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Level 5

Eating popcorn makes ads less effective

17th October, 2013

<http://www.breakingnewsenglish.com/1310/131017-popcorn-5.html>

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Please try Level 4 (easier) and the 26-page Level 6 (harder).

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THE READING

From <http://www.breakingnewsenglish.com/1310/131017-popcorn-5.html>

The adverts people see at the movies are less effective when people eat popcorn. This is the conclusion of a study from a German University. Researchers said people remember the names of brands or products by silently pronouncing them. However, with a mouth full of popcorn, this process is broken. The report is titled "Popcorn in the Cinema: Oral Interference Sabotages Advertising Effects". It describes how chewing interferes with the brain's "inner speech" that works whenever we see or hear a new name. Researchers say this happens without us thinking about it.

Dr Sascha Topolinski asked people to watch a movie. Half of them ate popcorn; the rest had a sugar cube. A week later, the group rated various products, including some of those advertised during the movie. The sugar cube group remembered more of the products than the popcorn group. Topolinski said: "The mundane activity of eating popcorn made participants immune to the pervasive effects of advertising." He added that his research suggests that selling candy in cinemas is bad for advertisers. Cinema owners now have a dilemma. There is usually a 900% mark-up on their popcorn.

Sources: <http://www.bbc.co.uk/news/entertainment-arts-24518203>
<http://uk.movies.yahoo.com/eating-popcorn-makes-cinema-goers-immune-to-adverts-143638491.html>
<http://www.adnews.com.au/adnews/once-you-pop-you-can-t-remember-the-brand-popcorn-kills-cinema-ad-recall>

MATCHING

From <http://www.breakingnewsenglish.com/1310/131017-popcorn-5.html>

PARAGRAPH ONE:

- | | |
|-------------------------------------|---------------------------|
| 1. adverts people see at the movies | a. pronouncing them |
| 2. less effective when | b. hear a new name |
| 3. silently | c. at the movies |
| 4. a mouth | d. is broken |
| 5. this process | e. thinking about it |
| 6. chewing interferes with the | f. people eat popcorn |
| 7. whenever we see or | g. full of popcorn |
| 8. without us | h. brain's "inner speech" |

PARAGRAPH TWO:

- | | |
|------------------------------------|---------------------------|
| 1. Half of | a. eating popcorn |
| 2. the group rated | b. is bad for advertisers |
| 3. The sugar cube group remembered | c. them ate popcorn |
| 4. The mundane activity of | d. of advertising |
| 5. immune to the pervasive effects | e. up on their popcorn |
| 6. selling candy in cinemas | f. more of the products |
| 7. Cinema owners now | g. various products |
| 8. a 900% mark- | h. have a dilemma |

LISTEN AND FILL IN THE GAPS

From <http://www.breakingnewsenglish.com/1310/131017-popcorn-5.html>

The adverts people see at the movies (1) _____ when people eat popcorn. This is (2) _____ a study from a German University. Researchers said people remember the names of brands or products (3) _____ them. However, with a mouth full of popcorn, this (4) _____. The report is titled "Popcorn in the Cinema: Oral Interference Sabotages Advertising Effects". It describes how chewing (5) _____ brain's "inner speech" that works whenever we see or hear a new name. Researchers say this happens without (6) _____.

Dr Sascha Topolinski asked people to watch a movie. Half of them ate popcorn; (7) _____ sugar cube. A week later, the group rated various products, (8) _____ those advertised during the movie. The sugar cube group remembered (9) _____ than the popcorn group. Topolinski said: "The (10) _____ eating popcorn made participants (11) _____ pervasive effects of advertising." He added that his research suggests that selling candy in cinemas is bad for advertisers. Cinema owners now have a dilemma. There is usually a 900% (12) _____ popcorn.

POPCORN SURVEY

From <http://www.breakingnewsenglish.com/1310/131017-popcorn-5.html>

Write five GOOD questions about popcorn in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

WRITE QUESTIONS & ASK YOUR PARTNER(S)

Student A: Do not show these to your speaking partner(s).

a)

b)

c)

d)

e)

f)

g)

h)

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WRITE QUESTIONS & ASK YOUR PARTNER(S)

Student B: Do not show these to your speaking partner(s).

a)

b)

c)

d)

e)

f)

g)

h)

FREE WRITING

From <http://www.breakingnewsenglish.com/1310/131017-popcorn-5.html>

Write about **popcorn** for 10 minutes. Comment on your partner’s paper.
