

# Advertising

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Berufsbildende Schulen

## Übersicht

Werbung und die Diskussion darüber begegnet den Schülern im alltäglichen und beruflichen Leben. Das Thema wird in allen Bildungsgängen Berufsbildender Schulen im Bereich Marketing behandelt.

Diese Einheit umfasst auf der Grundlage eines **selbst gewählten** Werbevideos Arbeitsblätter zur Wortfeldarbeit:

1. **Marketing: textbasiert**
2. **Advertising: Games**
3. **Advertising: Discussion**

## Beispiele und ergänzende Infos zu Werbevideos

### 1. Christmas Ads:

- Sainsbury's **Christmas truce advert 2014**  
<https://www.youtube.com/watch?v=Jdobquflzms>

Ergänzendes Material:

- The story behind the Christmas ad by Sainsbury's  
<https://livewellforless.sainsburys.co.uk/the-real-story-behind-our-christmas-tv-advert/>
- <https://www.theguardian.com/media/2014/nov/13/sainsburys-christmas-advert-recreates-first-world-war-truce>
- The Guardian: Opinion: Sainsbury's Christmas ad is a dangerous and disrespectful masterpiece, Ally Fogg  
<https://www.theguardian.com/commentisfree/2014/nov/13/sainsburys-christmas-ad-first-world-war>
- Daily Mail: Complaints flood in over Sainsbury's Christmas in the trenches advert: Viewers' anger over use of WWI to promote supermarket,  
<http://www.dailymail.co.uk/news/article-2834465/Watchdog-primed-investigate-Sainsbury-s-Christmas-advert-complaints-flood-use-WWI-imagery-promote-company.html#ixzz4PLBEz16Z>

Englisch

DE-EN EN-DE EN-EN

SPRUNG

RECHT

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## Schülermaterialien:

1. Marketing: textbasiert
2. Advertising: Games
3. Advertising: Discussion

## Lehrermaterialien:

- Lösungen

## 2. Allgemeine Beispiele:

- **Ad of the Day: Barclaycard 50 - Britain is a nation of shopkeepers**  
<https://www.youtube.com/watch?v=8PgnJCRyNTI>  
Transcript:  
<http://www.englishblog.com/2016/05/ad-of-the-day-barclaycard-50-britain-is-a-nation-of-shopkeepers.html>
  - **Grammar:** present perfect continuous plus 'since'
  - **Additional activities possible, i.e. create Barclaycard timeline**, which shows how shopping has changed over the past 50 years.
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- **Ads for Loctite glue**  
- short commercials but with lots of possibilities for use in the classroom.

## Lehrermaterial:

### Zu 1. Marketing: textbasiert

In einer Unterrichtseinheit zum Thema *Marketing* wird auf der Basis von Texten der Wortschatz zu diesem Wortfeld gefestigt, indem z.B. ‘synonyms, antonyms, collocations, compound nouns‘ gefunden werden und die Bedeutung vertieft wird.

z.B. Quelle: <http://businesscasestudies.co.uk/business-theory/marketing/marketing-mix-price-place-promotion-product.html>

oder

[http://ocw.unican.es/ciencias-sociales-y-juridicas/setting-up-businesses/exercises-1/case\\_study\\_3-1.pdf](http://ocw.unican.es/ciencias-sociales-y-juridicas/setting-up-businesses/exercises-1/case_study_3-1.pdf)

<http://www.marketingteacher.com/ryanair-marketing-mix/>

<https://businesseducation.ie/marketing-mix/>

<http://www.learnmarketing.net/marketingmix.htm>

<http://www.bbc.co.uk/schools/gcsebitesize/business/marketing/marketingmixrev2.shtml>

## 1. Synonyms

Find the English translations for the following German words and as many synonyms as possible from the text or with the help of your dictionary.

	translation	synonyms
a) Kunde		
b) Unternehmen		
c) Produkt		
d) Ertrag		
e) global		

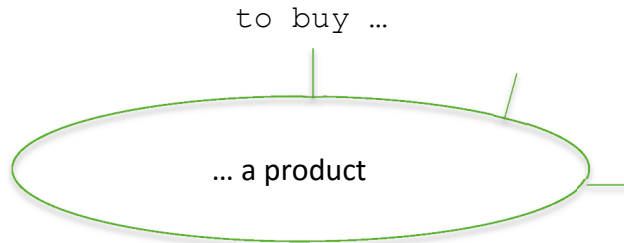
## 2. Antonyms

Find the antonyms of the following words with the help of your dictionary:

word	antonym
a) consumer	
b) profit	
c) output	
d) purchase	
e) cost	

### 3. Collocations

- a) What can be done with a product? Find as many verbs in the text as possible and add them to the word spider. The first has already been done for you.



