



Universidad de Jaén

Centro de Estudios de Postgrado

Trabajo Fin de Máster

ADVERTISING DISCOURSE AS A NEW TECHNIQUE IN THE FOREIGN LANGUAGE TEACHING : AN INNOVATIVE WAY FOR LEARNING ENGLISH

Alumno/a: de la Hoz Molina, María

Tutor/a: Prof. D. Julio Ángel Olivares Merino
Dpto: Filología Inglesa

Abstract	3
1. Introduction	3
1.1 Justification	3
1.2 Objectives	3
2. Theoretical framework	5
2.1 Advertising Discourse	5
2.1.1 Linguistic Characteristics	5
2.2. Advertising language and foreign language teaching	18
2.2.1 What features of advertising discourse can we use in the language teaching process?	18
2.3 Sexist language in advertising discourse	20
3. Lesson Plan	21
3.1 Justification	21
3.2. Description of the class. Contextualization	21
3.3 Timing	22
3.4. Key competences	22
3.5 Objectives	22
3.6 Contents	23
3.7 Transversality and cross-curricular elements	24
3.8 Interdisciplinarity	24
3.9 Methodology	24
3.9.1 Methodological approaches	24
3.9.2 Attention to diversity	25
3.9.3 Activities	25
3.9.4 Groupings	25
3.9.5 Resources and materials	25
3.9.6 Marking criteria	25
3.10 Didactic unit	26
3.10.1 Outline	26
3.10.2 Lesson Plan	30
3. 11 Evaluation	58
3.11.1 Evaluation criteria	58
3.11.2 Assessable learning standards	59
3.11.3 Evaluation tools	59
4. Conclusions	61
5. Bibliography	64
Annexes	67

Abstract

As part of the final dissertation for the Master's Degree in Teaching, this project presents an innovative way of teaching in the foreign language teaching (FLT) in Secondary Education. This innovation makes reference to the use of advertising language in order to teach English in secondary schools in Spain. In order to achieve this, the advertising discourse must be explained briefly to the students. Furthermore, some rhetorical devices will be introduced as well. These ones are personification, comparison, pun and rhyme. Pictorial metaphors will also be discussed throughout this project. Besides, we cannot forget about the technological resources that also play a significant role in this dissertation. Finally, it is worth noting the use of the flipped classroom (FC) throughout several sessions.

Keywords: advertising discourse, innovation, publicity, advertisement, foreign language teaching, flipped classroom.

1. Introduction

1.1 Justification

This project, named as *Advertising discourse as a new technique in the foreign language teaching : an innovative method for learning English* has been designed as part of the Final Master's Dissertation in the *Máster Universitario en Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas* for the academic year 2020/2021. This project will contribute to innovation in the foreign language teaching lessons. In order to achieve this, a new object of study will be added: advertising discourse as an innovative and appealing theme for learning English.

1.2 Objectives

This project has been designed in order to contribute to a creative project in innovation when teaching English as a foreign language. Throughout the years, the teaching of English as a foreign language has supported different techniques and methodologies, such as the grammar-translation methodology or the audio-lingual method (López et al. 2001). This project will focus on the most innovative one, which is the communicative approach but following a new technique and innovative contents such as the use of advertising language.

This dissertation has been designed for introducing a new topic in foreign language teaching, which is advertising discourse. For that, the main features of this kind of discourse will be explained, for instance, linguistic features or figurative language, following Alameda & Fernández's (2016) framework. With the purpose of introducing figurative language in high school lessons, personification, pun, comparison and rhyme must be defined. The aim is to provide the students with more useful vocabulary and more knowledge about the English culture.

Following Forceville's (1996) framework, pictorial and multimodal metaphors will be introduced in foreign language teaching (FLT). The aim is to present a new view and a new technique that nowadays is getting more and more important: critical thinking. As Shirkhani and Fahim (2011: 111) suggested, "Critical thinking refers to the individuals' ability to think and make correct decisions independently." Young people are not used to developing their ideas. Thus, the students will enhance their ideas and they will start to prepare themselves for their further studies.

It is also important to consider what features of advertising discourse we can use in the language teaching process. For that, we need to pay attention to socio-cultural aspects, pragmatic aspects, linguistic aspects, and sociolinguistic aspects.

Furthermore, the objective of this project is to insert the new methodologies, such as flipped classroom (FC), in the FLT. It is evident that FC has become very popular in recent years. This method, as Reidsema et al. (2017: 4-14) can be defined as it follows:

In the flipped classroom, students are required to engage in or complete some form of preliminary learning online in preparation for a structurally aligned learning activity on campus with their instructors and peers. [...] In flipped mode, students will be meeting a topic for the first time online usually via short and to the point videos, rather than through attending a lecture as has been traditionally the case. This sudden change in direction (often referred to as "reverse teaching") can be quite confronting to students whose conceptions of university teaching are that new material should be presented by a professor in a lecture that they have paid good money to attend.

(Reidsema et al. 2017: 6)

As it has been previously mentioned, it consists of developing the learning outside the classroom by following the materials that the teacher has given to them.

It is also of great relevance to balance the advantages and disadvantages of introducing a new topic of discussion in English as a foreign language class. We need to be cautious before introducing an extremely new way of teaching for teenage students.

Stereotypes in advertising will also be the object of study in this Master's Dissertation. It is also important to raise awareness among students about the role of sexism in advertisements. Nowadays, students are surrounded by stereotypes, especially when

they listen to music. This is why it is important to let them know about the types of stereotypes that they see every day in advertisements.

2. Theoretical framework

2.1 Advertising Discourse

This section offers an overview of advertising discourse, which is a key aspect of the present project. For this purpose, the main linguistic characteristics of advertisement discourse will be explained and figurative language also having a special role throughout the dissertation. Concerning figurative language, this project will focus on some rhetorical devices, such as personification or comparisons and also, we will mention pictorial metaphors, by following Forceville's (1996) framework.

2.1.1 Linguistic Characteristics

In this section, the main features in advertising discourse including the linguistic characteristics and the pictorial and multimodal metaphors will be analysed. In relation to the linguistic characteristics, the context of the situation, the linguistic features, the advertising techniques, and the objectives of advertising will be mentioned.

A) Linguistic features

This section deals with the linguistic characteristics in advertising discourse. It thus addresses the context of situation, linguistic features and advertising techniques.

1. Context of situation

We cannot talk about the advertising discourse without mentioning the definition of genre. According to Halliday (1988), the genre corresponds to the notions *field*, *tenor* and *mode*. At the same time, these three notions can be the response to the questions of *what?*, *who?* and *how?*. According to Díaz and Bourne (2017: 8-9), Field can be defined as the topic discussed in the text, tenor makes reference to the relationship between the addressee and the addresser, in other words, the formality or informality of the text. Finally, mode alludes to the channel of communication that has been used for the intended message to occur. All of these notions, applied to the advertising discourse could be explained as follows:

- Tenor: the tenor in advertising texts tends to be informal and familiar. Advertisers try to get closer to the potential customers, this is why they tend to use informal language. It is also important to say that, depending on the product advertised, the tenor could be more formal. For instance, the tenor in an advertisement for Renault will be more informal than the tenor in Ferrari's

advertisements.

- Field: normally, the field in advertising texts is the product that is being advertised and the communicative situation.
- Mode: the mode could be either written or spoken. In the case of being written, informality is maintained.

Table 1: Context of the situation in advertising discourse

Field (<i>what?</i>)	Tenor (<i>who?</i>)	Mode (<i>how?</i>)
As field refers to the topic of a discourse, we can always say that the topic in advertising texts is the product or idea that is presented, as well as the communicative situation.	When we talk about the tenor in advertising discourse, we have to remember that the conversations in advertisements are created by specialists, therefore, if there is a dialogue, it is not real. Thus, we talk about a fictional discourse. Publicists tend to use familiar vocabulary to get closer to the customers.	Advertising texts can be either written or spoken texts, as they can be presented as a poster, as an image or as a video. In the case of video advertisements, we can mention the role of multimodality, as plenty of video advertisements also have written text during the recordings.

(Adapted from Halliday, 1989: 29-38)

As De Mooji suggested (2011: 219-225), advertisements present differences among cultures. Some advertisements cannot succeed in countries that have a different culture, as they present references that may not be shared among cultures. In contrast, we can also say that we live in a globalized world, thus many of the advertisements are simply translated into the foreign language and they are emitted on TV. Advertisements under analysis in this dissertation will appear all over the world.

2. Linguistic characteristics

This section addresses the major features identified in Díaz and Bourne (2017: 112-115) in relation to advertising discourse, through the identification of examples taken from

the advertisements used in the following lesson plan.

According to Díaz and Bourne (2017: 112 - 115), to get a closer relationship with the customer, the discourse of advertising is characterised by its simple and informal nature.

Because of this, the syntax is very simple and sentences are very short. This sort of structure is, for instance, exemplified in (1).

(1) Mobile ordering (S) is (P) here (Cs)



Image 1: Mobile ordering is here.

Instead of an elaborated syntactic structure, the slogan is made through the simple pattern Subject (S), predicator (P) and subject complement (Cs). As Alameda & Fernández (2016: 38) stated, being informal does not mean being incorrect. Advertisements tend to use informal and simpler sentences to get closer to the potential customers. This is why advertising discourse is known as “the language of persuasion” (Díaz and Bourne: 2017, 109).

Advertising discourse is innovative and imaginative. In this way, it is common to see the presence of loanwords to make the advertisement more appealing or exotic. For instance, the McDonald's slogan “I’m lovin’ it” is not translated into Spanish in their advertisements. Besides, it is also common to find misspellings, coinage and compound words. This is what makes the advertisement unique and we can distinguish the brand

from the other ones. This is exemplified in *Image 2*, where we can appreciate that there is a “g” missing in the slogan of the brand.



Image 2: I'm lovin' it

Furthermore, we can highlight that the choice of words must be very careful considering that they have to encourage people to buy. Some verbs are frequent in advertising, some of them include 'try', 'ask', 'get', 'take', 'let', 'accept', or 'provide'. As Díaz and Bourne (2017: 114) suggested, verbs such as 'buy' are avoided in advertising discourse because the language of advertising tends to catch people's attention in an indirect way. As we can see, all these words are short, in other words, they use the economy of the language. This is exemplified in *Image 3*, where we can see the words “on” and “off”.

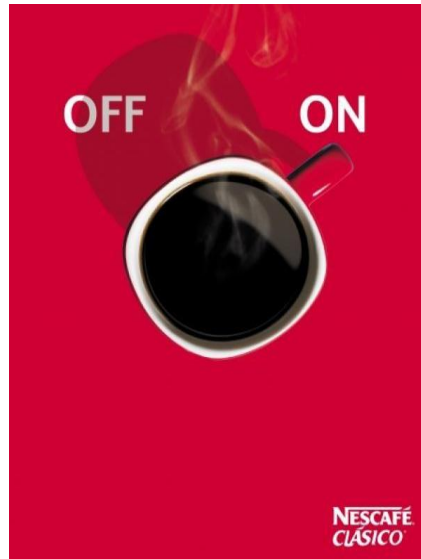


Image 3: Nescafé ON/OFF

The use of evaluative adjectives, superlative and comparative words in advertising texts is also remarkable. Advertisements want to catch people's interest, this is why publicists may pay special attention to words they use. For example, in (4), we can appreciate that the most frequent words are adjectives: cheesy, edgy and modern.

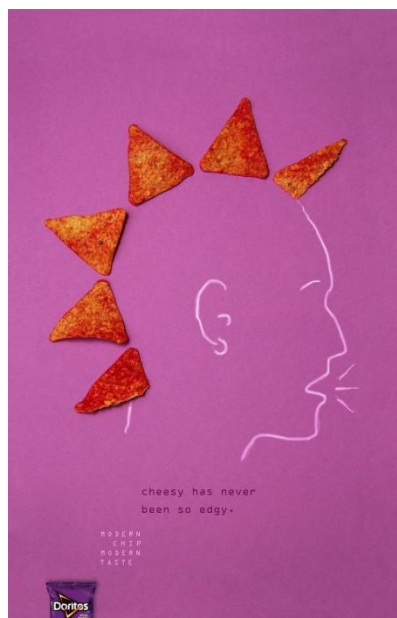


Image 4: Doritos Hair

3. Advertising techniques

This section offers an overview of the most frequent advertising techniques used by publicists, exemplified through cases selected from the materials and resources

compiled in this project. Following Farrall's and Lindsley's (2008: 114) framework, these are the most common techniques in advertisements: pester power, beauty appeal, peer approval, scientific claim, lifestyle advertising, rebel advertising, escape advertising, puffing and celebrity endorsement.

