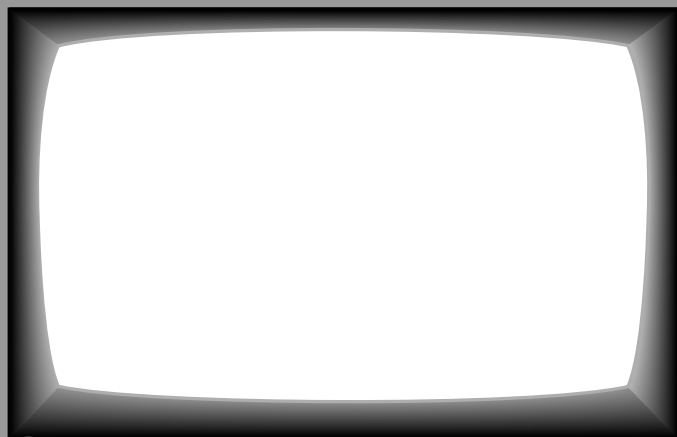


# TV COMMERCIAL STORYBOARD

1

Product or  
Service: \_\_\_\_\_

Purpose  
of ad: \_\_\_\_\_



1

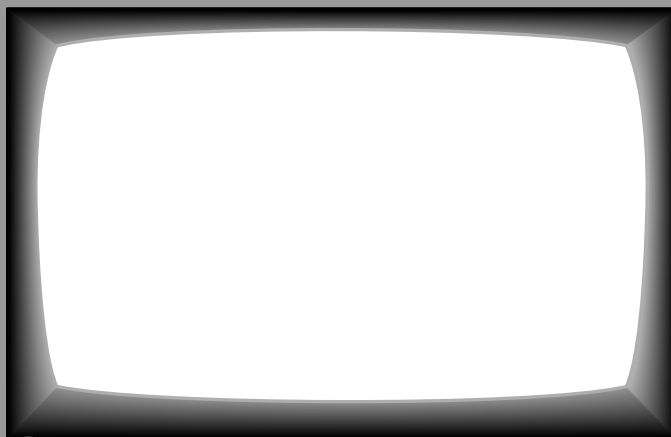
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Description of Action

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Dialogue or Narration

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Dialogue or Narration

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Dialogue or Narration

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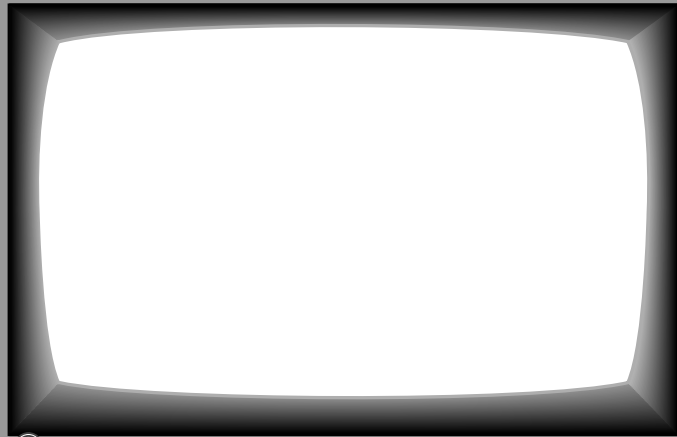
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Description of Action

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Dialogue or Narration

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Description of Action

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Dialogue or Narration

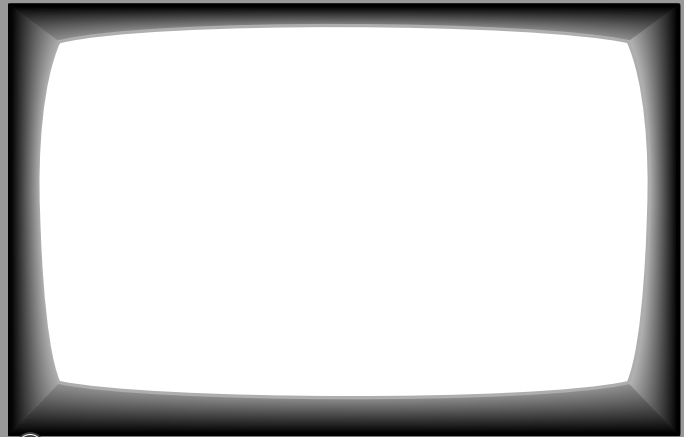
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Description of Action

