GRAMMAR / Comparisons, Sufficiency, Intensifiers, Negative Intensifiers

INSTRUCTIONS FOR THE TEACHER

This exercise is a supplement to the exercises of In Charge 2, Unit 1, pages 5 through 8.

1. Distribute the Student Worksheet to your students. Ask them to think of ads that show beautiful, happy people having fun. You may want to bring in some magazines to use in case the students have difficulty remembering ads (see optional exercise, below). Ask the students what they think the ads are advertising.

2. Then have the students read the passage on advertising messages, and fill in the blanks with the correct expression of comparison, sufficiency, or intensifier. Point out that some blanks have two different answers.

3. Separate the students into pairs and have them compare answers and discuss the reasons for their choices.

4. Go over the answers as a group.

5. Note that an answer key is provided for the Student Worksheet.

Optional:

1. Bring in, or have students bring in, print ads from magazines or newspapers. Put students in groups and have them discuss the implied or explicit message of each ad. Tell them to use as . . . as, so . . . as, enough, and very, so, such, and too where appropriate.

2. Refer students to <http://www.superbowl-ads.com/> and have them click on one of “Last Year’s Winners” to view some American TV ads. To read a commentary on ads, have students visit <http://slate.msn.com/?id=2071326>. You may choose to have the students view an ad or read a commentary and report on it in class.
A. Fill in the blanks with as, so, not so, enough, very, such, and too.

Trends in advertising often change (1) _________ as quickly (2) __________ trends in fashion. However, the messages don’t. One message is (3) __________ a useful one that it seems to be used over and over again. That message is: you won’t be (4) __________ good, beautiful, cool, or desirable (5) __________ the person in the ad unless you use the product advertised. And let’s face it, no one thinks they are really cool, smart, attractive, etc. (6) __________. In other words, (7) __________ few of us are (8) __________ secure about ourselves (9) __________ we’d like to be. That’s why advertising works (10) __________ well (11) __________ it does. It plays on our insecurities. One ad takes this message to the next step. The ad shows a not (12) __________ cool person unable to use a certain product while others can. The message is that (13) __________ few people are actually cool (14) __________ to be able to use its product. Basically the ad says, “Consumers of our product are (15) __________ cool that we think we are simply (16) __________ cool for you!” For some people this challenge is (17) __________ irresistible, but for others it is, and they will have to purchase this product, at least once, if only to prove the company wrong. Think about yourself for a minute. Do you think this type of advertising would work (18) __________ well on you?

B. Work in pairs. Compare answers and discuss the reasons for your choices.
GRAMMAR / Comparisons, Sufficiency, Intensifiers, Negative Intensifiers
Answer Key

A.

1. as
2. as
3. such
4. as / so
5. as
6. enough
7. very
8. so / as
9. as
10. so / as
11. as
12. very
13. very
14. enough
15. so
16. too
17. not so
18. as / so
IN CHARGE 2

SPEAKING / Creative Selling

INSTRUCTIONS FOR THE TEACHER

These exercises are supplements to In Charge 2, Unit 1.

1. Bring to class cut-out product labels and magazine or newspaper pictures of products or services. Alternatively you could write the names of various products or services on slips of paper. You will need enough products or services for about one third of the number of students in your class. Put these cut-outs or slips of paper into a grab bag.

2. Separate the students into groups of three or four. Have each group choose one paper from the grab bag without looking at it. Tell the groups not to let anyone else from the other groups see their papers.

3. Distribute the Student Worksheet to your students. Explain that they are to brainstorm different ways to advertise their product or service, and then write a TV advertisement in which all the students of their group will participate. While the students are discussing their options and writing their ads, you may want to circulate to check on the students' familiarity with the product they picked and to assist with vocabulary needs.

4. Allow the groups time to practice their ads before performing for the rest of the class. Go over the table with the students. Check that they understand the rating system. You may want to review message statements by discussing a familiar ad with the students and writing a message statement together (see grammar exercise).