- b) Find more verbs that match with “product” in your electronic dictionary.

### 4. Compound nouns

Find open compound nouns in the text that are connected to marketing. Find definitions in your electronic dictionary or make up definitions.

## Lehrermaterial: Lösungen

### 1. Synonyms

Find the English translations for the following German words and as many synonyms as possible from the text or with the help of your dictionary.

	translation	synonyms
f) Kunde	<i>customer</i>	<i>client, consumer</i>
g) Unternehmen	<i>company</i>	<i>firm, business, organisation</i>
h) Produkt	<i>product</i>	<i>good, item, article</i>
i) Ertrag	<i>revenue</i>	<i>profit, gain</i>
j) global	<i>international</i>	<i>worldwide</i>

### 2. Antonyms

Find the antonyms of the following words with the help of your dictionary:

word	antonym
f) consumer	<i>producer</i>
g) profit	<i>loss</i>
h) output	<i>input</i>
i) to purchase	<i>to sell</i>
j) cost	<i>revenue</i>

### 3. Collocations

- c) What can be done with a product? Find as many verbs in the text as possible and add them to the word spider. The first has already been done for you.  
*to be aware of, to develop, to distribute, to locate, to make, to manufacture, to market, to place, to position, to promote, to purchase, to reposition, to sell, to taste*
- d) Find more verbs that match with “product” in your electronic dictionary.  
*Lösung: EN-EN; STICHWORT “product”; SPRUNG >> see business collocations*

## 4. Compound nouns

Find open compound nouns in the text that are connected to marketing. Find definitions in your electronic dictionary or make up definitions.

Lösung:

Die folgenden Komposita sind so, wie sie im Text erscheinen, im *Oxford Advanced Learner's Dictionary* zu finden (EN-EN, Eintrag/Suchbegriff unterstrichen):

marketing mix, customer perceptions, product tasting, production line, market research, product range

Die Definitionen der folgenden Komposita müssen von den Schüler\*innen selbst aus den Definitionen der einzelnen Begriffe abgeleitet werden:

<i>business activities</i>	<i>any kind of a company's behaviour to achieve its goals</i>
<i>competitive activity</i>	<i>any actions taken to be better than other companies on the market</i>
<i>customer needs</i>	<i>necessities of a client</i>
<i>distribution channels</i>	<i>ways to bring products to customers</i>
<i>downmarket product</i>	<i>an item of cheap and poor quality</i>
<i>global brand</i>	<i>a type of product made by a particular company known all over the world</i>
<i>key role</i>	<i>the most important aspect / factor</i>
<i>manufacture costs</i>	<i>the amount of money needed to produce a good</i>
<i>market requirements</i>	<i>conditions of a certain market</i>
<i>premium prices</i>	<i>a high amount of money one has to pay for a high-quality product</i>
<i>pricing policy</i>	<i>strategy of the money you charge for your products</i>
<i>promotional activities</i>	<i>action taken in order to increase sales</i>
<i>rival products</i>	<i>an item that competes with a good of another company</i>
<i>sales media</i>	<i>main ways of transferring product and price information to customers</i>
<i>sales revenues</i>	<i>the money a company earns by selling their products</i>
<i>seasonal fluctuation</i>	<i>a decrease in demand due to a specific time of the year</i>
<i>supermarket chains</i>	<i>a company that provides their goods in a series of shops</i>
<i>target group</i>	<i>the group of consumers an advertisement is aimed at</i>
<i>upmarket product</i>	<i>an item designed for customers who belong to a high social class and have a high willingness to pay</i>

## Lehrermaterial:

### Zu 2. - Advertising: Games

In einer Unterrichtseinheit zum Thema *Advertising* wird auf der Basis des Spiels TABOO der Wortschatz zu diesem Wortfeld gefestigt, d. h. die SuS müssen einen Begriff erraten, ohne bestimmte Wörter zu benutzen

