

READING

A new kind of campaign

A Read the article and choose the best headline.

- a) Honda predict record sales as advert breaks new ground
- b) Honda skydivers push limits of TV adverts
- c) Viewers tune out of normal TV advertising; Honda responds

FT



by Andrew Edgecliffe-Johnson

In a new definition of a publicity stunt, Channel 4 and Honda have turned to a team of skydivers to tackle the problem of viewers tuning out of traditional television advertising.

On Thursday night, the broadcaster was due to devote an entire 3 minute 20 second break in the middle of Come Dine With Me, its dinner party programme, to a live skydiving jump in which 19 stuntmen spelt out the carmaker's brand name. Described as the first live advertisement in modern times, the campaign is the latest attempt by advertisers and broadcasters to find alternatives to the 30-second spot.

The development of digital video recorders such as Sky+ and Tivo, which allow ads to be skipped, has forced advertising agencies and channels' sales teams to collaborate on more innovative attempts to keep the viewer's attention. 'We wanted to create something unmissable,' said Andy Barnes,

the broadcaster's Sales Director. 'This concept breaks the boundaries of TV advertising,' he added, highlighting a Channel 4 campaign called 'innovating the break'.

The campaign follows initiatives such as LG's 'Scarlet' campaign, in which the television manufacturer ran advertisements appearing to trail a glamorous new television show, which turned out to be a promotion for the design features of its 'hot new series' of screens.

Thursday night's live advertisement, while designed to demonstrate the power of television advertising, was backed up by a complex multimedia and public-relations campaign.

The campaign's developers – including Channel 4's in-house creative team, Wieden + Kennedy, Starcom, Collective and Hicklin Slade & Partners – spent more than a month pushing the Honda slogan of 'difficult is worth doing' before Thursday night's slot.

A poster campaign, a series of television 'teaser' advertisements and a website have been backed up by digital advertising and press coverage. All are building up to a traditional 30-second advertising campaign, starting on June 1, said Ian Armstrong, Marketing Manager of Honda UK. 'The 30-second ad is alive and well,' Mr Barnes said, pointing to data released this week which showed that commercial television had enjoyed its best April in five years.

For Honda, however, the elements surrounding the core 30-second campaign are designed to generate the intangible buzz of word-of-mouth advertising, Mr Barnes added.

Thursday night's skydive would almost certainly go on YouTube, Mr Armstrong predicted. 'Commercially, that's a fantastic result, as it means our marketing investment becomes more efficient because consumers are doing our marketing for us.'

B Read the article again and answer the questions.

- 1 Why did Honda need a new publicity stunt with skydivers?
- 2 Why was the Honda advert unique?
- 3 Why are Sky+ and Tivo a problem for advertisers?
- 4 What happened in the Honda advert?
- 5 What happened in LG's 'Scarlet' campaign?
- 6 What did the Honda campaign's developers do?
- 7 What different types of advertising did Honda use?

C Find all the word pairs in the text using the words *advertisement* or *advertising*.

D Match the words in bold in the word pairs (1–5) to their meaning (a–e).

- | | |
|--------------------------|--|
| 1 publicity stunt | a) newspapers and magazines |
| 2 design features | b) a short phrase that is easy to remember |
| 3 Honda slogan | c) a series of actions intended to get a particular result |
| 4 poster campaign | d) an important, interesting or typical part of something |
| 5 press coverage | e) something done to get people's attention |

E Complete the text with some of the word pairs from Exercises C and D.

PUBLICITY STUNT TIPS

Nothing will get your product noticed faster than a well-thought-out and well-performed¹. First, you need to plan an². You could start with some³ on radio or TV and design some large adverts for a⁴. You need to highlight all the key⁵. Alert the local media and get good⁶. Tip off the local radio or TV station that something is going to happen. When it comes to the actual publicity stunt, ensure that all⁷ or logos are visible. And if you have the money, why not try a⁸ on TV? Finally, try to get some free⁹ and hopefully end up on YouTube.

F In groups, brainstorm some ideas for some live advertisements or publicity stunts.

LISTENING

How advertising works



Marco Rimini

A CD1.31 WPP is a world leader in marketing communications. MindShare is part of the group and Marco Rimini is its Head of Communications Planning. Listen to the first part of the interview and complete the gaps with a maximum of three words.

I always go back to the beginning and¹, what is the person who's paying for the campaign²? What is that person's³, what is it that that person⁴ as a result of⁵ on this advertising campaign?

B CD1.31 Listen again. What reasons are there for advertising, apart from selling a product?

C CD1.32 Listen to the second part. What are the four stages of a typical advertising campaign?

D CD1.33 Listen to the final part and answer the questions.

- What are *viral* campaigns?
- Regarding the Ronaldinho viral, what did people argue about?

E In groups, tell each other about a viral campaign or advertisement that you have discussed with your friends.

Watch the interview on the DVD-ROM.



LESSON NOTES

Warmer

- Write the words in the box below on the board and get students to say them, with the correct stress, as you write them. Then underline the stressed syllables.

ad advert advertisement advertiser advertising
commercial
publicity publicise

- Get students to look in a good monolingual dictionary (e.g. *Longman Dictionary of Contemporary English*) or a bilingual one to find out about these words and then tell the class about them. (You could give each student or pair one or two words.) However, don't anticipate the Vocabulary section of the Course Book too much.

For example, they should discover that *commercial* is a noun used to talk about ads on TV and radio and also that it is an adjective relating to commerce, etc.