- a. Pester power. This strategy is aimed at children, because the objective is to encourage children to ask their parents to buy something for them. This strategy can be illustrated by the following advertisement of the brand Oreo. The principal target is children as in the advertisement we can see a childish representation with a moon, a rapper and an animal in a car, for instance. Cookie's advertisements are mainly addressed to young audiences. If we pay attention to *Image 5*, we can see a childish representation that comes from the yogurt container. This representation is trying to develop children's interest, and thus the aim is getting children to ask their parents to buy the product for them.



Image 5: Oreo advertisement

Cookie's advertisements are mainly addressed to young audiences. If we pay attention to *Image 5*, we can see a childish representation that comes from the yogurt container. This representation is trying to develop children's interest, and thus the aim is getting children to ask their parents to buy the product for them.

- b. Beauty appeal. This technique is frequently used in beauty advertisements as this technique is used to promote the sense of beauty, giving to the customer the hope to be as beautiful as the person in the advertisement. This is exemplified in the following image.

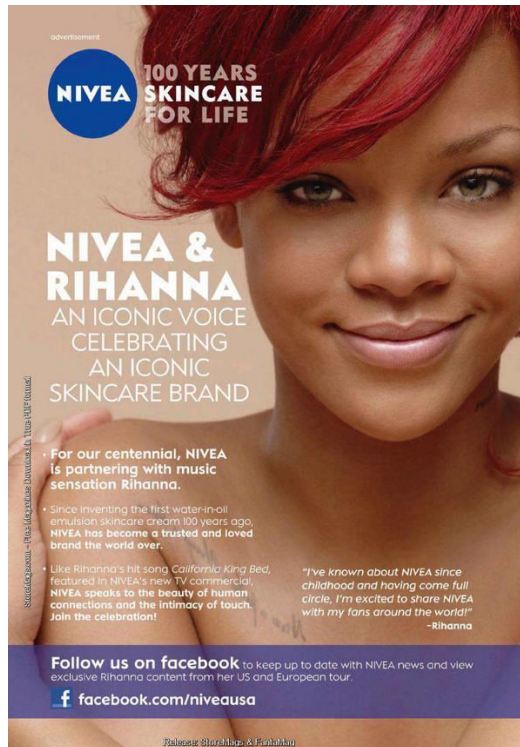


Image 6: Rihanna Nivea

In this image, we can see a person, in this case a celebrity that is promoting beauty products, such as the ones of NIVEA. She is presented in a close-up, so the target audience will focus on the smooth, unwrinkled skin of the person. By seeing this image, customers will consider buying the product as they would think that this one will help them to be as beautiful as the woman.

- c. Peer approval. This strategy could be considered to be similar to the previous one, as it associates with the idea that one is socially accepted after having bought the product. Although being frequently used in beauty advertisements, this strategy could also be exemplified in the [BMW](#) video, where the people who drive the car feel proud when peers see them.
- d. Scientific claim. This strategy is widely seen in beauty advertising, for instance in [Charlotte Tilbury's](#) advertisement, we can appreciate that there is some scientific data like "Bionymph Peptide". This is used to promote the idea that the product has been created by scientists, and

therefore, that it works. When customers see this kind of data, they trust the product.

- e. Lifestyle advertising. This strategy is used in order to suggest that the brand will provide access to an inspirational or more attractive lifestyle. For instance, *Image 2*, previously presented, shows a McDonald's advertisement. They are promoting that their products are inexpensive "Only 1€", and thus, they promote a type of lifestyle.
- f. Rebel advertising. This strategy is mainly used in order to get closer to teenagers, as it promotes the idea of being against social norms. This is exemplified in Doritos' advertisement, *Image 4* where they have put the triangles as if they were part of a spooky hairstyle that is not very well accepted by adults.
- g. Escape advertising. This strategy is used in order to make the customer imagine they live a very different life, far from the challenges of their daily routine. This is exemplified in *Image 7*, where there are people living in a different world far from reality. This advertisement compares the product with something that does not exist in the real world, as headphones are not so big. The purpose is to promote the idea that headphones sound like loudspeakers.

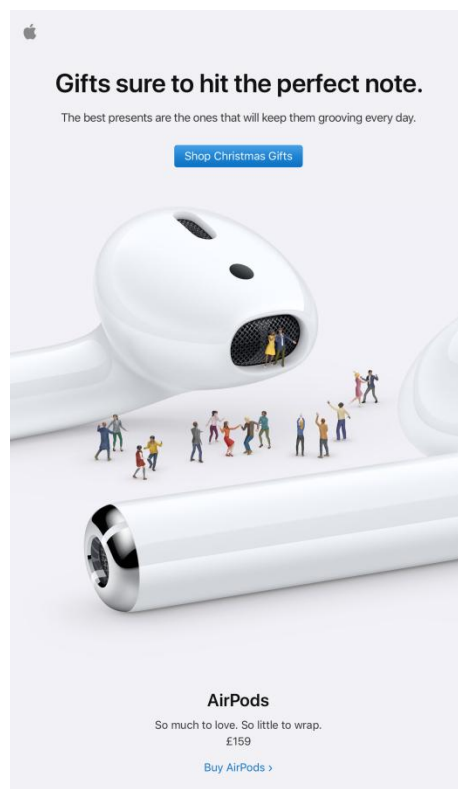


Image 7: AirPods

- h. Celebrity endorsement. We usually find celebrity people in advertisements. This strategy is presented in *Image 6*, where we saw Rihanna promoting NIVEA products. This strategy is used in order to promote the idea of believing that people could look like celebrities if they use the same products as them.
- i. Puffing. This strategy is used when the brand exaggerates something in the advertisement. For instance, in *Image 8*, we can see that the advert suggests that smoking is as catastrophic as the terrorist attack on the Twin Towers in 2001. This campaign could be considered as an exaggeration because that attack was considered as a real catastrophe.



Image 8: September 11th

B) Figurative language

1. Rhetorical devices

As Alameda & Fernández suggested (2016: 75), “figurative language makes literal reading senseless within a particular context for the sake of comparison emphasis, clarity or freshness. Figurative language can take many forms and is generally related to literary production.” However, the use of figurative language is more common than one might think, and is present in everyday language. Advertising texts, for instance, employ plenty of figurative devices.

According to Díaz and Bourne (2017: 115), advertising texts employ rhetorical devices to enhance the appeal and illustrate certain characteristics of the

advertised product, which may eventually lead to arousing customers' interest. Throughout this project, I am going to focus on: personification, comparison, pun and rhyme.

- Personification: it consists of attributing human properties to an animal or object, which is made to speak, act or react like a person. This is exemplified in *Image 9*, where we can see a biscuit transformed into eyes, which is a property of a human. In addition, the text is in the form of a mouth and alludes to a symbolic smile. This creates a positive effect and confidence in the potential customer.

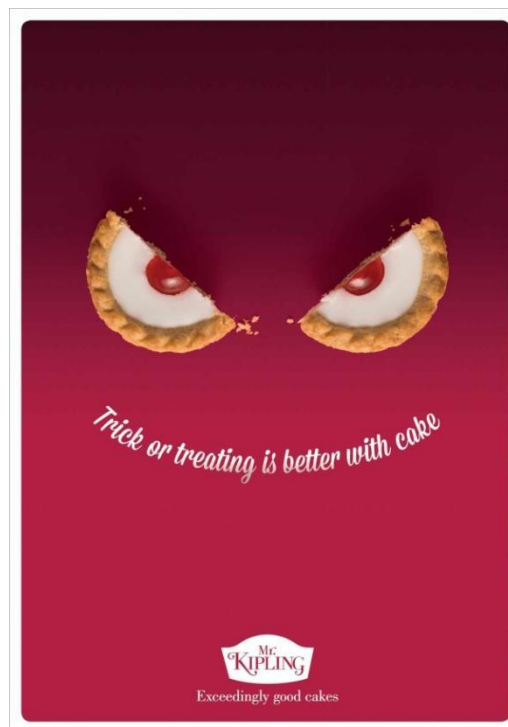


Image 9: Cookies Eyes

- Comparison: a comparison is used when we consider two things to have similar (different) qualities. It is common to find a "like" when we see a comparison. For example, in *Image 10*, we see a comparison between the way other brands make ketchup and the way Heinz makes ketchup.



Image 10: Heinz Ketchup

- Pun: as Díaz and Bourne defined (2017: 46), pun or paronomasia refer to a play on words. This is exemplified in *Image 11*, where we can read “light us”. This can be considered as a play on words because the word “light” exploits different meanings of the term. Moreover, in the image we can see a light bulb in the shape of a hand making the “okay” gesture. This is providing a positive effect on the customer.



Image 11: Philips

- Rhyme: this is one of the most frequent rhetorical devices; publicists always try to add a catchy slogan to their advertisements. “Cheesy” and “edgy” are two words that rhyme in *Image 4*, for example.

2. Pictorial metaphors: Forceville’s (1996) framework.

Although Forceville (1996: 5-14) distinguished three types of pictorial metaphor which he nowadays labels “contextual metaphor,” “hybrid metaphor,” and “simile”, this project will focus strictly on the general term “pictorial”.

Pictorial metaphors refer to the representation of a metaphor integrated into an image. In pictorial metaphors, the most difficult part is to identify the two entities that take part in the pictorial metaphor: we need to find the “literal” (A) meaning and the “figurative” (B) meaning (Forceville: 1996). This type of representation is widely used by advertisers because of the power that it has so as to enhance meaning and shape the product advertised.



Image 12: KETCHUP BOTTLE IS TOMATO

In Image 12, we can see that there are two possible entities in the pictorial representation: the ketchup bottle and the tomato. We can say that the “ketchup bottle” is the literal meaning of the image, in other words, we are seeing a bottle. In addition, we can say that this bottle looks like a “tomato”, so the “tomato” will be the figurative representation. In this way, we can conclude by saying that KETCHUP BOTTLE IS TOMATO.



Image 13: SHIRTS ARE LAMPHOLDER

If we pay attention to *Image 13*, we can see that there are several shirts folded and ironed. As we see, these shirts were washed by using Ariel detergent. We can deduce that this advertisement is trying to promote that the detergent maintains the white of clothes. These shirts are presented on top of a handle, like a lampholder. We can also say that they are related because both, lights and shirts, are white. Thus, we can say that the “shirts” are the literal meaning of the representation, and the “lampholder” is the figurative one. Therefore, the metaphor for this image is SHIRTS ARE LAMPHOLDER.

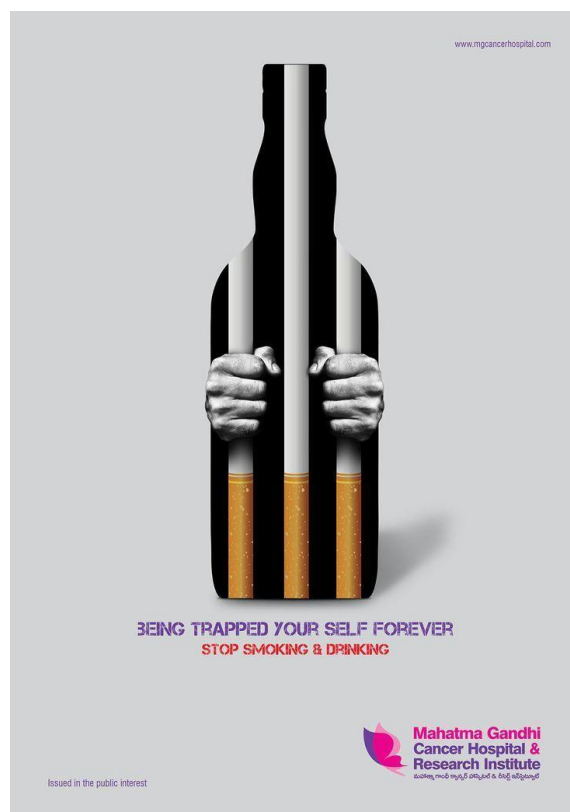


Image 14: CIGARETTES ARE BARS

Another example of a pictorial metaphor is *Image 14*. In this advertisement, we can see that there are three cigarettes and a hand grasping them. It seems that there is a person who is incarcerated because of smoking. We can also say that “cigarettes” is the literal meaning of the representation, and “bars” is the figurative one. Therefore, we can say that the metaphor is CIGARETTES ARE BARS.

