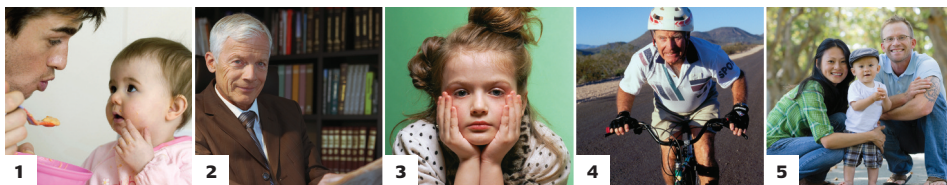


## Speaking: Advertising

### 8.6 Vocabulary for speaking Stereotypes



#### A Reviewing vocabulary

1. Ask your partner for another form of these words from the Listening section.

appearance distribute explanation privacy behave

appearance - appear

2. Make a sentence with each word.

#### B Understanding new vocabulary in context (1)

1. 8.14 Listen. Complete each conversation with a word from the list on the right. Make any necessary changes.

- 1 A: What's a .....?  
B: It's the main article in a magazine.
- 2 A: What's the difference between ..... and *advert*?  
B: There's no difference. They're both short for *advertisement*.
- 3 A: Does ..... mean people at a concert?  
B: Yes. And it means the people who see an .....
- 4 A: Do you spell ..... with *-ise* or *-ize* at the end?  
B: You can use either. The pronunciation is the same.

2. Practise the dialogues in pairs.
3. Discuss the following questions.
  - What is a stereotype? What is wrong with stereotypes?
  - What's the difference between a *stereotype*, a *generalization* and an *impression*?

#### C Understanding new vocabulary in context (2)

1. 8.15 8.D Watch a tutorial about groups of people. Number the words below in the order you hear them.

..... impression          ..... stereotype          ..... issue  
 ..... reality                  ..... generalization          ..... community

2. Mark the stress on the words above.

#### D Developing critical thinking

Which photos above show / go against stereotypes?

ad (n)  
 advert (n)  
 advertisement (n)  
 audience (n)  
 avoid (v)  
 biased (adj)  
 community (n)  
 cosmetics (n)  
 critic (n)  
 definitely (adv)  
 design (n and v)  
 disabled (adj)  
 documentary (n)  
 ethnic (adj)  
 exhibition (n)  
 feature (n)  
 generalize (v)  
 image (n)  
 impression (n)  
 issue (n)  
 magazine (n)  
 minority (n)  
 mostly (adv)  
 otherwise (adv)  
 persuade (v)  
 portray (v)  
 purpose (n)  
 reaction (n)  
 reality (n)  
 report (v)  
 review (n)  
 sexist (adj)  
 shocking (adj)  
 show (v)  
 sort (n)  
 stereotype (n)  
 stereotypical (adj)  
 stuff (n)  
 target (adj and n)

## 8.7 Real-time speaking Magazine advertisements

### A Activating ideas

Look at the magazine advertisements on the right. Discuss these questions.

1. What is each advertisement selling?
2. What stereotypes does each advert show?

### B Studying a model

Look at this conversation from a tutorial about advertising in magazines.

1. Discuss the meanings of the words in bold in the conversation.
2. Complete each gap with a suitable adjective.

🎧 8.16 Listen and check your ideas.

A: Where do you think the first advert is from?

B: I think it comes from a women's magazine.

A: And who is the **target audience**?

B: Young women.

C: I agree. Maybe ..... women, too.

A: What is the **purpose** of the ad?

C: To sell cosmetics.

A: Why is the target audience interested in adverts like this?

C: Because most women want to look .....

They feel it's .....

B: That's a stereotype!

C: Maybe. But it's .....

A: And how does the ad **persuade** them to buy the product?

C: The woman is very ..... The message is: if you use this make-up, you will look ....., too.

A: Do you think it's a ..... advert?

B: I don't like it. In my opinion, the **image** doesn't represent reality.

A: And how about you?

C: I don't believe it's a ..... advert. It's not reality, but I think it's very .....

A: Who **created** the ad? Who **designed** it?

C: I think an advertising agency designed the image.

B: I agree. And the cosmetics company paid for it. I think it was very .....

