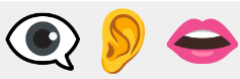


SENSE		TITLE		TIMING	
		AIDA – how to persuade properly		 45 minutes	
AUTHORS		KEY WORDS		LANGUAGE	
Petra Lewalder		Ads on food – analysis		English	
LEVEL		GROUP LEVEL		AGE	
B1		Grammar School year 10		15-16	
COMPETENCES					
•	Global	•	Oral Production		
•	Oral comprehension	•	Written Expression		
•	Oral expression	•	Written Comprehension		
OBJECTIVES					
COMMUNICATIVE		• Work with a partner • Presentation of an / your own ad			
FUNCTIONAL		• Learn how to analyse an ad properly with the help of the AIDA formula • Understand how rhetorical devices are used and learn about their effect on consumers			
CULTURAL		• Analyse ads from different countries in order to point out cultural similarities or differences			
METHODOLOGY		• Self study • Self evaluation with voice messages • Peer work • Peer correction			
TECHNIQUES		• Presentation of an ad / creating your own ad/ language support pages			
RESOURCES		• Google picture or AI -search			
ICT TOOL		• Mentimeter; AI-assistance; Canva or other			

DESCRIPTION OF ACTIVITIES	
Salad	Activity 1 How people like their chips or fries best ... Everybody likes chips (or French fries, les frites). The question dividing nations is – how do you eat them? Pick your choice and find out about your class's result: 1: plain – just tasty salty chips 2: with salt and vinegar – that's the original 3: with mayonnaise – the more creamy, the better 4: with ketchup – just because it's healthy and adds colour – the eyes like to “eat” as well Tip for teachers : You may create a mentimeter with the options above.
	How would you advertise something ordinary like ketchup? Imagine your job is to create cool slogans and commercial ads for everyday goods you buy in a supermarket, in this case – ketchup. How would you advertise – ketchup? Think which aspects you would include in your ad and how. Take notes on the most important aspects and sketch them in your exercise book.
Main Dish	Activity 2 Input: Annex 1 and 2 Have a look at an ad for Heinz Ketchup. (see Annex 1) Then check the info box (see Annex 2) and discuss what you like or do not like about this add with your partner.
	Activity 3 Ad analysis : Now analyse the add in a written text with the help of the skills page (Annex 3). Check with a partner or in class
Dessert	Activity 4 Oral analysis of an ad (practising for oral exam) : Now find an ad (or create your own with the help of AI, canva etc.) that you think is interesting and use the AIDA formula to analyse it with the help of the language support pages. Take notes and prepare a three-minute presentation you record and present to a partner in class next time. Present the ad to a partner / in class – showing the ad and presenting your analysis. Receive your partners feedback and improve the analysis if necessary. Use the language support pages (Annex 4). Finish this task for homework and be prepared to present it in class in the next lesson.

ANNEXE 1 and 2

Activity_11_G_EN_Annex_1



Activity_11_G_EN_Annex_2

The AIDA formula is often used in marketing .
It describes how to sell products or services:

- A:** catch the target group's attention with
an eye-catching slogan, visual, etc.
- I:** hold their interest (e.g. with attractive
ad copy, someone using the product)
- D:** create a desire for the product
(e.g. show its unique features)
- A:** get the target group to take action
(e.g. to buy the product)