2.2. Advertising language and foreign language teaching

This section offers an overview of the use of advertising discourse in foreign language teaching. In the first play, the main features of advertising discourse that can be used in FLT will be discussed. Then, the main advantages and disadvantages will be developed.

2.2.1 What features of advertising discourse can we use in the language teaching process?

According to the Common European Framework for Languages (2020: 129-142), we can distinguish three communicative language competences: pragmatic competence, linguistic competence and sociolinguistic competence.

- **Pragmatic aspects:** pragmatic competence is related to the actual use of language in the construction of the text, in other words, in the real context. In

this case, the given context is related to the advertising industry and the publicity market.

- **Linguistic aspects:** grammar, vocabulary or orthographic control are part of linguistic competence. If we pay attention to the linguistic aspects of advertising discourse that have been previously mentioned, we can highlight the simplicity of language, simple syntax and informality. These aspects could be extrapolated and be applied to the FLT.
- **Sociolinguistic aspects:** According to the CEFR, language is a social phenomenon and thus the sociolinguistic competence must be developed to deal with the social dimension of language use. In this way, when we learn a language, we also learn linguistic markers of social relations; politeness conventions; register differences; and dialect and accent. As advertising discourse is the main talking point in this project, we will focus on markers of social relations and register references, especially the informal marks.

2.2.3 What are the advantages and disadvantages of using advertising language in the FLT?

A) Advantages

On the one hand, we can consider some of the advantages of using the advertising language in the FLT. First, we can say that advertising language is an innovative topic and could be more appealing to the young generations. Carless (2012) defines innovation as “an attempt to bring about educational improvement by doing something which is perceived by implementers as new or different”. This dissertation tries to innovate through the use of advertising as a tool for teaching English as a foreign language.

Stamatelou (2015: 27) claims that “advertising texts are under-exploited qualitatively and quantitatively”. Advertisements are a great tool for teaching a foreign language, as they present plenty of idiomatic expressions, new vocabulary, they raise cultural awareness and provide communicative skills. This is stated in the following quote:

It is quite clear in relation to the above discussion that the exploitation of advertising texts to develop activities which encompass the linguistic, cultural and sociolinguistic domain of language- namely, activities based on discourse analysis- enables and encourages language learning. This happens because this type of activities, firstly, enables learners to develop language awareness through learning about language; indispensable successive steps encouraging and leading to language learning; and secondly, is based on frequency, repetition and comparison between L2 vs L2 and L2 vs L1 all contributing to language learning.

(Stamatelou 2015: 33)

Young people are tired of studying the same topics once and again. These ones are sports, food or free-time activities. Instead, they learn the English language through an innovative topic. They will develop their knowledge by learning new vocabulary. Following Carless’ framework (2012), it is also remarkable to say that we, as teachers,

should implement the latest innovation to encourage our students in diverse opportunities and contribute to the development of economic competitiveness.

B) Disadvantages

On the other hand, we can highlight some disadvantages of using advertising discourse as a tool for teaching English as a foreign language. For instance, we can say that the topic is complicated because they are not used to working on these kinds of themes.

According to Banaji (2010: 63, 64), it can be considered that although advertising may affect everyone equally, in other words, to persuade children, young people and adults at the same level, not all children and young people react to advertising in the same way. Banaji claimed that “showing an understanding of advertising’s intention to persuade does not guarantee that children have an understanding of the complex profit-based factors involved in relationships between big businesses, consumers or television companies.” In contrast, Banaji (2010: 71) also affirmed that “children learn a lot more when they are actively engaged in doing or making something rather than simply in discussing or answering questions.” This is why this project will try mainly to encourage teenagers to participate in class actively and make them think about the language of advertising in a foreign language.

Besides, it is worth noting the connection between this didactic unit and the Spanish lessons or Computer lessons. The students targeted by this didactic unit should also have a good command of Spanish, as well as a good level of technological skills.

2.3 Sexist language in advertising discourse

This section offers an overview of sexist language: what it is and how we can recognise it. Following Burlacu’s framework (2011), can say that there are different types of sexist language:

- The use of generic male terms. English is a very inclusive language as many words do not refer to either sex. For example, when we say “the students” we are including both girls and boys. But, if we do not know the subject of a sentence, for instance, “somebody is cooking lunch”, we can say “he” or “she”. In this case, we should include both genders saying “s/he”.
- Feminine words derived from masculine nouns. When we say in English “foxy man”, we think about a man who is very clever, but if we say “foxy woman” we think about a prostitute.
- Derogatory sexual terms for women. If we pay attention to swear words, we can also see how sexist language is. For instance, we say “mother-f*****r”, but we do not say “father-f*****r”.

- The masculine-feminine order in compounds. When we make an enumeration, we usually say men before women, for example, "men and women" or "boys and girls".

If we extrapolate all these things into the advertising discourse, we can realise that publicity is also sexist sometimes, even though we are in a modern society. According to Bloshmi (2013: 5,6), despite the fact that feminism has advanced so much in recent years and that companies have been eliminating sexist advertisements from their campaigns, we can still see sexist advertisements on television today. This type of sexism is known as "ironic sexism". For instance, Old Spice's advertisements are a good example of sexist language and stereotyped figures. The advertisement ["The Man Your Man Could Smell Like"](#) shows many examples of sexist language, e.g. when he says "if he stopped using lady scented body wash and switched to Old Spice" or "spice and not a lady", he is trying to emphasise female weakness against the virility and strength of the "alpha male".

3. Lesson Plan

3.1 Justification

In this unit, students will be expected to learn English as their first foreign language by using an innovative approach. Under the title *Bring advertising to the table*, students will learn English by understanding the parameters of advertising discourse, which is a new topic introduced into their lessons. They will be also taught to identify irony and figurative language, as well as develop critical thinking. Furthermore, students will be introduced to pictorial and multimodal metaphors. The objective is to propose a new topic in the FLT that engages the students, as well as they are learning English.

They will learn passive voice, including passive infinitives and gerunds, passive verbs with two objects, and causatives. In relation to vocabulary, the students will learn a little bit of the language of advertising, word formation and the globalized world. They will practise listening and reading by using advertisement texts while learning how to write a report. With the aim of accomplishing this, the *Order of Jan 15th* must be followed. Furthermore, this lesson plan follows the objectives according to what is established attending the *Order of July 14th 2016* and the Cross curricular elements in *Decree 110/2016 (Article 6)*.

3.2. Description of the class. Contextualization

In this classroom of Secondary School, the students will be in the 1st year of non-compulsory Secondary Education (1º de Bachillerato). The centre they attend is a state institution settled in Mancha Real, a village near Jaén. The bilingual high school is

named I.E.S Sierra Mágina, and students from different municipalities attend lessons in this centre.

Although it is a heterogeneous group formed by 20 bilingual students (12 girls and 8 boys), every student has, at least, a B1 level (according to the CEFRL), and the rest have between a B2 and a C1 level. That is why, despite the fact that the subject is difficult to understand, students are almost adults and the topic is adaptable to what they are used to learn.

3.3 Timing

This lesson plan will be developed in 6 sessions (3 sessions a week), and the seventh session as an assessment of the whole unit. The sessions will last 55 minutes and they will be implemented in the third term of the academic year, after the Easter holidays.

3.4. Key competences

This didactic unit kindly contributes to the development of the ensuing key competences:

In the first place, the Linguistic Communication Competence (CLC) is developed since communication is the most important tool in this subject. English is the only language spoken in class. Second, this didactic unit contributes to developing the Digital Competence (DC) as it is important to take into consideration the new technologies and use them in order to raise awareness of their importance. It is also of relevant importance to take into account the use of smartphones, as they can be used for academic purposes. Moreover, the Learning to Learn Competence (LL) is included in the didactic unit since flipped classrooms take a special part during the development of this unit. Furthermore, we can include the Social and Civic Competences (SCC) as the sexist debate also becomes significant in some parts of the lesson plan. Finally, the Cultural Expressions & Artistic Awareness Competence (CEAA) can be added since advertising discourse also contributes to cultural and artistic development.

3.5 Objectives

This didactic unit has been designed in order to fulfil the following overall objectives:

1. To comprehend and understand oral texts, especially those issues related to expressions and grammatical structures related to advertising discourse that is transmitted by audiovisual media. (1.1 + 1.5 CLC, DC, SCC ,CEAA)
2. To be able to interact with other people, maintain conversations, give opinions, transmit information and discuss by using the advertising language through the correct use of the foreign language. (2.3 + 2.7 CLC, LL, SCC, CEAA)

3. To read and understand informal texts that contain information related to advertising language, as well as enjoying passive and active unconscious use of the foreign language and taking part in different fields with the purpose of encouraging the students towards a new topic. (3.2 + 3.10 CLC, LL, SCC, CEAA)
4. To produce and identify the formal conventions that take part in the production of a written report, as well as using the context of advertising with the purpose of mastering their fluency in English. (4.2 CLC, DC, LL, SCC, CEAA)

These objectives are related to the objectives of stage *Royal Decree 1105/2014*: a, b, e, i. According to D 110/16 + D182/2020, another objective could be added: b.

In addition, those objectives are directly related to those which appear in the *Order of Jan 15th, 2021*: 1, 2, 3, 6, 7, 11

- a) The Didactic Objectives ensued in this lesson plan are the following ones:
- To acquire new vocabulary and expressions related to the advertising topic.
 - To learn different modes of the passive voice to form sentences related to the topic.
 - To comprehend written and oral information taken from a context related to advertising and using this information for accomplishing new tasks.
 - To communicate about several topics related to controversial talking points such as stereotypes, the advertising industry or the globalised world.
 - To get students closer to the advertising industry by introducing a new topic that can be appealing to them.

3.6 Contents

- Comprehension & production strategies
 - 1) Oral texts comprehension: understanding oral texts, being able to identify the most relevant information and getting an overview of it.
 - 2) Oral production: producing an oral presentation in the English language.
 - 3) Written comprehension: understanding the main features of advertising discourse.
 - 4) Written production: writing a report - searching and presenting a product and writing a report about it.
- Communicative functions
 - Recognising impersonal sentences by understanding and using passive voice.
 - Describing a product following the advertising discourse.
- Syntactic discursive structures

- Passive voice, passive infinitives and gerunds, passive with verbs with two objects, causatives.
- Vocabulary related to the language of advertising: “advertisement”, “ad”, “publicity”, “globalisation”, etc.
- Word formation: new words in advertising discourse.
- Sociocultural & sociolinguistic aspects.
 - Globalisation: understanding the global economy.
 - Sexist language in advertising discourse and its implications.
 - Local advertising: Andalusian-style advertising.

3.7 Transversality and cross-curricular elements

According to RD 1105/2014 (LOMCE), these are the cross-curricular elements presented in the lesson plan:

- Reading comprehension.
- Oral and written production.
- Audio-visual communication.
- Information and communication technologies.
- The language of advertising discourse.

3.8 Interdisciplinarity

This didactic unit is related to the following lessons: **computer lessons**, as the students will develop computer skills over some activities and **economy lessons**, as some topics will be related to this subject. Furthermore, we can also say that this didactic unit is related to **Spanish lessons**, as rhetorical devices are also a talking point throughout the project, during the second and the fourth session.

3.9 Methodology

This section offers an overview of the methodology followed throughout this lesson plan.

