Using Commercials In The Classroom
A Complete Guide

Why Use Commercials In The Language Classroom?

Commercials are the perfect material for teaching English, especially the “right” commercials!

Now that video is becoming a dominant media for bringing reality and context into the language learning classroom – it is time to start using them to their full potential.

Teachers should use commercials because of ….

Commercials are professionally produced and highly contextualized nuggets of meaning. Students can easily understand the context and this helps scaffold their language learning. You’ll find commercials which will cover almost any language point, theme or situation.

2. Length.
Commercials are short, usually 30 seconds. They don’t waste time and quickly get all students to focus around a singular goal. Their length gives teachers the flexibility to repeat, replay, review many times and recycle the language learning experience.

3. Expectation.
Great lessons include an element of “bingo!” or “gottcha”. This is key to student engagement and most commercials are designed with moments of “surprise”. They immediately motivate and capture the attention of students. They are “fun” and students love them.

4. Genre.
Commercials are familiar no matter what culture / country they come from. Students will understand all the conventions of “the commercial”. It won’t be an alien experience and this background knowledge helps students focus only on language. Commercials are specifically designed to be simple and direct in getting their message across to audiences across a wide cross section.
5. Content
We don’t just teach language, we also teach “ideas” and content. Commercials are perfect for discussing issues and for helping students develop digital literacy skills and especially media awareness.

6. Cost
They are pervasive, they are free! Yes, companies and organizations want you to watch these for free, no payment needed. No copyright issues involved here – just download and use directly in your classroom offline.

Ways To Use Commercials In Your Lessons

Engagement
Commercials are the perfect way to introduce a lesson topic or a unit of study. They prompt student schema and background knowledge and teachers can follow up with an activity on the same topic after introducing with a commercial.

Resource: BFF Jill is a commercial that would be perfect lead in for a lesson on textmessaging. Get Ss to write a story in “text message”. Then have other students decode their text message story.

Media Literacy
It is important that students learn to understand and critically think/interpret commercials. So take the time to ask students about the commercial and how it might effect them or others.

Resource: See MediaWise - an excellent animation about commercials. Also my Commercial Analysis sheet that students can fill out after watching.
**Roleplays**
Students can re-write the commercials and make their own versions. These are often incredibly hilarious and get them using the same technique as the original commercial but with a different product.

**Resource:** use this handy [blank commercial sheet](#) I made.

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**Vocabulary tasks**
Commercials are strongly situational and thus provide a perfect opportunity to focus on thematic vocabulary. List some vocabulary on the board - some in the video and some not in the video. Have students watch several times and circle/check the vocabulary that is mentioned. Or also have students choose a vocabulary item from those in the video and they can play - [Last one standing](#). They stand/sit when their word is mentioned / seen.

**Resource:** [The Force Be With You](#) is a video you can use to teach places in the home. Here's a [lesson sheet](#).

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**Prediction and guessing**
Pause the commercial just near the end. Get students to either predict the ending or guess the product. The majority of commercials these days have surprise endings so commercials are perfect for this kind of language prompt.

**Resource:** [Thai Tuna commercial](#) is great for this. Just stop before she gets into the elevator! Also could be used for Media literacy/awareness or discussion.
Resources

Use this flipbook full of more activity suggestions and commercials you can use in your lessons. Also, my Using Video In The Classroom Guide is chalk full of activities for using video which also work for any commercial!

Suggested Readings And Resources

1. EnglishCentral Commercials videos and workbook
   -- students “speak” the commercials and teachers can set up a class page.
2. EFL Classroom 2.0 Resources, Blog Posts and Search
3. Golden Lion Awards Venice (best commercials) – Main Page
4. Mixtube Playlist and Media Resources
5. eHow - using commercials to teach English
6. Admongo Lesson ideas
7. Vocabulary for Commercials | Media Awareness vocab flashcards
8. Commercials: Lesson In A Can #14 (for EFL 2.0 Supporters)
ANALYZING TV COMMERCIALS

“The medium is the message” – Marshall McLuhan

In this lesson, we will look at TV commercials and ways to introduce and use them in the classroom.

We will try to understand commercials and the ways the messages they contain.

**Activities will include:** Watching commercials, Watching for Media messages, Making and presenting your own commercial

1. Let’s watch 4 commercials. Which commercial do you think is the best? Why?

<table>
<thead>
<tr>
<th>Commercial</th>
<th>Why I think it is great</th>
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2. Commercials are powerful media tools. They inform and shape minds, especially the young minds of our students. Let’s watch the video – **Media Wise** and learn about some of the ways commercials influence us.