3. Role-play the conversation in threes.

### C Practising a model

Talk about the other advertisements on this page. Use A's questions from the conversation above.



Everyday English Talking about the media



A. .... B. .... C. .... D. .... E. .... F. 1 .....

**A** Activating ideas

- Look at the pictures above. Which areas of the media are they examples of?
- How often do you use each area?

**B** Studying models

- Which question below goes with each conversation?
  - Have you seen the new *Vogue*?
  - Did you see that documentary last night?
  - What sort of media do you work with?
  - Have you read the review of the book?
  - Do you read the papers?
  - Are you going to see the Rembrandt exhibition?
- 🎧 8.17 Listen and check.

**1** A: .....  
 B: No. The shop has run out.  
 A: There's an article on the Milan Fashion Week.  
 B: I'll get one tomorrow.

**4** A: .....  
 B: TV and film mostly. How about you?  
 A: Photography.  
 B: That's interesting.

**2** A: .....  
 B: Yes, I saw it in the literature magazine.  
 A: What do you think?  
 B: I think it was a bit biased.

**5** A: .....  
 B: Yes, every day.  
 A: Do you have a favourite?  
 B: No, I like to read all the different styles.

**3** A: .....  
 B: That awful thing on Channel 7 about cinema?  
 A: Yes. Didn't you like it?  
 B: No. I didn't think much of it.

**6** A: .....  
 B: Yes. When is it on?  
 A: It starts tomorrow for three months.  
 B: Good. I really like his stuff.

**C** Practising a model

- Practise the conversations.
- Role-play conversations beginning with these questions.
  - Have you seen the *Computer* magazine?
  - What did you think of the photo exhibition?
  - Do you listen to the radio much?
  - Do you think advertising to children is wrong?
  - Are you going to see the new film at the Showcase?
  - What news websites do you read?
  - What do you think of advertising by e-mail?

## 8.8 Learning new speaking skills Taking part in a tutorial

### A Saying diphthongs

- Put these words into two groups according to the (underlined) vowel sound.

while my case way change otherwise buy  
 maybe always find fight paper like they wife

- Read the **Pronunciation Check**.
- 🔊 8.18 Listen. Say the words.

### B Identifying a key skill

- Read the **Skills Check**. Answer these questions.
  - What should you do before a tutorial?
  - What should you do during a tutorial?
- Why are these things important?

### C Practising a key skill (1)

- Study the statements at the bottom of the page and complete the table. Compare your ideas in pairs.
- Form your opinion about each statement. Add more examples and ideas.

### D Practising a key skill (2)

- 🔊 8.19 Listen to an extract from a tutorial. Practise the conversation.
- Turn the other statements in Exercise C into questions. Then discuss them in groups.

What is the most important subject at school?

In my opinion, Maths is the most important subject because you need it for every job. For example, in a shop or a bank.

I agree. But I think English is also very important. It's an international language.

### Pronunciation Check

#### Saying diphthongs: /eɪ/ and /aɪ/

A **diphthong** consists of **two sounds**. The first sound is stronger than the second.

**Examples:**

/eɪ/: like, my, fight, buy, find

/aɪ/: say, they, paper, weigh, great

Note that there are many different spellings for these two sounds.

### Skills Check

#### Taking part in a tutorial

You must take part in discussions with tutors and other students.

**Before** a tutorial, you must:

- research the topic, e.g., *The influence of television on children.*
- form an opinion about it, e.g., *It is bad.*

**During** the tutorial, you must:

- give your opinion, e.g., *I think television is a bad influence on children ...*
- give reasons for your opinion, e.g., *... because children often copy bad behaviour.*
- give an example, e.g., *For example, if they watch a violent programme, they might copy it.*

statement	for	against
Maths is the most important subject at school.	You need maths in every job.	English is an international language so it is more important.
TV is a bad influence on children.	Children copy bad behaviour.	Some TV is educational.
Boys and girls should go to mixed schools.	Boys behave better with girls in the class.	
It is better to be an extrovert than an introvert.		Extroverts can sometimes bully other people.
Sociology is more useful than psychology.		
Some people can't find a job because they are lazy.		At the moment, there are not many jobs.