3.9.1 Methodological approaches

Along this lesson plan, **the communicative approach** has a special role as the lessons will encourage the students to participate actively, therefore they will have to communicate in the foreign language. Furthermore, **the flipped classroom** is also present in this didactic unit, as in many sessions the students must find out the content on their own.

3.9.2 Attention to diversity

Table 2: Reinforcement and extension activities

Reinforcement	Extension
Filling the gaps.	Try to make your own written advertisement.
Reinforcement vocabulary activities.	Listening: longer and more difficult advertisements.
Grammar reinforcement activities.	

3.9.3 Activities

Along this lesson plan, different types of activities will be performed. For instance, there will be some **warming-up** activities such as debates or videos introducing the topic. The lesson plan also includes **development activities** such as completing sentences or rephrasing sentences. And finally, in the lesson plan there will also be **follow-up activities** like writing a report.

3.9.4 Groupings

Throughout this project, some acronyms will be used. These ones correspond to the following ones: **IW** means that the work will be done individually, **PW** is used to refer to pair work, **GW** is used when the students must accomplish any task in groups and **CW** means that the task will be developed by the whole class.

3.9.5 Resources and materials

The necessary resources for carrying out this lesson plan are the following ones: the projector and smartboard is necessary to project the resources in class. Furthermore, we need an online platform, such as *Moodle Centros Jaén* and Internet connection. Besides, as the centre is equipped with tablets, we will sometimes use them, the students will also need to bring their own headphones when the teacher tells them so. Finally, the student's book is also required in this lesson plan.

3.9.6 Marking criteria

The marking criteria for this project will be as follows, 15 % of the final mark will be devoted to the writing task, where students must write a report. There will be a collaborative activity that counts as 15 % of the final mark and the final project will

count as 20 % of the final mark. The rest 50 % will be devoted to the final test of the unit.

3.10 Didactic unit

3.10.1 Outline

IW: Individual work, GW: group work, CW: class work, PW: pair work

Session 1	Session 2
Warm-up: brief discussion (CW/ 5')	Warm-up: What do you think of advertisement campaigns? (CW/5')
1. Speaking: guess the brand (GW/ 13')	1. Match the slogans with the brands (GW/15')
2.1.First reading. (IW - CW/10')	2. Rhetorical devices (CW/10')
2.2 Second reading. (IW/15')	3. Practice. Can you identify the rhetorical devices? (IW/10')
3. Video Globalised world. (CW/ 12')	4. Listening. (IW,CW/15')
	Homework: Watch the video related to passive voice at home.

Session 3	Session 4
Warm-up: Watch the video and debate: https://www.youtube.com/watch?v=44ECoaWDQYc	Warm-up: watching the following video. (CW/5') https://www.youtube.com/watch?v=LqUoLkQ2ym0
1. Listening activity (IW/10')	1. The Causative Collaborative activity. (PW/25')
2. Passive practice: turn the following sentences into passive voice. (IW/10')	2. Reading activity: read the following advertisement and answer the questions (IW/15') 2.1. Recognising passive voice

	2.2. Answer the questions
3. Explanation of writing part: a report (CW/5')	3. Brief explanation of the language of advertisement (CW/10')
4. Collaborative activity: Describing pictures: pictorial metaphors in advertising. What do you think of these images? (PW/25') 4.1 Explanation of pictorial metaphors 4.2. Write in pairs what you think. 4.3. Some students expose their work.	
Homework: writing a report	Homework: Choose an advertisement from the list. If you do not like anyone, search for an advertisement at home.

Session 5	Session 6
Warm-up (CW/5') Describing an advertisement.	Warm-up (CW/5'): Watch the following video. Students will watch the following video and discuss it in pairs. https://www.youtube.com/watch?v=LqUoLkQ2ym0
1.Listening activity (IW/ 15')	Final project session (PW/20'): 1. Analyse the advertisement you have chosen from the list: describe it, what product is it selling...
2. Nearpod activity (IW, CW/ 35')	2. Think about a new text audio for the advertisement. For that, you must remove the original audio and write a new script in class. (PW/35')
Homework: grammar and vocabulary practice	Homework: record the audio for the advertisement. All the members of the group should speak in the new advertisement.

	The students will have 2 weeks to upload their advertisements to the online platform.
--	---

Session 7
Final test of unit 7. (IW/50')

Reinforcement	Extension
Filling the gaps. 1) Complete the sentences with the correct form of the passive: a) My mum made some cakes yesterday → Some cakes _____ by my mum yesterday. b) The students will pass the exam → The exam _____ by the students. c) The children broke the window → The window _____ by the children. d) The police found the person who stole the car → The person who stole the car _____ by the police. e) Sara lost the keys → The keys _____ by Sara.	Try to make your own written advertisement. Those gifted students will choose an advertisement on their own and analyse it. They will write a report about it. This activity will be done at home and the teacher will correct it individually.
Reinforcement vocabulary activities. In order to revise the language of advertisement. Slow learners will do this activity at home. 1) Watch the following video with subtitles. Then summarise it and answer the following questions. < https://www.youtube.com/watch?v=WA4dDs0T7sM > - Can you identify any rhyme?	Listening: longer and more difficult advertisements. The following advertisement is more complex because students must analyse in a more detailed manner, and they must catch the meaning and the intention of the advertisement. Analyse the following advertisement: < https://www.youtube.com/watch?v=MxALlq9LZYY >

- Do you think this advertisement is informal? Why? - What other features of advertisement discourse can you find? - Why does the advertisement include “you” and “we”? Which is the pragmatic intention?	
Grammar reinforcement activities. 1) Turn the following sentences into passive voice. a) The workers will make a placard for the Queen. b) John had bought some food for the birthday party. c) My father has earned a lot of money this month. d) The girls play the ball in the garden. e) My grandmother cooked some fish. 2) Turn the following sentences into causatives. a) The painters painted my house. b) The hairdresser cut my hair. c) They are repairing my car. d) They are installing an alarm in my house. e) The stylist dyed my hair.	

The reinforcement activities will be given to the slow learners after the second session, and they must hand over their copies in the fifth session. Regarding the extension activities, the students can do them whenever they want during the unit. Those students that hand over any activity will be awarded with extra points in the final mark.

3.10.2 Lesson Plan

Session 1

- **Warm-up.** (CW/ 5')

The first session will start with a warming up. Students will watch the following video and then, a brief discussion will be carried out. The aim is to introduce the talking point of this unit.

This is the link for the video:



Coca-Cola Christmas Commercial 2020

Session 1: Warming up < <https://www.youtube.com/watch?v=yg4Mq5EAEzw> >

In order to bring about a debate, the following questions will be discussed after having watched the video:

What happens in the advertisement? Can you summarize it in a few sentences?

What is the mood of the advertisement?

Do you think that this advertisement could be available in other countries?

1. Speaking. (GW/ 13')

Students will practice speaking. They will play a game called "Guess the brand".

This is the title for the activity: *Watching the following logos, can you guess the brand?*

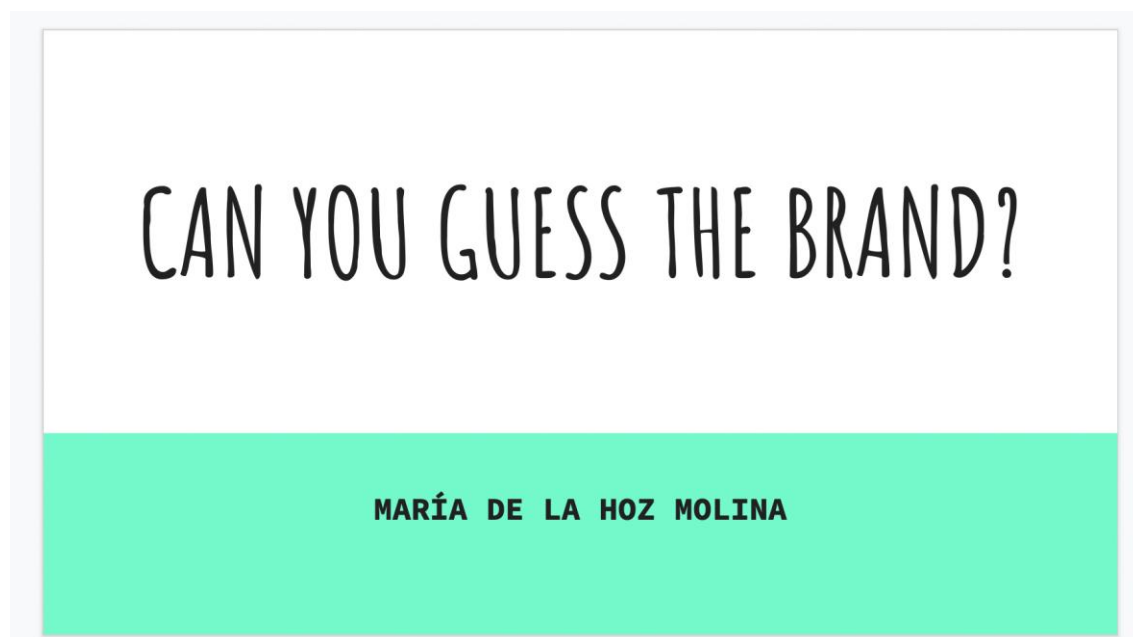
In the first place, the following questions will be asked in class:

Do you think that brands are easily recognizable by their logos?

Can you think of a brand without a logo?

Do you think everybody all over the world could recognize these logos?

Then, they will see the following presentation on the smartboard. They will see some famous logos of brands, such as Nike, Spotify, Pepsi or Blablacar, and they have to guess which brand is it. This is the link to Google Slides.



Session 1. Activity 1. <

https://docs.google.com/presentation/d/1EYRj8JvxDAtd5Ain7BKsAyVOw8zYn-Am_rrX6K79MMA/edit?usp=sharing >

2. Reading comprehension. (IW/ 25')

Students will practise reading comprehension in class. For this reason, they will read the following text related to the topic discussed in this lesson. They will read it twice.

2.1. First reading: students will read text . (IW - CW/10')

Text: These Ads Think They Know You. By Stuart A. Thompson

Nearly every ad you see online is tailored just for you. These digital ads are powered by vast, hidden datasets that allow advertisers to make eerily accurate guesses about who you are, where you've been, how you feel and what you might do next.

While targeted ads may be familiar by now, how they work — and the power they have — often seems invisible. [...] We picked 16 categories (like registered Democrats or people trying to lose weight) and targeted ads at people in them. But instead of trying to sell cars or prescription drugs, we used the ads to reveal the invisible information itself. [...] This was an experiment in how far digital advertisers go to collect and use information about every part of our lives for profit. But it's also the story of how our information is used not just to target us but to manipulate others for economic and political ends — invisibly, and in ways that are difficult to scrutinize or even question. And it's a warning sign about the real-world political risks that come from this sophisticated guessing game, which is played in billions of

transactions each day.

“The way ads are targeted today is radically different from the way it was done 10 or 15 years ago,” said Frederike Kaltheuner, who heads the corporate exploitation program at Privacy International. “It’s become exponentially more invasive, and most people are completely unaware of what kinds of data feeds into the targeting.” With that in mind, we want to share how we targeted these ads, what we learned, and why it might disturb you.

[...] We could do this because many companies, like retailers and credit card providers, sell customer information to data companies. Most data providers declined to tell us where their data comes from or how they built their models, so the sources in the ads below come from the ad experts who helped us create the campaign. Our experiment would have been blocked on Facebook because the company bans most ads showing how you’ve been targeted.

[...] Companies can target by location, too. It’s possible to single out bankers on Wall Street or political aides on Capitol Hill. If you wanted to target any specific location, you could find an ad platform that could do it (but the accuracy would vary depending on the technology used).

It’s not limited to what advertisers know about your past behavior, either. Data providers claim they can predict things you didn’t directly disclose, including what you’ll do in the future. They don’t have your voting history, but they can still guess whether you’re a likely liberal or a likely conservative. They also say they know whether you’re planning a foreign vacation in the next year.