#### Ziele

- Beim Erstellen der Karten verankern die SuS über Kenntnisse im Bereich der Begriffs- und Wortnetze, Sachnetze und Wortfamilien
- Die SuS wenden bei der Wortsuche der TABOO Wörter ihre Kenntnisse über die Recherchemöglichkeiten des elektronischen Wörterbuchs an, indem sie überwiegend das einsprachige Wörterbuch verwenden.
- Die SuS festigen den Wortschatz *Advertising*, indem sie Indexkarten für ihr TABOO-Spiel erstellen
- Sie erraten Begriffe zum Wortschatz *Advertising*, indem sie TABOO spielen
- Die SuS bewerten die von den Mitschülern erstellten TABOO-Karten bzw. das Spiel an sich.



# TABOO – the word guessing game

## How the game works:

One player explains to his/her partners the top word of a card without using the word itself, the additional words beneath or another language apart from English.

The partners have to guess the word from the description.

For this game a set of cards is needed. Each card consists of a guess word and Taboo words.

Example:

<b>Marketing</b>	<b>guess word</b>
selling	
advertising	
presenting	<b>Taboo words</b>
product	

## Your task:

*Design TABOO cards  
concerning the word field advertising.*

## How to proceed:

Work in groups of 4.

Find Taboo words to make it difficult to describe the guess words.

Taboo words might be:

- synonyms
- antonyms
- other related words needed for an explanation

## TABOO cards:

<u>commercial</u> = = = =	<u>to launch</u> = = = =	<u>strategy</u> = = = =	<u>advertising idea</u> = = = =
<u>target group</u> = = = =	<u>budget</u>	<u>trailer</u>	<u>sponsorship</u>
<u>to broadcast</u> = = = =	<u>jingle</u>	<u>spot</u>	<u>creativity</u>
<u>product placement</u> = = = =	<u>regulation</u>	<u>to be persuasive</u>	<u>campaign</u>
<u>to be effective</u> = = = =	<u>mass media</u>	<u>to be misleading</u>	<u>billboard</u>
<u>Motto</u> = = = =	<u>brand</u>	<u>awareness</u>	<u>consumer</u>

<u>Features</u> = = = =	<u>to be eye-catching</u>	<u>advertising agency</u>	<u>AIDA</u>
<u>advertisement</u> = = = =	<u>publicity</u>	<u>acceptance</u>	<u>to be convincing</u>
<u>to be memorable</u> = = = =	<u>celebrity</u>	<u>to be witty</u>	<u>to promote</u>
<u>Slogan</u> = = = =	<u>storyboard</u>	<u>desire</u>	<u>attention</u>

# Playing TABOO and evaluating the game

## Preparations:

Form two teams.

Place the cards in the centre of the table.

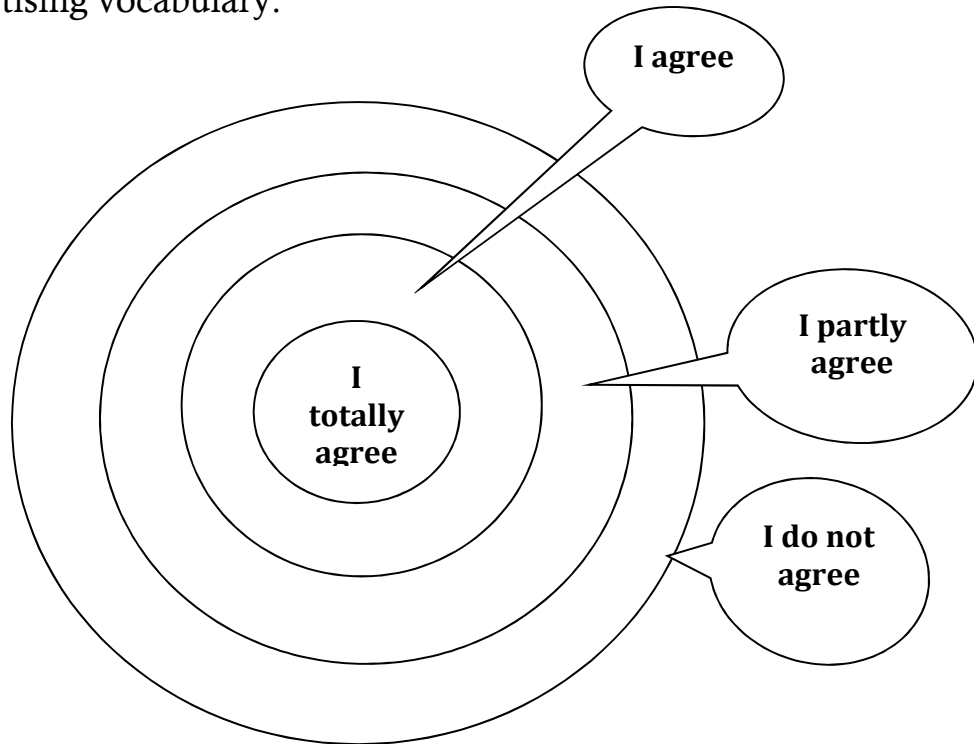
Choose one player to be the first clue giver.