## 8.9 Grammar for speaking Introductory phrases

We often give an opinion with an introductory phrase. We put any negative in the introductory phrase. We can follow *think*, *feel* and *believe* by *that*, but in spoken English we usually leave *that* out. 50

introductory phrase			statement
I		think	an advertising agency designed it.
We	(don't)	feel (that)	there are too many advertisements on television.
They		believe	the news is very interesting at the moment.

### A Using introductory phrases

Give your opinion about these things. Use words from each box.

*I think TV adverts are entertaining.*

*I agree.*

*I'm sorry, I disagree.*

I (don't) think	smoking	is	a good / bad idea.
	mobile phones		a great / frightening experience.
	TV adverts		really expensive.
I (don't) feel	hard work	are	entertaining.
	qualifications		boring / interesting.
	television		important.
	living in a different country		useful.
I (don't) believe	having a lot of money	can be	very good / bad for you.

We can ask for an opinion with *think*.  
with *be*

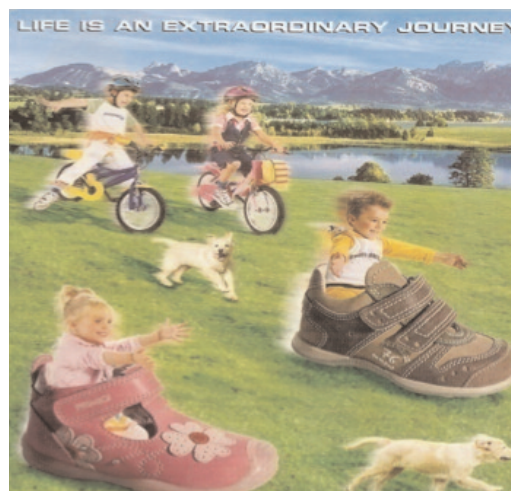
Q word	question	statement
—	Do you <i>think</i>	the advert <i>is</i> good?
Why	do you <i>think</i>	the ending <i>is</i> bad?

with other verbs

Q word	question	statement
—	Do you <i>think</i>	the advert <i>works</i> ?
Why	do you <i>think</i>	people <i>buy</i> it?

### B Making questions

- Tick the correct questions below.
  - Where is this advert from?
  - Where this advert is from?
  - Where you think this advert is from?
  - Where do you think this advert is from?
  - Where do you think is this advert from?
  - Where do you think it comes from?
  - Where do you think does it come from?
- What happens when we put *Do you think* in front of a question?
- Read the tables above and check your ideas.



### C Using *think*, *feel*, *believe*

- 8.20 Listen and answer some questions about the advert on the right.
- Ask and answer about the advert in pairs.

## 8.10 Applying new speaking skills Analyzing TV ads

### A Reviewing sounds

Say the words below. Make sure your partner can hear the difference.

- |         |       |             |         |
|---------|-------|-------------|---------|
| 1. wait | white | 6. way      | why     |
| 2. late | light | 7. trade    | tried   |
| 3. main | mine  | 8. replayed | replied |
| 4. race | rice  | 9. A        | I       |
| 5. lake | like  | 10. may     | my      |

### B Activating ideas

You are going to take part in a tutorial on the topic of TV advertisements.

- Complete the questions below.

#### Source

Where ..... is the advert from?  
 ..... created it?

#### Audience

..... is the target audience?  
 ..... is the target audience interested in adverts like this?

#### Purpose

..... is the purpose of the advert?  
 ..... does the advert persuade people to buy the product?

#### Reaction

..... you like the advert?  
 ..... the advert is effective?

- Think of a TV ad you love or hate. Answer the questions above.

### C Researching information

Work in groups. Find three filmed adverts on the Internet.

- Watch the adverts without the sound. What do you think the people are saying?
- Watch the adverts with the sound.
- Think about the questions in Exercise B. Make notes.

### D Using a key skill

Discuss the adverts in your group.

Remember to:

- take turns.
- support your opinions with examples.
- mention any use of stereotypes.
- mention any avoidance of stereotypes.
- use *I think / I don't think ...*
- ask for opinions with *do you think?*

Who do you think the target audience is?

*I think it's mothers with small children.*

Why do you think it is for that audience?

*I don't think older children like those things.*