“Surveillance companies are learning to nudge, coax, tune and herd human behavior in the direction that they want people to go for the sake of the commercial outcomes that their business customers seek,” said Shoshana Zuboff, Harvard Business School professor emerita and author of “The Age of Surveillance Capitalism.”

Predictions about who people are and what they will buy offer the most promise to advertisers because they enable targeting nearly everyone, even those with little data available. [...]

(Text taken from The New York Times. Available at < <https://www.nytimes.com/interactive/2019/04/30/opinion/privacy-targeted-advertising.html> >)

2.2 Second reading: read the questions, then read the text again, then answer the questions. (IW/15’)

Then, the following questions will be written on the blackboard and they will answer them:

According to the text, do you think that advertisements are made for a specific audience? Why?

Can advertisements manipulate us?

*Are advertisements created in the same way as they were 15 years ago?
Why?*

Can companies sell our data?

Can advertising companies know data that we have not specifically expressed?

How do companies adapt to their customers?

3. Video Globalised world. (CW/ 12')

To conclude the introductory session, students will practise listening. They will read the comprehension questions, then they will watch the video and finally, the questions must be answered. This is the link for the video:



21st Century Education

Session 1. Activity 3. < <https://www.youtube.com/watch?v=nA1Aqp0sPQo> >

Activity: *Read the following questions, then watch the video.*

Do you think that we live in a globalized world?

What aspects surprised you?

Do you agree with the video?

Did you know about the huge amount of information that there is on the internet?

What are "distance learning programs"?

Do you think that your education is different from the education that your parents had? Why?

Session 2

- **Warm-up. (CW/5')**

Session 2 will start with a brief debate about what they practiced in session 1.

The following question will be discussed: *What do you think of advertisement campaigns?*

1. Match the slogans with the brands. (GW/15')

The first activity that will be carried out in this session is designed in order to make students realise how much they must know about publicity slogans. They are expected to match the slogans with the brands. The following Google Slides will appear on the screen: https://docs.google.com/presentation/d/1izEGBxXAMQot-9vdNpxUe3fH-ljSJyHeei_ItYqzYo8/edit?usp=sharing

These are the slogans: Just do it, I'm lovin' it, Everyday starts in you, Open happiness, What else?, Have a break, Because you're worth it, Smell like a man man, Have it your way, Think different, The best a man can get, Gives you wings, Belong anywhere, Impossible is nothing, Don't be driven by technology.

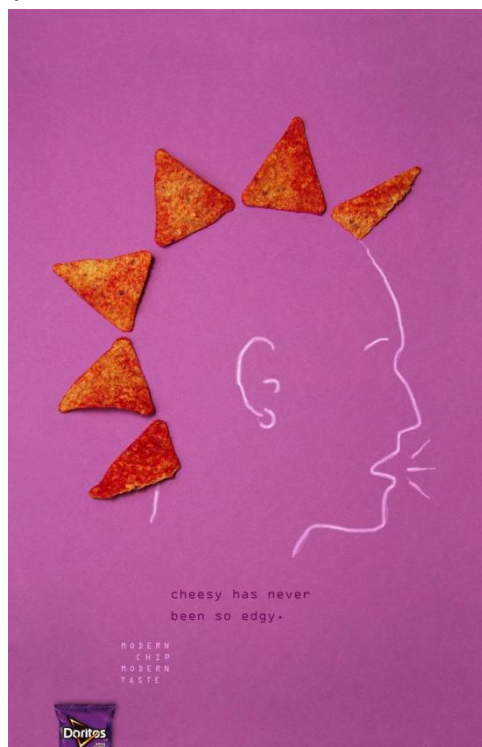
Final questions for the exercise: *Did you see any misspelling word in the previous exercise?*

The aim of this final question is to raise awareness about the language of advertising.

2. The use of rhetorical devices in advertising discourse. (CW/10')

Explanation of: Personification, Pun, Comparison and Rhyme.

3. Practice: Which rhetorical devices can you identify in the following advertisements? (IW/10')



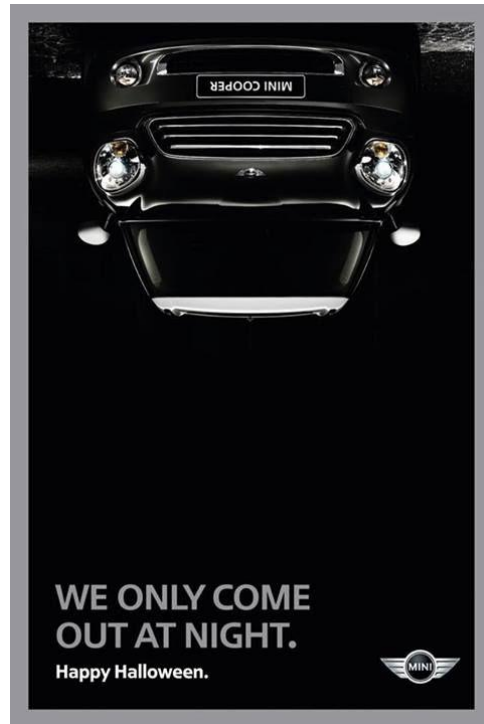
Session 2. Activity 3. Image 1.



Session 2. Activity 3. Image 2.



Session 2. Activity 3. Image 3.



Session 2. Activity 3. Image 4.



Session 2. Activity 3. Image 5.



Session 2. Activity 3. Image 6.



Session 2. Activity 3. Image 7.

4. Listening. (IW/15')

Students will read the following questions, then they will watch the first video "Dream Crazy":



#justdoit

Nike / Dream Crazy (United States)

Session 2. Activity 2. Video 1< https://www.youtube.com/watch?v=WW2yKSt2C_A>

Questions:

According to the video, what is it “to be crazy” like?

What advice does the advert give if someone tells you that you are crazy about what you do?

Can you list one of the tips that is said in the video?

Do you agree with the final statement?

After watching the first video, they will watch another one “Dream Crazier”:



Nike - Dream Crazier | #JustDolt

Session 2. Activity 4. Video 2. < <https://www.youtube.com/watch?v=zWfX5jeF6k4> >

First, they will read the questions:

- *What are women called if they show their emotions?*
- *Is it normal that women play against men? What are they called if they do so?*
- *Complete the sentence: Women are called "delusional" when...*
- *Why are women called "unhinged"?*
- *What happens when a woman is good at something? And when they are angry?*
- *What stereotypes can you find in this video?*
- *What do you think about this advertisement?*
- *How different is this advertisement from the previous one?*

➤ Homework: watch at home the following video:

Passive voice by mhm

By mhm00034 | Updated: June 7, 2021, 4:58 p.m.

Slideshow ☒ Movie



Session 2. Homework. <

<https://drive.google.com/file/d/18lgsfFB0RiZOUTWnrvglxWvySjnLEMaM/view?usp=sharing> >

This video is related to passive voice. The objective is to introduce grammar by following the flipped classroom. The students will learn grammar on their own. In the following session, they can ask questions if they need to.

Session 3

- **Warm-up. (IW- CW/ 5')**

Watch the following video on the smart board:



Nivea In-Shower Body Milk Ad

Session 3. Warming up. < <https://www.youtube.com/watch?v=44ECoaWDQYc> >

Debate:

- *What do you think a stereotype is? Can you find any stereotypes in this advertisement?*
- *What do you think about these stereotypes? Do you think it is sexist?*
- *Do you think that advertisers use the stereotypes that appear in their advertisements consciously?*

1. Listening activity. (1W/10')

What stereotypes can you find in this advertisement?



Old Spice | The Man Your Man Could Smell Like

Session 3. Activity 1. < <https://www.youtube.com/watch?v=owGykVbfgUE> >

Answer the following questions:

- *What aspects of the advertisement do you think are sexist?*
- *Do you think that this product would be bought by a feminist person? Why?*
- *What product are they selling?*
- *What does he say about “man, man”?*

2. Practice with the passive voice: In class, the students will have some minutes to practice the passive voice. They have already watched the video at home and they can ask whatever they want. In class, they turn the following questions into the passive voice. Then, the activities will be corrected in class by the teacher.

Turn the following sentences into passive voice. (IW/10')

- a) *My mum bought some cakes in the supermarket.*
- b) *Sara repaired the wardrobe yesterday morning.*
- c) *I am going to watch this film on Friday.*
- d) *The thieves robbed the bank in the early morning.*
- e) *People are writing more and more blogs every day.*
- f) *My mum made some popcorn before the film started.*
- g) *Joseph watched the Lion King Musical in Madrid.*
- h) *Elena prepared the house for the birthday party.*

3. Explanation of the writing part: a report (CW/5')

In class, the teacher will explain how to write a report.

4. Collaborative activity: Describing pictures: pictorial metaphors in advertising. What do you think of these images? (PW/ 25')

- 4.1 Explanation of pictorial metaphors
- 4.2. Write in pairs what you think about the images.



Session 3. Activity 4. Image 1.



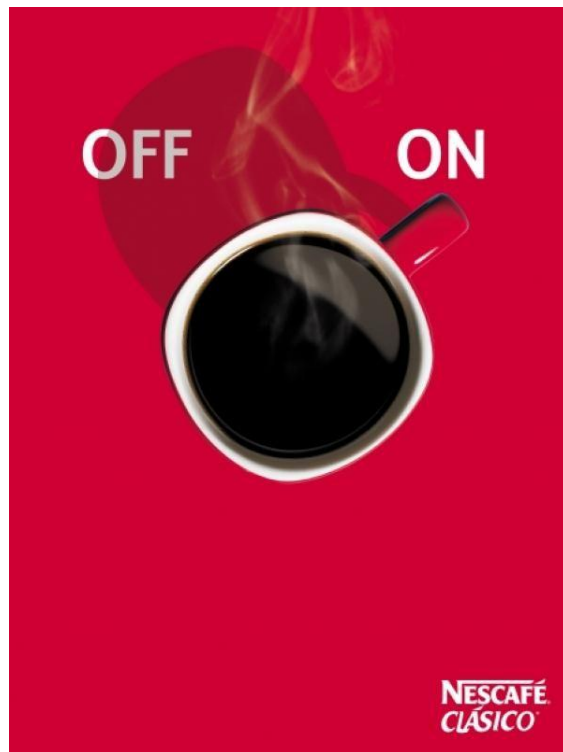
Session 3. Activity 4. Image 2.



Session 3. Activity 4. Image 3.



Session 3. Activity 4. Image 4.



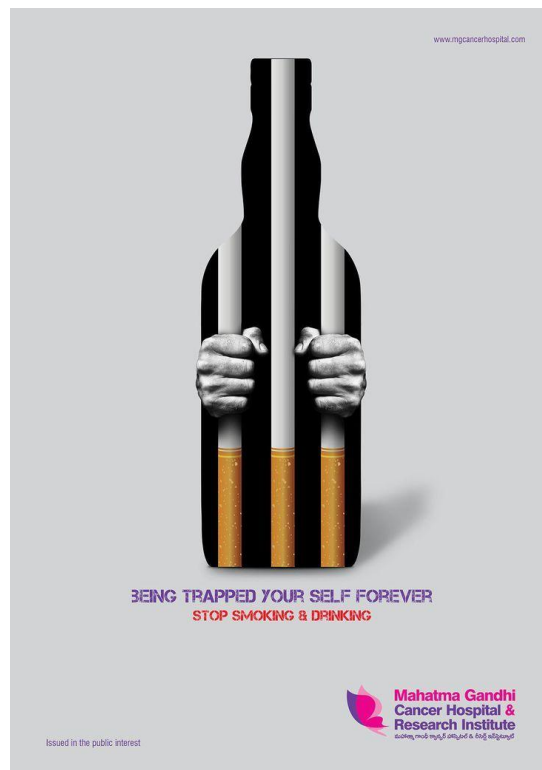
Session 3. Activity 4. Image 5.