After, complete the quiz and see how “Media Wise” you are!

**NOTES**
1 An ad is a commercial that tries to sell you a product.

TRUE or FALSE

2 Why is learning about commercials an important life skill? (Choose only one answer)
because commercials teach you about life
because commercials tell you what tastes the best
because you need to learn how to make good buying choices
because you need to learn which commercials are the most expensive

3 What does it mean to jump on the bandwagon? (Choose only one answer)
to jump onto a wagon
to do the opposite of what others are doing
to watch commercials
to do what other people are doing

4 If a commercial played your favorite song, which technique would they be using? (Choose only one answer)
music   powerful language   colorful packaging   famous people

5 A commercial for cereal has a cartoon character on the front. Which technique was used? (Choose only one answer)
music   powerful language   colorful packaging   famous people

6 If you were watching a commercial with Michael Jordan, which technique was used? (Choose only one answer)
music   powerful language   colorful packaging   famous people

7 If a commercial makes unclear claims about a product, they are using which of the following? (Choose only one answer)
music   powerful language   colorful packaging   famous people

8 What is the BIGGEST reason that companies make commercials? (Choose only one answer)
because they want your money   because they care very much about you
because they want you to be happy   because they want you to be healthy

9 An advertisement in a magazine is called what? (Choose only one answer)
a print ad   a band wagon   a commercial   a product

10 What is the BEST way to find out if a product is good? (Choose only one answer)
watch the commercial   ask a grown-up who has tried it
listen to the jingle on the radio   see if it has an ad in a magazine

1-5 = You need to wisen up!   6/7 = You are pretty aware   8-10 = You are in control!
Analyzing Commercials.

Commercials have specific purposes. They want ________________________________
__________________________________________________________________________

They have 3 specific components.

1. **Who** – Target Audience.

2. **What** – The Content or Message

3. **How** - The Hook. How they get the audience’s attention.

Watch the following commercials and as you watch. Fill in the chart below and discuss with a partner afterwards. Which of these commercials did you like best? Why?

<table>
<thead>
<tr>
<th>Product Name</th>
<th>Target Audience</th>
<th>Hooks used</th>
<th>What is the message?</th>
<th>Effective? Why? Why not?</th>
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PRACTICE

Read and Practice this commercial. Perform it for the Class!

A: I’ve been worried about my _______________________ recently.

B: Really? What’s the matter with your _______________________?

A: Well, it isn’t ________________ enough and I don’t know what to do. Do you have any idea?

B: Yes, I do. Have you tried ______________________________?

A: No, I haven’t. Does it make ________________er?

B: It sure does! I remember when I was worried about my ______________.
One day someone told me about __________________________. I started using it and now everybody in _____________________ tells me I have the ________________est / most ________________ in town!

A: Thanks for the advice. I’ll go out and get some right away!

B: You won’t regret it!
Comprehension: FACT OR OPINION?

It is important to be able to tell when a commercial is being true and using facts or when they are just stating an opinion. We should watch commercials with a critical mind. How good are you at this skill?

Read the statements given and determine if they are facts or opinions.

It is fun playing computer games. O
More people own blue cars than pink cars. F
People who are 40 and older are old. O
Summer is the best season because school is out. O
Teenagers are younger than adults. F
Pencils are easier to write with than pens. O
Pepsi is the best kind of pop to drink. O
Spiders have 8 legs. F
We get milk from cows. F
Traffic in big cities is awful. O
Students get a better education at this school. O
Some schools have 200 students. F
Ice cream is kept cold in a freezer. F
Flies are annoying when they are inside your house. O
Many people work Mondays through Fridays at their jobs. F
Cameras are used to take pictures. F  Exercise is good for your health. F
Teachers should allow students to use calculators during tests. O
Farmers grow many different kinds of crops. F
It feels good to sit outside in the sunlight. O
Many people order pepperoni on their pizzas. F
My dog is cuter than anyone else's. O
Pizza tastes better than fish. O  Saturdays are the best day of the week. O
It is important to read newspapers to keep up with what is going. O
It is harder to divide than multiply numbers. O
The sun rises and sets every day. F  The sun warms up the earth. F
Many people work Mondays through Fridays at their jobs. F