ANNEXE 3

Activity_11_G_EN_Annex_3

Language Support

STEP 1: DESCRIPTION – <i>What is shown?</i>	Useful phrases
Introductory sentence(s) • Name ... ○ where the ad was published (if known). ○ what kind of product is advertised. ○ the name of the product and company (if known). ○ what kind of picture it is (photo, drawing, montage, etc.). Systematic description of the ad (e.g. from foreground to background, from top to bottom, from left to right). • Describe in detail ... ○ what / who is shown. - Where is the ad set? - How many people are shown? - What is their relationship? - What are they doing? - Describe their appearance (age, clothes, facial expressions and body language, etc.). - How is the product presented? (size, colour, number, etc.) ○ the text used in the ad. - What does it say? - How is the text presented? (layout, typeface, size, colour(s), etc.)	- <i>The ad was published on (date) in the newspaper ... / on the internet.</i> - <i>It is an ad for ...</i> - <i>The ad shows ... / is about ...</i> - <i>The situation that is presented shows ...</i> - ... - <i>There is ... / There are ...</i> - <i>The ad is set in /at ...</i> - <i>In the ad one can see ...</i> - <i>The ad shows a picture of ...</i> - <i>The largest part of the ad shows ...</i> - <i>At the top ... / At the bottom ...</i> - <i>In the foreground ... / In the background ...</i> - <i>In the centre ...</i> - <i>On the left ... / On the right ...</i> - <i>In the bottom right-hand corner ...</i> - <i>In the top left-hand corner ...</i> - <i>Furthermore, you can see ...</i> - <i>There is a pictogram / icon showing ...</i> - <i>Some words are printed in bold type / ... italics / ... capital letters / ...</i> - <i>Some of the text looks handwritten.</i> - <i>The text refers to ... / ... describes ... / gives information about ...</i> - ...
STEP 2: ANALYSIS – <i>What is the effect?</i>	Useful phrases
• Analyse the effect of the ad. ○ Explain ... - how the reader's attention is attracted / caught. - how the product is presented – if shown. - why the product is not shown. - the use of images, text, captions, logos, colours, etc. - the effect of the people's facial expressions and body language. - the underlying message of the ad. (What is the ad trying to say / criticise ...?) - who the ad is made for (target group: age, sex, culture, etc.).	- <i>The ad is very eye-catching / shocking / funny /... because / through its use of ...</i> - <i>The ad appeals to the reader directly by ... (-ing) ...</i> - <i>The layout / The use of colour supports the impression of ...</i> - <i>The bold / capital letters attract the reader's attention.</i> - <i>The text underlines the quality of the product because ...</i> - <i>The ad criticises / makes fun of ...</i> - <i>The ad clearly shows that ...</i> - <i>The ad is meant to show the reader ...</i> - <i>The ad conveys the message that ...</i>
STEP 3: EVALUATION – <i>What do YOU think?</i>	Useful phrases

• **Comment on ...**

- whether the ad is successful in making the reader want to buy the product?
- the effect the ad has on **you**. (e.g. Would you buy this product? Have you already bought this or a similar product?)

- *The ad is very successful / not very successful in ...(-ing)*
- *The ad fails to convince ...*
- *The ad does not really convince me of ...*
- *The ad could have been more effective if it had ...*
- *I think/In my opinion the ad is (un)suitable / (in)appropriate / (un)believable / (in)credible ...*
- ...

ANNEXE 4

Activity_11_G_EN_Annex_4

Language support – How to discuss

FIRST clearly state your opinion on the topic.

- I think ...
- In my opinion ... / My opinion is ...
- From my point of view ... / My point of view is ...
- In my view ... / My view is ...
- I strongly believe that ...
- That's how I see it ...
- The way I see it, ...

THEN discuss the topic.

- What about you? / What do you think / feel about ...?
- What's your opinion / view on ...?
- Do you agree? / Don't you agree?
- Are you saying that ...?
- Are you trying to tell me that ...?
- If you ask me ...
- Well, actually, I think ...
- I am not sure but ...
- I agree (with you) ...
- I'm sorry, but I cannot agree (with you) here ...
- Well, I don't think so. I see your point but ...
- I see what you mean but ...
- OK, but listen to my idea. I want to ...
- Let me give you one example. / As an example ... / For example ...
- That's a very good point.
- You must be kidding / joking.
- No way! I wouldn't say that ...
- and / in addition / additionally / moreover / furthermore / on top of that / also / ..., too
- but / however / ..., though / even though / nonetheless / nevertheless / yet ...
- so / because of that / therefore / consequently / thus / hence / ...
- first(ly) / second(ly) / third(ly) / ...

FINALLY say whether you agree with your friend or not and why (not).

- Finally / In conclusion / To sum up ...
- You're right. / That's true. / I agree.
- Right, so we agree (on) ...
- Well, that's agreed then, right?
- Well, I think you're wrong here. / ... that's wrong.
- I'm sorry, but I don't agree. / ... I have to disagree.
- That's it then. / OK then.



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