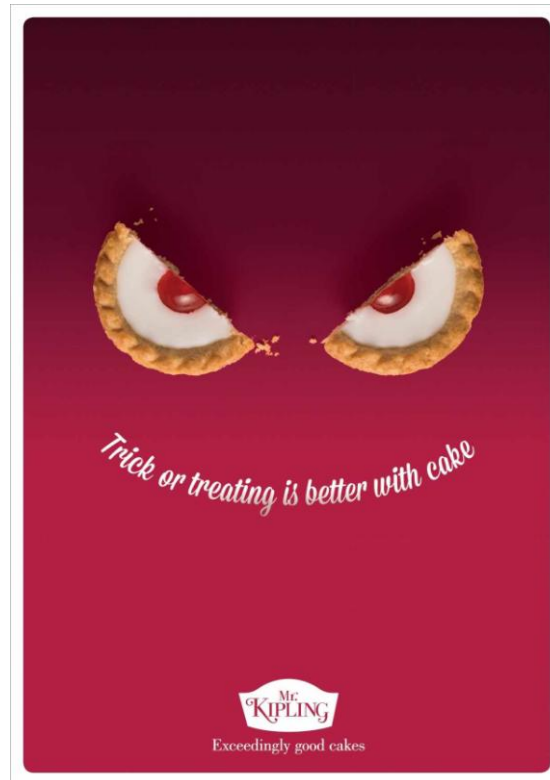
Session 3. Activity 4. Image 6.



Session 3. Activity 4. Image 7.



Session 3. Activity 4. Image 8.



Session 3. Activity 4. Image 9.



Session 3. Activity 4. Image 10.



Session 3. Activity 4. Image 11.

- *Can you describe the image?*
- *What is the advertisement selling?*
- *Do you think that the advertisement is appealing?*
- *Do you think that you would buy the product?*
- *What two entities can you identify in the picture?*

4.3. Some students expose their work.

- Homework: write a report about any object that you find at home (the report will count as a 15% of the final mark)

Session 4

- **Warm-up.** (CW/5')

Watching the following video.



Andalusia - Sun, Sand and Sea all year round

Andalusian-style advertising. <

<https://www.youtube.com/watch?v=bCCV04iYDrQ> >

- How is this advertisement different from the ones we have watched in this unit?
- Can you summarise the video?
- What is the mood of the advertisement?

1. The Causative. (GW/25')

Collaborative activity: *In groups of 5 people, write down how the causative is done.*

For that, they must complete a printed document, where they will find a table like *Table 3*. In order to know that all the students wrote on the paper sheet, they must use different colours of pen. The aim is that all the members of the group write something on the paper sheet, that is why there are 5 gaps and 5 students. They can look for information on their books in order to fill-in the table.

All the groups must hand out their copies as this activity will count as a 15% of their final mark.

Table 3: Causative activity

THE CAUSATIVE	
What is the causative?	
When do we use the causative?	
Pattern to form the causative.	
Example with <i>have</i> .	
Example with <i>get</i> .	

Voluntarily, one group will come to the blackboard and explain what they did.

2. Reading activity. (IW/15')

Students will read the following text in class. Before that, they will read the questions 2.1., 2.2. and 2.3

Read the following text and answer the questions

2.1. Recognising the passive voice. Find the passive voice in the text.

Text:

**France fines Google for abusing online advertising dominance
Tech giant will pay £189m after settlement found it unfairly favoured its own
tools for buying and selling ads**

Google has been fined €220m (£189m) by French competition regulators for abusing its dominance in the online advertising market in a landmark settlement that could rebalance the relationship between tech giants and digital publishers.

The settlement with the French competition authority, which found that Google unfairly favoured its own tools for buying and selling adverts online over those of rivals, marks the first time the Silicon Valley company has agreed to make changes to its practices as a result of the investigation.

“Google used its vertically integrated business model in display advertising to gain an advantage over other competitors,” said Isabelle de Silva, the president of the authority, on Monday. “This is the first investigation in the world that examines the display advertising space where Google is dominant, and the first

time Google has agreed to a settlement with engagements. This case will be of interest to other regulators who are looking at the online ad market and technologies.”

In a blog post, Google said it would make changes to Ad Manager, its platform used by large publishers, and alter how it operated with its AdX exchange, where online ad space is auctioned. The French regulator said that Ad Manager shared pricing information on rivals to give AdX an advantage over other auction platforms.

“We have agreed on a set of commitments to make it easier for publishers to make use of data and use our tools with other ad technologies,” said Google, which does not intend to appeal against the decision. “We will be testing and developing these changes over the coming months before rolling them out more broadly, including some globally.”

The French regulator said its decision could open the way for publishers who felt disadvantaged to seek damages from Google. “The decision to sanction Google is of particular significance because it’s the first decision in the world focusing on the complex algorithmic auction processes on which the online ad business relies,” said de Silva.

The case started with a complaint in 2019 from News Corp – publisher of the Times, Sun and Wall Street Journal, the French newspaper Le Figaro and Groupe Rossel of Belgium. Le Figaro withdrew from the case in November last year.

In February, News Corp struck a global news deal with Google in an extensive commercial agreement.

“We haven’t been involved in the case in France since we concluded our deal with Google in February,” said a spokesperson for News Corp. “But we remain pleased by the progress of our global partnership, and are hopeful for a long and fruitful relationship in the years ahead.”

The French finance minister, Bruno Le Maire, welcomed the decision, which

could help rebalance the power the tech giants have in advertising.

“The practices put in place by Google to favour its own advertising technologies have affected press groups, whose business model is heavily dependent on ad revenues,” he said. “These are serious practices and they have been rightly sanctioned.”

Google, which is owned by its parent firm Alphabet, has a history of breaching European advertising rules. In 2019, the company was fined €1.5bn by the EU for blocking rival online search advertisers. In 2018, the EU competition authority fined the company a record €4.3bn for using its Android mobile operating system to block rivals. A year earlier, Google was hit with a €2.4bn fine for hindering rival shopping comparison websites.

(Text taken from The Guardian. Available at <
<https://www.theguardian.com/technology/2021/jun/07/france-fines-google-for-abusing-online-advertising-dominance> >)

2.2. Answer the questions

- *Can you summarise the text in ten lines?*
- *How much has France fined Google? Do you think it is fair?*
- *Why has Google been fined?*
- *Have there been more such fines? Explain your answer.*
- *Are there other countries against Google's politics?*

2.3 True or false? Correct the false sentences.

- *In February, there wasn't any agreement between France and Google.*
- *This phenomenon could affect all over the world.*
- *Google agrees with the French's decision.*
- *The French finance minister is against this decision.*

3. Brief explanation of the language of advertisement. (CW/10')

- Strategies: scientific claim, celebrity endorsement.
- Style: informal, use of new words, appealing vocabulary.

➤ Homework: Find a partner to work within the final project. Together, choose a video from the list that the teacher has prepared for you. If you do not like any of them, search for a new one on the internet. Students can choose from the following list:

1. The Travis Scott Meal / McDonald's <
<https://www.youtube.com/watch?v=8K0InarZ0oQ> >
2. EW NIVEA Body Milk with Deep Moisture Serum | #YourBestIsDeepWithin <
<https://www.youtube.com/watch?v=K IEEM9TkVw> >
3. Oreo - Little Pirate < <https://www.youtube.com/watch?v=0ACIrYH6eAY> >
4. Nike: Find Your Greatness — Jogger <
<https://www.youtube.com/watch?v=XcbSCnUXOkk> >
5. Magic Cream is Magic Skin | Charlotte Tilbury <
<https://www.youtube.com/watch?v=yLT9GtFcz6Q> >
6. Okurrr Extended Cut | Pepsi <
<https://www.youtube.com/watch?v=JZPkCntVNSo> >
7. M&M's Plane Commercial (2012) <
<https://www.youtube.com/watch?v=kUJjvwkcWcg> >
8. Moving Forward Together | TOMMY HILFINGER <
<https://www.youtube.com/watch?v=Xdrsk9c8L0U> >
9. Pringles: "Sad Device" - 2019 Super Bowl Commercial <
<https://www.youtube.com/watch?v=-tYrXkw6sYk> >
10. ŠKODA SCALA: Never Stop Starting <
<https://www.youtube.com/watch?v=gB7V4 35Xol> >

Session 5

● Warm-up. (CW/5')

Students will see the following advertisement on the screen. They have a couple of minutes to look at it. Then, a debate will be carried out. These are some possible questions for the brief debate.

- *What is the advertisement selling?*
- *How long has this product been effective?*
- *What can you say about the advertisement? Do you recognise anybody on the poster?*
- *Why do you think Rihanna appears in the advertisement?*
- *Would you buy a product if a celebrity recommends you to buy it?*

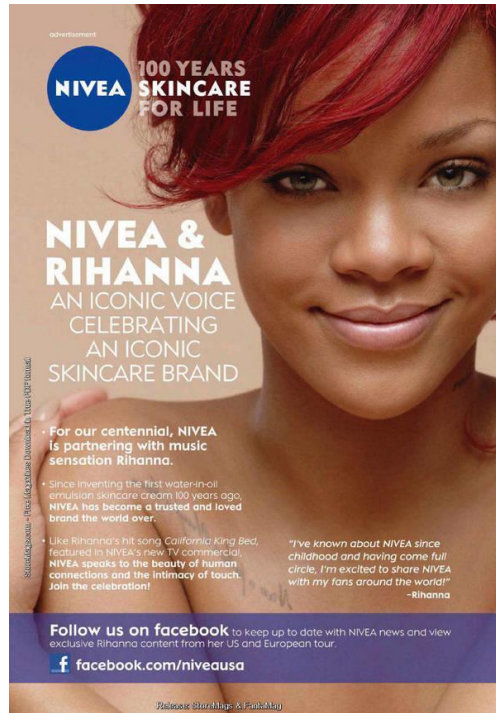


Image 6: Rihanna Nivea

1. Listening (1W/15')

During this lesson, students will work on the tablets. First, they will do a listening task using headphones. All the students will carry their own headphones, and they will enter Edpuzzle.com

Once there, the students will watch the following video. When watching the video, some comprehension questions will appear on the screen. They must answer the questions to continue watching the video. They can go back and forward on the video whenever they want.

The questions could be multiple choice questions or short answers. The teacher will receive the results on the account.

Image 15: Screenshot of EdPuzzle

→ This is the link to access to the video:

<https://edpuzzle.com/media/60a3d78cbff4cc416d7a1d85>

2. Nearpod (IW, CW/ 35')

Then, as the students will be working on the tablets, another online activity will be done by using Nearpod.com

The students will enter on join.nearpod.com and introduce the code that the teacher will give them.

After that, the students will follow the activities as the teacher moves forward.

In Nearpod, they will start with brainstorming (*Image 16*). There, they can write something that they have learned about the unit. After that, they will do a matching activity (*Image 17*); they will match the vocabulary words with the image. Besides, they will do a test (*Image 18*) concerning the content seen in the unit (passive voice/ the causative/ vocabulary related to ads). In addition, they will do a filling the gaps (*Image 19*) exercise. This exercise will be corrected by the teacher afterward doing the activity. Finally, they will play a game. They can draw something that they have seen in the unit, for instance, a car. Then, the rest of the students must guess what this person drew.