## How to play:

- First clue giver: Draw a card and give verbal clues to your teammates.
- Clues can be sentences or single words. They should not comprise the Taboo words or any parts or forms of them.
- The card must be hidden from the playing team but visible to at least one student of the opposing team, who also starts the timer (3 minutes).
- If the clue giver uses a Taboo word, he/she must move on to another card.
- The clue giver continues until 3 minutes are over.
- Score one point for each word correctly guessed.
- Give one point to the opposing team if a Taboo word is used.
- The team with the highest score wins.

## Evaluation / feedback:

Our Taboo game is a helpful instrument to learn and practice advertising vocabulary.



## **Lehrermaterial:**

### **Zu 3. Advertising: Discussion**

#### **Ziel:**

Diversifizierung und Festigung des Funktionswortschatzes zur argumentativen Auseinandersetzung mit einem potentiell kontroversen Sachverhalt.

#### **Ziel Aufgabe 1:**

Die Schüler ermitteln mit Hilfe des PEW akzeptable Synonyme und erkennen unpassende Ausdrücke.

#### **Ziel Aufgabe 2:**

Die Schüler nutzen produktive Möglichkeiten der Wortbildung am Beispiel von Gegensatzpaaren, indem sie geeignete Präfixe zur Bildung von Antonymen erkennen. Sie überprüfen ihre Auswahl mit dem PEW.

#### **Ziel Aufgabe 3:**

Auf der Grundlage des zuvor Erarbeiteten sammeln die Schüler unter Nutzung des PEW geeignete Formulierungen für die Teilnahme an einer Diskussion und ordnen sie den Teilzwecken „Meinungsäußerung“, „Zustimmung“ und „konstruktive Ablehnung“ zu.

#### **Funktionen im PEW:**

EN-EN, EN-DE, DE-EN, SPRUNG

Sek I/ Sek II

## Language for Discussion

### **Situation:**

Your class has been invited to an international youth conference on the future business world.

As you have dealt with the field of advertising in class, you are supposed to take part in the debate “Shut up and buy – Have we lost all our morals for the sake of selling?”

In order to prepare for the discussion, you make sure that you know the words and phrases that might be needed.

### **Task:**

Prepare prompt cards for your discussion compiling vocabulary help on the one hand and arguments on the other.

I. Find out which of the alternatives in each sentence are acceptable. In doing so, use the monolingual section (English – English) of your electronic dictionary and find synonyms (words of the same category with a very similar meaning) of the word in bold.

(1) I **think**/believe/belief/mind/reckon/mean that you are right.

(2) I am **sure**/convincing/convinced/confidential/confident/  
curtain/certain/positive/clear/clean that this is the best way.

(3) **Perhaps**/maybe/necessarily/possible/possibly/probably/mighty/confidentially you haven't got my point.

(4) I **agree**/go/go out/go along/go conform with you.

(5) What is your **view**/poison/potion/position/positive on that?

(6) What is your **idea**/consideration/templation/notion of that?

(7) According to popular **belief**/mind/opinion/meaning, this is not true.

(8) I have to tell you that I **hold**/think/take/have a different view **about**/on/of/over/at that.



II. Some syllables can be used as prefixes modifying the meaning of a word. In the given cases, find out which of the syllables can be used to change it to the opposite.