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Dialogue or Narration

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Description of Action

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Dialogue or Narration

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## Sample Advertising Vocabulary

better / best  
 softer / softest  
 newer / newest  
 cheaper / cheapest  
 warmer / warmest  
 healthier / healthiest  
 brighter / brightest  
 stronger / strongest  
 more elegant / most elegant  
 more exciting / most exciting  
 more beautiful / most beautiful  
 more delicious / most delicious  
 more dependable / most dependable  
 more comfortable / most comfortable

Others:

## TV Commercial



1. Student ability: **High Beginner ~ Advanced**
2. Approximate length of lesson: **30+**
3. Number of students necessary: **2+**
4. Preferred age/maturity: **JHS, HS, College, Adult**
5. Type of lesson: **Small Group Activity**

\* \* \* \* \*

**Language Target:** Creating a Television commercial for practice and reinforcement of comparatives and superlatives; creative thinking and writing.

**Note:** Since the advent of the television, we have all been bombarded with advertising. This lesson offers students the opportunity to actually create a mini-TV commercial of their own. They may be surprised to learn how difficult it can be to create a great TV commercial!

**Setting Up:** Introduce the lesson by discussing popular TV commercials. What makes them memorable? Why is their product better than others? Encourage students to call out some comparatives / superlatives that they recall from TV commercials.

**Getting Started:** There are seven TV screens on these worksheets (the storyboard), a simplified version of what

most advertisers use when creating a TV commercial.

In small groups (3 or 4), students decide on something they would like to advertise in a TV commercial. At the top of the first worksheet, there are spaces to write their product or service and purpose of their commercial.

Students discuss, then create scenes 1~7 by drawing in the seven TV screens and describing the action within each scene and by writing the dialogue or narration underneath.

In the lower right corner of the second worksheet are some sample comparatives and superlatives often found in advertising. Students should be encouraged to use a few of these, as well as others, somewhere in their commercials.

**Variation 1:** Assign all groups the same product or service for their advertisements. When advertisements are complete post them on the board and have students vote for the best one (excluding their own).

**Variation 2:** Once students have completed their storyboard TV Commercials on the worksheets, invite them to give a presentation of their commercial (using props, songs, etc.).

**Variation 3:** Have students create counter-campaigns (**Our product is better than Your product**) by having groups of “competitors” present their commercials to the rest of the class.

**Variation 4:** If possible, groups of students actually video tape their commercials and play them for the other groups.

This can be a great way for groups to enter into a lively discussion whereby

they ask the creators as to who, what, where, why and how in terms of this advertisement.

**Variation 4:** For higher ability students, add another requirement to the planning of their TV Commercial – Marketing. Students should discuss (and write down) some or all of the following:

- Who will this product most appeal to as determined by age, income, educational background, etc.)
- What will the total length of the commercial eventually be (the longer, the more expensive).
- On which TV companies, stations, networks will this commercial eventually be shown?
- How many times per week, month will it be shown, and at what time of day.
- What is the overall budget for creating the commercial and broadcasting it on air?

**Building Fluency 1:** Use the completed TV Commercials as a discussion starter for a comparison of advertising styles in different cultures. Invite students to explain (of course in English) some of the more popular and/or memorable commercials from their own countries – this will often be extremely interesting and informative.

**Building Fluency 2:** Discuss the various kinds of advertising methods. Here are a few:

**Testimonial**  
**Scientific**  
**Humorous**  
**Shocking**  
**Nature**  
**Common people**  
**Guarantee**  
**Self improvement**  
**Romance**  
**Nostalgia**

**Similar Lesson:**

**Magazine Advertisement**

(Lesson Collection Set #4 - Lesson 10a)

Contributed by Kurt Scheibner

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