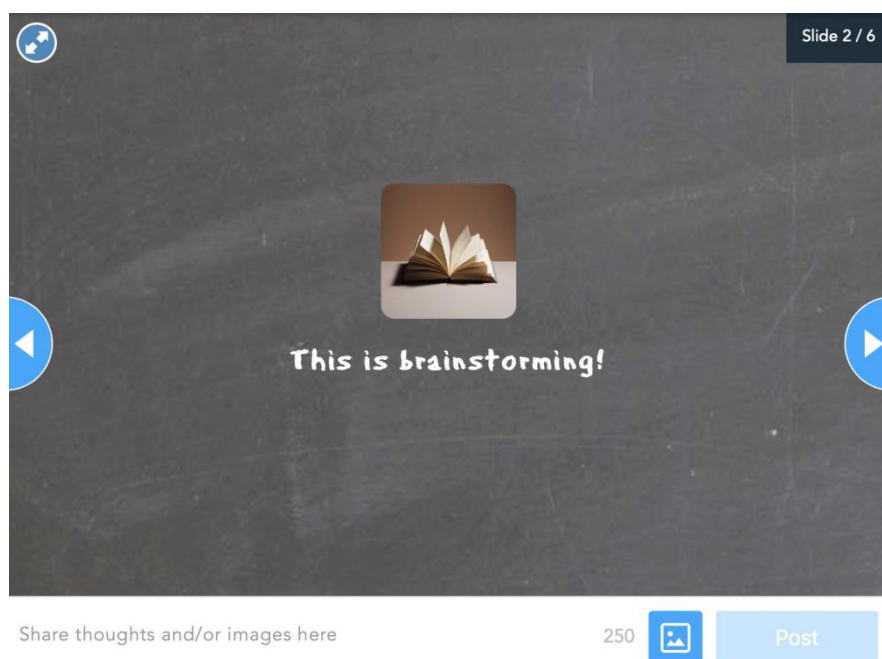


Image 16: Brainstorming

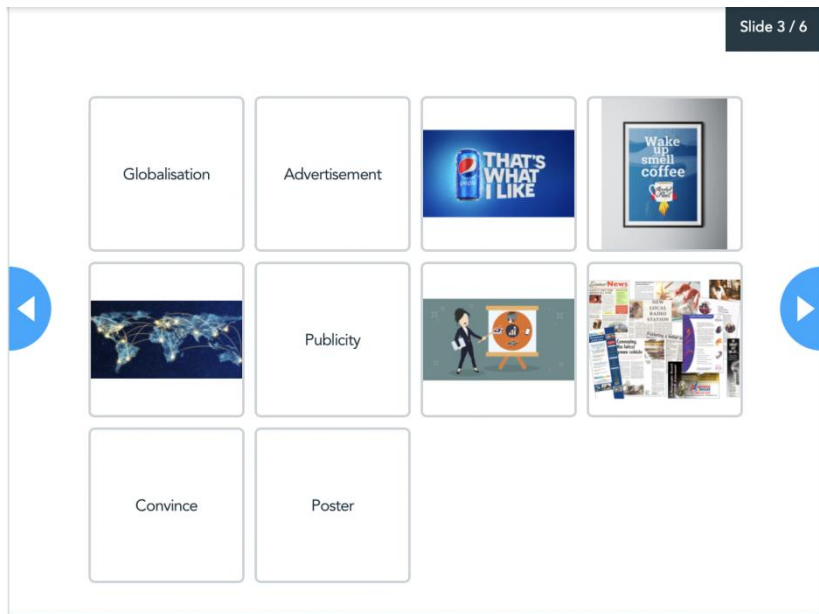


Image 17: Match the images with the words

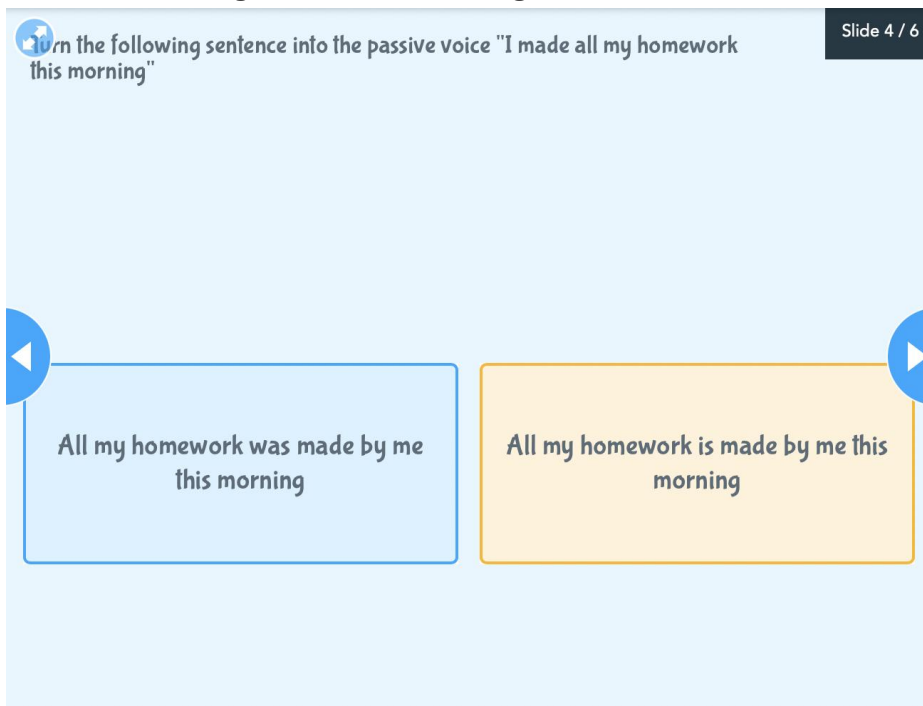


Image 18: Test

Slide 5 / 6

Completa los espacios

-Some chocolate was _____ by Jim.
 -I had my hair _____ by the _____.
 -The picture was _____ by a _____ thief.
 -The wedding was _____ by Ana Mason.
 - John _____ his car prepared after the accident.
 -Apple was _____ by Steve Jobs.

clever created hairdresser. got
 stolen bought cut organised

LISTO

Image 19: Fill the gaps

➤ Homework: grammar practice

Activity 1

Turn the following sentences into the passive voice.

- Clara gained a lot of money in her last job.
- I found £50 in the street.
- My father bought a new car.
- Lucas saw an eagle in the mountain.
- I have never gained any award in the National lottery.
- Thomas is going to start a new job next summer.
- The witness is calling the police.

Activity 2

Turn the following sentences into the active voice.

- A refugee has been saved by Luna.
- The house is being sold for a very good price.
- Some help was needed to attend to all the injured.
- The concert was cancelled because of the rain.
- Paris is visited by a lot of people every year.
- The children have been looked after by their grandparents.
- All their friends were invited to the party.

Activity 3

Change the following sentences into the causative form.

- I dyed my hair.
- I painted my house.
- I repaired my car.

- d) *I cooked dinner.*
- e) *I cleaned my house.*
- f) *I changed the curtains in my house.*

Session 6

- **Warm-up. (CW/5')**

Students will watch the following video and discuss it in pairs.



The all-new BMW 3 Series. Official TVC.

BMW: The all-new BMW3 series. Link:

<https://www.youtube.com/watch?v=LqUoLkQ2ym0>

Questions provided after having watched the video:

- What is the mood of the advertisement?*
- Do you feel motivated while watching it?*
- Do you think that the advertising persuades people?*

- **Final project session. (PW/50')** The students will prepare their final project in class. For this purpose, they will follow the next steps:

The class will be divided into several groups of two students each one. The couples will prepare the final project in class. They will work on the advertisement that they chose from the list in session 4 and they will analyse the video advertisement in class. For that, they must answer some questions. Then, they will think about new audio for the advertisement, so they will write down the new script.

Afterwards, they will record the audio at home, and they will upload their new advertisement to the online platform Moodle.

For this activity, the students will use the tablets that the high school has got, and they will also use headphones for listening to the video.

1. Analyse your advertisement:

- *What product are they selling?*

- *Did anything in the advertisement strike you?*
- *Can you describe the advertisement?*
- *Can you identify any cultural aspects in the advertisement?*
- *Can you identify any famous person in your advertisement?*
- *Does the advertisement have music?*
- *Do you think that the advertisement could be watched all over the world?*

2. Think about a new audio for the advertisement. For that, you must remove the original audio, and you have to write a new script in class.

The students will prepare the new script in class. In the recording, both students should speak.

They will have two weeks to upload their new advertising to the Moodle platform.

- Homework: record the audio for the advertisement. The final project will count as 20% of the final mark.

Session 7

- **Final test of unit 7 (IW/50').** During the last session, the students will do the final test of unit 7.

3. 11 Evaluation

3.11.1 Evaluation criteria

1. To be able to understand oral and written texts related to a different context: advertising discourse. (Evaluation criteria in Order of July 15th 2021: numbers 1, 3) (CLC, CEAA)
2. To communicate in a context enhanced by the use of advertising features and to be able to interact by using the language of advertising both in written and oral contexts. (Evaluation criteria in Order of July 15th 2021: number 4) (CLC, SCC, CEAA)
3. To properly use English-speaking advertising vocabulary and grammar rules related to the passive voice. (Evaluation criteria in Order of July 15th 2021: number 6) (CLC, SCC, CEAA, LL)
4. To produce a report by using formal conventions. (Evaluation criteria in Order of July 15th 2021: number 9) (CLC, CEAA)

3.11.2 Assessable learning standards

1. Understands oral and written texts in an advertisement context and is able to catch the main idea in a given context.
2. Appraises conversations and expresses his/her own opinions in an oral context
3. Comprehends the advertising vocabulary and grammar rules related to the passive voice.
4. Produces a well-structured report with the appropriate formal conventions, length and vocabulary.

3.11.3 Evaluation tools

The evaluation tools used to evaluate the student's works will be a rubric for the final project, and another rubric for the writing task.

Image 20: Final Project Rubric

Teacher Name: Mrs. Hoz				
Student Name: _____				
CATEGORY	4	3	2	1
Grammar	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.
Voice - Consistency	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.	Voice quality is clear and consistently audible through some (70-84%) of the presentation.	Voice quality needs more attention.
Voice - Conversational Style	Uses a conversational style throughout.	Uses a conversational style the majority (85-95%) of the time	Uses a conversational style most (70-84%) of the time.	Presentation style is primarily monologue.
Point of View - Purpose	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.

Date Created: **May 24, 2021 04:20 am (CDT)**

Rubric created with Rubistar

Image 21: Writing task Rubric

Student Name: _____

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Writing - Vocabulary	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.

Date Created: May 24, 2021 04:25 am (CDT)

Rubric created with Rubistar

4. Conclusions

This project has been designed as part of the final dissertation for the Master's degree in teaching. At the beginning of this project, several issues were presented. In the first place, this dissertation introduces a new topic in the foreign language teaching: advertising discourse. This talking point is considered to be new as it is not frequent to follow a syllabus in which students learn about advertising. The principal idea was to teach English in an innovative and amusing way.

First of all, the use of advertising language in the FLT was exposed cautiously because of its difficulty. To understand the features of advertising it is necessary to have a little knowledge on the topic. On the one hand, the teacher is supposed to explain briefly how advertisement discourse works, and on the other hand, the potential students are almost adults and therefore they are able to understand what is presented to them.

Furthermore, the project introduces some rhetorical devices into the FLT. This has a twofold purpose. First, it is important to consider that the students are familiarised with the field because they have already studied plenty of rhetorical devices in the Spanish lessons. So, they are reinforcing their knowledge in a foreign language, so they are broadening their vocabulary and expressions in a foreign language as well.

Additionally, the students will develop their creativity and imagination as pictorial metaphors are also part of the lessons. Occasionally, the pictorial representation in the images is clearer than others. Many times, the image suggests several things, and the students will express their creativity according to what the image suggests.

Likewise, it is also of great relevance to mention the use of technological resources nowadays. Throughout this project, different types of online resources and platforms are mentioned for pedagogical purposes. Some of these resources are Edpuzzle, Nearpod or Powtoon. By introducing technological resources in our lessons, we are breaking from routine and this will encourage students to participate actively in the lessons, as they will feel more motivated.

Regarding methodologies, this project follows the communicative approach. In this teaching method, interaction is given the utmost importance both as a means and as the ultimate goal of language learning. All the lessons are based on communication in order to learn the language successfully. Besides, flipped classroom is also part of this project. On two occasions, the students will learn the contents on their own. In this project, the flipped classroom has been implemented in order to learn the grammar of the unit, which is the passive voice and the causative.

Controversial issues such as sexist language and stereotypes have also been addressed throughout this project. It is very important to raise awareness among young people about these issues because nowadays it is essential to teach about

equality and respect. Teenagers live surrounded by stereotypes that are present in the music they generally listen to, as well as in social networks and on television. It is therefore important to awaken their critical thinking and analyse advertising from a more equitable point of view.

As a conclusion, I would like to say that it is an ambitious project for which students with a good level of English (at least a B1, according to the CEFR) and a certain degree of maturity are required. From my previous experience, for this didactic unit to be carried out in perfect conditions, bilingual students are expected to be the ones following the lessons.