List: **un-**, **im-**, **il-**, **ir-**, **dis-**. (Is there any system you can find with any of them?)

<b>Positive</b>	<b>Negative</b>
<b>agree</b>	
<b>approve</b>	
<b>certain</b>	
<b>clear</b>	
<b>coherent</b>	
<b>connected</b>	
<b>jointed</b>	
<b>likely</b>	
<b>logical</b>	
<b>possible</b>	
<b>probable</b>	
<b>regular</b>	
<b>sure</b>	

III. As a preparation for your participation in the class discussion, make a list of phrases that can be used for the given purposes. You can use expressions from the exercises above as well as other phrases you find using your electronic dictionaries (e.g. the cross-references LANGUAGE BANK “opinion” and EXPRESS YOURSELF “agreeing” and “disagreeing”).

Giving an opinion	Agreeing	Disagreeing

## Lehrermaterial: Lösungen

- I. Find out which of the alternatives in each sentence are acceptable. In doing so, use the monolingual section (English – English) of your electronic dictionary and find synonyms (words of the same category with a very similar meaning) of the word in bold.

- (1) I **think**/believe/~~belief~~/~~mind~~/~~reckon~~/~~mean~~ that you are right.
- (2) I am **sure**/~~convincing~~/convinced/~~confidential~~/confident/  
~~curtain~~/certain/positive/~~clear~~/~~clean~~ that this is the best way.
- (3) **Perhaps**/~~maybe~~/~~necessarily~~/~~possible~~/~~possibly~~/~~probably~~/~~mighty~~/~~confidentially~~ you haven't got my point.
- (4) I **agree**/~~go~~/~~go out~~/~~go along~~/~~go conform~~ with you.
- (5) What is your **view**/~~poison~~/~~potion~~/~~position~~/~~positive~~ on that?
- (6) What is your **idea**/~~consideration~~/~~templation~~/~~notion~~ of that?
- (7) According to popular **belief**/~~mind~~/~~opinion~~/~~meaning~~, this is not true.
- (8) I have to tell you that I **hold**/~~think~~/~~take~~/~~have~~ a different view **about**/~~on~~/~~of~~/~~over~~/~~at~~ that.

- II. Some syllables can be used as prefixes modifying the meaning of a word. In the given cases, find out which of the syllables can be used to change it to the opposite.

**List: un-, im-, il-, ir-, dis-.** (Is there any system you can find with any of them?)

<b>Positive</b>	<b>Negative</b>
<b>agree</b>	<b>disagree</b>
<b>approve</b>	<b>disapprove</b>
<b>certain</b>	<b>uncertain</b>
<b>clear</b>	<b>unclear</b>
<b>coherent</b>	<b>incoherent</b>
<b>connected</b>	<b>disconnected</b>
<b>jointed</b>	<b>disjointed</b>
<b>likely</b>	<b>unlikely</b>
<b>logical</b>	<b>illogical</b>
<b>possible</b>	<b>impossible</b>
<b>probable</b>	<b>improbable</b>
<b>regular</b>	<b>irregular</b>
<b>sure</b>	<b>unsure</b>

- III. As a preparation for your participation in the class discussion, make a list of phrases that can be used for the given purposes. You can use expressions from the exercises above as well as other phrases you find using your electronic dictionaries (e.g. the cross-references LANGUAGE BANK “opinion” and EXPRESS YOURSELF “agreeing” and “disagreeing”).

<b>Giving an opinion</b>	<b>Agreeing</b>	<b>Disagreeing</b>
In my opinion...	Yes, that's true...	I'm sorry, I don't agree.
It seems to me that...	That's right.	I'm sorry, I have to disagree with you there.
In my view...	Exactly.	Well, actually I'm not sure that that's true.
I believe...	Absolutely.	I don't think that is exactly right.
My own view is that...	Definitely.	I wouldn't agree that that's the best solution.
	Yes, I suppose/guess so.	I have to say that I don't find that argument very convincing.
	I agree.	I can't go along with that idea.
	I think you're (absolutely) right.	I take/see your point, but...

	I would go along with the idea.	Actually, I think...
	We are in agreement on...	Actually, I'm not sure that...
		I understand where you're coming from, but...
		I can see why you might feel that way, but...