This will help them with the basic vocabulary of advertising and also help them distinguish words (e.g. *advertising* and *publicity*) that may be the same in their own language.

Overview

- Tell students they will be looking at advertising.
- Go through the overview panel at the beginning of the unit, pointing out the sections that students will be looking at.

Quotation

- Get students to look at the quotation. (Bernbach was behind the 'We try harder' campaign for Avis car rental and 'Think small' for VW – the latter of which students will see mentioned later in the unit (in Language review Exercise C) – among many others. Bernbach was active in the heyday of American advertising in the 1960s. You could ask students if they have seen *Mad Men*, a fictional TV series that recreates that era.)
- Ask students what they think of the quote. Be tactful to both those with an arts background and those with a scientific education!

Starting up

Students look at some advertisements, say which ones they like and why.

- Explain the task and get students to look at the ads in pairs.
- Go round the room and help where necessary.
- With the whole class, get individual students to talk about their neighbour's favourite ads as well as their own.

- Work on increasing students' vocabulary with words such as *striking*, *powerful*, *colourful*, etc. Don't let them just say that the advertisements are good or bad. This will also help them when they come to Exercise G in the next section.

Vocabulary: Advertising media and methods

Students look at some advertising-related vocabulary and use it in context.

A

- Point out that *media* is the plural of *medium*, as in *advertising medium*. Get students to call out other possibilities – e.g. Internet, TV, cinema, radio, magazines, hoardings/billboards, etc.

B

- Put students into pairs. Get them to go through the expressions in the list, assigning the labels, perhaps using a monolingual or bilingual dictionary. Tell them to leave any that they don't understand.
- If students are unfamiliar with *viral advertising*, you can explain it as being a campaign that uses the Internet to rapidly spread its message among computer users.
- Go through the answers with the whole class. Explain any difficulties and work on pronunciation and stress where necessary, e.g. *comMERcials*.

- (Advertising media) cinema, exhibitions, Internet, outdoor advertising, point-of-sale, press, radio, television
- (Methods of advertising) advertorials, banner ads, billboards/hoardings, commercials, free samples, leaflets/flyers, pop-ups, posters, product placement, sponsorship, viral advertising
- (Verbs to do with advertising) communicate, endorse, place, run, sponsor, target

C

- Do as a quick-fire whole-class activity. Get students to call out the answers.

Cinema: commercials, posters, product placement

Exhibitions: free samples, leaflets/flyers

Internet: pop-ups, banner ads, viral advertising

Outdoor advertising: billboards/hoardings, leaflets/flyers, posters, sponsorship

Point-of-sale: free samples, leaflets/flyers, posters

Press: advertorials

Radio: commercials

Television: commercials, product placement, sponsorship

D – F

- Put students into pairs. Go round the room and help where necessary.
- With the whole class, get students to call out the answers to Exercises D and E and examples they found for Exercise F – try to think of topical examples rather than old ones.

Exercise D

- | | |
|--------------------------|-------------------------|
| 1 run a campaign | 4 sponsor an event |
| 2 endorse a product | 5 target a consumer |
| 3 place an advertisement | 6 communicate a message |

Exercise E

- | | |
|----------------|-----------------|
| 1 free samples | 4 word of mouth |
| 2 slogans | 5 mailshots |
| 3 endorsement | |

- Work on any remaining difficulties of meaning or pronunciation.
- Do Exercise F as whole-class discussion, getting students to use advertising-related vocabulary correctly.

G

- Do as a quick-fire whole-class activity. Refer back to the words you encouraged students to use in the Starting up section. Work on stress, e.g. *inSPIRing*.

H – I

- Put students into pairs again. Allocate three or four discussion points to each pair. Go round the class and assist where necessary.
- Bring the class to order. Get members of each pair to report on their findings.
- Praise strong language points that you heard and work on any remaining difficulties.

➡ i-Glossary

Reading: A new kind of campaign

Students read about an attention-grabbing advertising technique.

A

- Put students into pairs. Get students to look through the three possible headlines.
- Get students to read the article fairly quickly. Go round and assist where necessary.
- With the whole class, get them to call out the answer: b. Work on the reasons for this.

B – C

- Get students to read through the whole article again.
- With the whole class, get them to call out the answers.

Exercise B

- 1 To tackle the problem of viewers tuning out of traditional television advertising.
- 2 Because it was a live event.
- 3 Because they enable viewers to skip adverts.
- 4 Nineteen stuntmen did a live skydiving jump and spelt out Honda's name.
- 5 LG ran adverts which appeared to trail a glamorous new television show but which really promoted its new screens.
- 6 They pushed the slogan on different media before the live advert went out.
- 7 Posters, TV ads, website, digital advertising, press coverage.

Exercise C

television/TV advertising, live advertisement, advertising agency, (to) run advertisements, teaser advertisement, digital advertising, advertising campaign, word-of-mouth advertising

- Work on any remaining difficulties of stress in *ADvertising* and *adVERTisement*, especially as they are used in the expressions here.

D – E

- Get students to do the exercises in pairs. Go round the room and help where necessary.
- With the whole class, elicit answers, again working on any problems of pronunciation, e.g. *design* and *features*.

Exercise D

1 e 2 d 3 b 4 c 5 a

Exercise E

- 1 publicity stunt
- 2 advertising campaign
- 3 teaser advertisements
- 4 poster campaign
- 5 design features
- 6 press coverage
- 7 slogans
- 8 live advertisement
- 9 word-of-mouth advertising