Acknowledgments

I would like to express my sincere gratitude to my supervisor during my internship in high school, Ana Jaraíces Laserna, for her guidance, suggestions, comments and instructions. I have learned plenty of things about the teacher's job because of her help and thus I have completed this project.

I would also like to dedicate this project to my brother Francisco, my mum Sebastiana and my boyfriend Pedro. They have always believed in me. I would like to thank them for encouraging me to do this Master's Degree and making me discover my passion for teaching, to which I would like to dedicate myself in the future.

Finally, I would like to dedicate this project to my cheerful, loving cousin's daughters, four-year-old Virginia and one-year-old Elena.

5. Bibliography

Alameda Hernández, Á., & Fernández Santiago, M. (2016). *Uses and varieties of the English*

Banaji, S. (2010). *Analyzing advertisements in the classroom*. In Teaching Media in Primary Schools, edited by C. Bazalgette, 62–73. London: Sage.

Bloshmi, A. (2013). *Advertising in Post-Feminism: The Return of Sexism in Visual Culture?* Journal of Promotional Communications, 1 (1), 4-28

Carless, David. (2012). *The Encyclopedia of Applied Linguistics. Innovation in Language Teaching and Learning*. DOI:[10.1002/9781405198431.wbeal0540](https://doi.org/10.1002/9781405198431.wbeal0540)

Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion Volume (Council of Europe, 2020).

Common European Framework of Reference for Languages: Learning, teaching, assessment (Council of Europe, 2001).

Cook, G. (1992). *The Discourse of Advertising* . London & New York: Routledge.

Decree 111/2016, of June 14th (BOJA number 122 of June 28th), which establishes the arranging and the curriculum corresponding to CSE in Andalusia.

Decree 182/2020, of Nov 10th (BOJA number 221 of November 16th), which modifies Decree 111/2016, whereby the arranging and the curriculum corresponding to CSE in Andalusia is established.

De Mooji, M. (2011). *Consumer behavior and culture: consequences for global marketing and advertising (2nd ed.)*. Los Angeles, CA: SAGE.

Diana-Viorela Burlacu. "Sexist and Non-Sexist Language." *International journal on humanistic ideology* 4.1 (2011): 81–. Print.

Díaz Dueñas, M., & Bourne, J. (2017). *Handbook on text typology : texts and materials for students of translation and interpreting* . Granada: Técnica Avicam.

Farrall, C. & Lindsley, M. (2008) *Professional English in Use: Marketing*. Cambridge: Cambridge University Press.

Forceville, C. (1996). *Pictorial metaphor in advertising*. London ;: Routledge.

Halliday, M. A. K. (1977). *Aims and Perspectives in linguistics* .
Brisbane: Applied Linguistics association of Australia.

Halliday, Michael & Ruqaiya Hasan. (1989). *Language, Context and Text: Aspects of Language in a Social-semiotic Perspective*. Oxford: OUP.

Law for Education in Andalusia (LEA) 17/2007 (Dec,10th).

López Téllez, Gloria, Juan Chasco, and Joaquim Arnau i Querol. *Metodología en la enseñanza del inglés*. Madrid: Secretaría General Técnica, Subdirección General de Información y Publicaciones, 2001. Print.

New York Times. *These Ads think they know you*. Available online at <
<https://www.nytimes.com/interactive/2019/04/30/opinion/privacy-targeted-advertising.html>>, last accessed 17th May 2021.

Order ECD/65/2015, of Jan 21st, which describes the relationships among competences, contents and evaluation criteria in CSE/NCSE.

Order of Jan 15th, 2021 (BOJA number 144 July 28th), by means of which the curriculum corresponding to CSE in Andalusia is developed, certain aspects related to diversity are regulated, the evaluation of the students' learning process is established and the transition process between different educational stages is ascertained.

Organic Law for the Improvement of the Quality of Education (LOMCE 8/2013 of December, 9th).

Royal Decree 1105/2014, (BOE number 3, of Jan 3rd) whereby the core curriculum corresponding to Statutory Secondary Education is established.

Reidsema, Carl. et al. *The Flipped Classroom Practice and Practices in Higher Education* . 1st ed. 2017. Singapore: Springer Singapore, 2017. Web.

Shirkhani and Fahim (2011). *Enhancing critical thinking in foreign language learners* . Procedia - Social and Behavioral Sciences. Vol. 29, 2011, Pages 111-115

Spencer, D. (2016) *GATEWAY 2ND EDITION B2+ STUDENT'S BOOK*. Macmillan Education. London, United Kingdom.

Stamatelou, M. (2015). *A reflection on why and how the use of advertisements can enable language learning in the (E)FL classroom*. ELTED. Vol.17, Winter 2015, Pages 27-34

Technology and Innovation in Learning, Teaching and Education. Springer International Publishing, 2021. Print.

The Guardian. (2021) *France fines Google for abusing online advertising dominance*. Available at <

<https://www.theguardian.com/technology/2021/jun/07/france-fines-google-for-abusing-online-advertising-dominance> >, last access 8th June 2021.

Webography:

YouTube. Available at < <https://www.youtube.com> >, last access 18th May 2021.

Pinterest. Available at < <https://www.pinterest.es> >, last access 18th May 2021.

Powtoon. Available at < <https://www.powtoon.com> >, last access 18th May 2021.

Canva. Available at < <https://www.canva.com> >, last access 18th May 2021.

Google Slides. Available at < <https://www.google.es/intl/es/slides/about/> >, last access 18th May 2021.

Nearpod. Available at < <https://nearpod.com> >, last access 18th May 2021.

Edpuzzle. Available at < <https://edpuzzle.com> >, last access 18th May 2021.

Rubistar. Available at < <http://rubistar.4teachers.org/index.php> >, last access 18th May 2021.

Annexes

Table 4: Video advertisements

Name of the video	Source	Last access
BMW	Youtube < https://www.youtube.com/watch?v=LqUoLkQ2ym0 >	22nd March 2021
Dream Crazy - Nike	Youtube < https://www.youtube.com/watch?v=WW2yKSt2C_A >	22nd March 2021
Dream Crazier - Nike	Youtube < https://www.youtube.com/watch?v=zWfX5jeF6k4 >	22nd March 2021
Globalized world	Youtube < https://www.youtube.com/watch?v=nA1Aqp0sPQo >	22nd March 2021
The Travis Scott Meal / McDonald's	YouTube < https://www.youtube.com/watch?v=8K0InarZ0oQ >	18th May 2021
EW NIVEA Body Milk with Deep Moisture Serum #YourBestIsDeepWithin	YouTube < https://www.youtube.com/watch?v=K IEEM9TkVw >	18th May 2021
Oreo - Little Pirate	Youtube < https://www.youtube.com/watch?v=0ACIrYH6eAY >	18th May 2021
Nike: Find Your Greatness — Jogger	YouTube < https://www.youtube.com/watch?v=XcbSCnUXOkk >	18th May 2021
Magic Cream is Magic Skin Charlotte Tilbury	YouTube< https://www.youtube.com/watch?v=yLT9GtFcz6Q >	18th May 2021
Okurrr Extended Cut Pepsi	YouTube< https://www.youtube.com/watch?v=JZPkCntVNSo >	18th May 2021
M&M's Plane Commercial	YouTube <	18th May 2021

(2012)	https://www.youtube.com/watch?v=kUJjvwkcWcg >	
Moving Forward Together TOMMY HILFIGER	YouTube < https://www.youtube.com/watch?v=Xdrsk9c8L0U >	18th May 2021
Pringles: "Sad Device" - 2019 Super Bowl Commercial	YouTube < https://www.youtube.com/watch?v=-tYrXkw6sYk >	18th May 2021
ŠKODA SCALA: Never Stop Starting	YouTube < https://www.youtube.com/watch?v=gB7V4_35Xol >	18th May 2021
Nivea In-Shower Body Milk Ad	YouTube < https://www.youtube.com/watch?v=44ECoaWDQYc >	18th May 2021
The all-new BMW 3 Series. Official TVC.	YouTube < https://www.youtube.com/watch?v=LqUoLkQ2ym0 >	18th May 2021
Old Spice The Man Your Man Could Smell Like	YouTube < https://www.youtube.com/watch?v=owGykVbfgUE >	18th May 2021
Andalusia - Sun, Sand and Sea all year round	YouTube < https://www.youtube.com/watch?v=bCCV04iYDrQ >	7th June 2021.

Table 5: Printed advertisements

BRAND	SOURCE	LAST ACCESS
Doritos Triangle	Pinterest < https://www.pinterest.es/pin/28921622596245478/ >	15th March 2021
Ketchup Heinz	Pinterest < https://www.pinterest.es/pin/36451078217827562/ >	15th March 2021

	< https://www.pinterest.es/pin/197876977368670766/ >	
Nescafé	Pinterest < https://www.pinterest.es/pin/8936899244271595/ >	15th March 2021
McDonald's	Pinterest < https://www.pinterest.es/pin/41939840268400422/ > < https://www.pinterest.es/pin/115686284152437541/ >	15th March 2021
Smoking	Pinterest < https://www.pinterest.es/pin/80713018305343591/ >	15th March 2021
Mini	Pinterest < https://www.pinterest.es/pin/37506609383816476/ > < https://www.pinterest.es/pin/279786195586484140/ >	15th March 2021
Starbucks	Pinterest < https://www.pinterest.es/pin/576742296024391417/ >	22nd March 2021
Disney	Pinterest < https://www.pinterest.es/pin/384705993175153220/ >	22nd March 2021
Nike	Pinterest < https://www.pinterest.es/pin/356206651781474190/ >	22nd March 2021
Apple	Pinterest < https://www.pinterest.es/pin/619385754998731420/ >	22nd March 2021
McDonald's	Pinterest < https://www.pinterest.es/pin/675469644103220671/ >	22nd March 2021
Champion	Pinterest < https://www.pinterest.es/pin/579275570818284683/ >	22nd March 2021

Pepsi	Pinterest < https://www.pinterest.es/pin/99994054216194359/ >	22nd March 2021
BMW	Pinterest < https://www.pinterest.es/pin/59813501289583221/ >	22nd March 2021
Spotify	Pinterest < https://www.pinterest.es/pin/579838520774129291/ >	22nd March 2021
Wikipedia	Pinterest < https://www.pinterest.es/pin/686306430712697775/ >	22nd March 2021
Adidas	Pinterest < https://www.pinterest.es/pin/813814595159349851/ >	22nd March 2021
Mini Cooper	Pinterest < https://www.pinterest.es/pin/860469072549119655/ >	22nd March 2021
BlaBlaCar	Pinterest < https://www.pinterest.es/pin/166492517463394001/ >	22nd March 2021
RedBull	Pinterest < https://www.pinterest.es/pin/353532639506005641/ >	22nd March 2021
Lacoste	Pinterest < https://www.pinterest.es/pin/653796070904877376/ >	22nd March 2021
Nivea Batteries	Pinterest < https://www.pinterest.es/pin/158470480621529219/ >	18th May 2021
AirPods	Pinterest < https://www.pinterest.es/pin/431290101818179167/ >	18th May 2021
CocaCola	Pinterest < https://www.pinterest.es/pin/AVTCadoAb9czClOUq6BFC5ApDNlhCJFkB1J_WoklTgtYAAWN1dOIEiM/ >	18th May 2021

Oreo	Pinterest < https://www.pinterest.es/pin/308355905735376105/ >	18th May 2021
Ariel	Pinterest < https://www.pinterest.es/pin/81627811971660272/ >	18th May 2021
Philips	Pinterest < https://www.pinterest.es/pin/192810427780919258/ >	18th May 2021
Mr Kipling	Pinterest < https://www.pinterest.es/pin/165929567499918612/ >	18th May 2021
Volkswagen	Pinterest < https://www.pinterest.es/pin/437834394997557995/ >	18th May 2021
No smoking	Pinterest < https://www.pinterest.es/pin/32228953569748188/ >	18th May 2021
Nivea After Shave	Pinterest < https://www.pinterest.com.mx/pin/498562621243689884/ >	10th June 2021