family can become the perfect family.
- Yes. The adverts use music that's happy and exciting, so you think that chocolate can make you feel happy.
- No. We don't know if they're telling the truth/if the company is paying them to say good things./They use scientific words that she can't understand./She doesn't believe them.

**3b** Encourage students to express what they really think, so that there's a real discussion. Does the class generally like the same type of ads, or are there any differences in the types of ads they like?

### After watching

**4a** This exercise homes in on the life skill by getting students to think more about why different advertising techniques work with different people. If they are stuck for ideas, ask them to think about how different things are important to people at different ages. Finally, have them think about whether there are any techniques that work with a lot of different people and age groups.

**4b** **SKILLS 4 LIFE** The idea behind this activity is to encourage students to watch some adverts in English. This is good for their English and for their understanding of cultural similarities and differences between countries. It's probably best if they do this out of class so they really concentrate on the task. If possible, give students the chance to play the audio track for their adverts to other students, to see if their classmates can identify the product being advertised just by listening.

### REFLECT ON IT



**The idea here is to get students to think honestly about whether they buy things as a result of seeing a good advert. Make sure they feel comfortable about doing this, and that students won't be judged. Do they think everyone is influenced by adverts in some way?**