5. After each group is finished, give the students a couple of minutes to complete the table. Once all the groups have finished, have the students discuss their ratings and statements in their groups. You may want to have the groups share their choice of the most effective ads with the class, giving reasons for their choices.
SPEAKING / Creative Selling
Student Worksheet

Name: _______________________

A. Get into groups of three or four students. Choose a product. Discuss different ways to advertise your product on TV.

B. Write a TV advertisement for your product using all of your group members as cast members. Practice your TV ad.

C. Perform your ad for the rest of the class. While watching the other groups’ ads, think about the effectiveness and message of each ad. Then, when the ad is finished, complete the table.

<table>
<thead>
<tr>
<th>Group</th>
<th>Product or service</th>
<th>Rating (1 – 5)</th>
<th>Message statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Discuss your ratings and message statements with your group. Decide which ad was the most effective.
INSTRUMENTIONS FOR THE TEACHER

These exercises are supplements to *In Charge 2, Unit 1*.

1. For exercise A, distribute the two Student Worksheets to your students. Explain to the students that there are various words in the word search puzzle, but that their task is to find the ones that are listed in A, circle them, and then write each word on the lines. You may choose to allow weaker students to refer to pages 4 and 13 of the Student Book. You may also choose to time this exercise to see how many words students can find in five minutes, and then if they need longer, extend the time by three minutes.

2. Divide the students into pairs to check their answers.

3. For exercise B, explain that there are other words in the word search that aren’t on their word list, but that refer to one of two topics covered in the readings: advertising or bones. Time the students to make the task more of a game.

4. After five minutes, have the students form pairs to compare their answers and write their sentences for exercise C. You may want to circulate to assist with individual vocabulary questions.

5. Note that an answer key is provided for the Student Worksheet.
VOCABULARY
Student Worksheet

Name: _______________________

A. The word search on the next page consists of words going from left to right, from top to bottom, and diagonally from top left to bottom right. Find and circle the word which refers to or means each of the following and then write it on the line:

1. a break in a bone ____________________________ fracture
2. an oversimplified idea about a group of people ____________________________
3. a famous person ____________________________
4. something that looks exactly like something else ____________________________
5. a clever method of promoting something ____________________________
6. something that is decorated with a raised pattern ____________________________
7. a memorable phrase which tells about a product ____________________________
8. a bone disease ____________________________
9. a recommendation for something ____________________________
10. an unproven statement which is made as if it were a fact ____________________________
11. something related to sight or something that can be seen ____________________________
12. immoral or unprincipled ____________________________
13. the relationship between a thing’s weight and the amount of space it takes up ____________________________
14. the refilling of something ____________________________

B. With a different color pen or pencil, circle as many other words in the word search related to advertising or bones as you can in five minutes.

C. Write five sentences about advertising and/or bone diseases using words you circled in the word search.

1. _____________________________________________________________________
2. _____________________________________________________________________
3. _____________________________________________________________________
4. _____________________________________________________________________
5. _____________________________________________________________________
Word Search

<table>
<thead>
<tr>
<th>advertise</th>
<th>commercials</th>
<th>endorsement</th>
<th>market</th>
<th>slogan</th>
</tr>
</thead>
<tbody>
<tr>
<td>bone</td>
<td>copy</td>
<td>fracture</td>
<td>milk</td>
<td>stereotype</td>
</tr>
<tr>
<td>campaign</td>
<td>density</td>
<td>gimmick</td>
<td>osteoporosis</td>
<td>unethical</td>
</tr>
<tr>
<td>celebrity</td>
<td>design</td>
<td>hip</td>
<td>product</td>
<td>values</td>
</tr>
<tr>
<td>claim</td>
<td>effective</td>
<td>honest</td>
<td>replenishment</td>
<td>visual</td>
</tr>
<tr>
<td>commercial</td>
<td>embossed</td>
<td>loss</td>
<td>sell</td>
<td>weak</td>
</tr>
</tbody>
</table>

Name: _______________________

Copyright © 2003 by Pearson Education, Inc. Permission granted to reproduce for classroom use.
VOCABULARY
Answer Key

A.
1. fracture
2. stereotype
3. celebrity
4. copy
5. gimmick
6. embossed
7. slogan
8. osteoporosis
9. endorsement
10. claim
11. visual
12. unethical
13. density
14. replenishment

B.
1. campaign
2. product
3. commercial
4. market
5. sell
6. commercials
7. effective
8. advertise
9. honest
10. values
11. design
12. bone
13. weak
14. hip
15. loss
16. milk

C.
Answers will vary.