

THE BIZARRE WORLD OF PERFUME ADS

Level: B2

Time: 35-45 minutes

Lesson focus: In this class, students discover the bizarre world and the meaning behind perfume ads. The lesson starts with a short chocolate advertisement and thinking about ways in which the five senses were stimulated with the use of visuals. Students then talk about some of the newest or weirdest perfume ads they have seen recently, and the formula these ads follow. Analyse the packaging and descriptions of three perfumes and watch their ads to see if students can predict the scents based on the visuals. Discuss the purpose of perfume ads and whether they try to sell you the scent or the feeling. The class ends with students designing their perfume scent.

Materials:

- The Bizarre World of Perfume Ads - presentation
- The Bizarre World of Perfume Ads - worksheet
- Lindt Excellence TV Commercial - [video](#)
- Idôle - Il Film - [video](#)
- J'adore - Dior - [video](#)
- Black Opium - Yves Saint Laurent - [video](#)

Learning objectives:

- to discuss the bizarre world of perfume ads
- to discuss the meaning behind perfume ads
- to design the scent and the packaging of perfume ads

Structure:

1. Warm-up (5 mins)

Show pictures of the five senses and elicit their names. Discuss how each of the senses could be represented by visuals. Watch the Lindt Excellence TV Commercial and write ways the five senses were shown and stimulated.

Suggested answers:

- *touch: smooth, crunchy, creamy*
- *taste: sweet, delicious*
- *hearing: crunch, relaxing music*
- *sight: dark, rich, brown, smooth, bitter*
- *smell: chocolate, cocoa beans*

2. Pre-video discussion (5 mins)

Before watching the videos, ask students about any recent or weird perfume ads they have seen. Think about the formula each of these ads follows and what you would normally expect to see in them, e.g. *a celebrity, animals, a popular song, luxury, etc.*

3. Reading and speaking (6 mins)

Present students with three perfumes: *Lancôme - Idôle, Dior - J'adore and Yves Saint Laurent - Black Opium*. Discuss if students are familiar with these brands and fragrances. Looking at the packaging and names only, what kind of smell would they expect to find in each of the bottles? Is there any reason why they would expect one of the smells to be more potent than the others?

Read the descriptions and match them with the perfumes. Explain any new vocabulary as needed. At this stage don't reveal the answers yet.

4. Videos (6 mins)

Watch the videos of the three perfume ads. Think about which of the commercials does the best job selling the perfume. Which one would the students buy based on the video only? Discuss if the ads helped match the descriptions with the bottles. Why (not)? If yes, then discuss what visuals allowed them to identify the perfume ingredients.

Reveal the correct descriptions and ask if students are surprised by any of them.

Answers:

Lancôme - Idôle: With its alluring and sharp thorns...

Dior - J'adore: Finely crafted down to the last detail...

Yves Saint Laurent - Black Opium: This seductive women's perfume...

5. Post-discussion (8 mins)

Finish the video part by discussing the real purpose of perfume ads. Ask if students believe that these ads are trying to sell the scent or the feeling. If so, what kind of feelings could be seen in the videos? Students think about their own experiences wearing perfumes and if they feel differently while wearing one. Elicit the perfumes that students usually wear and the reason behind buying them. Do they wear only one perfume or change them depending on the situation or mood?

6. Project (10 mins)

Students work individually and think about the perfume scent that would best represent them. Think of some ingredients that could be found in their bottles. If you have some more time, you can ask students to design their bottles and think of a perfume name. Think about the song and the visuals that would be seen in their custom-made perfume ad.

Students present their projects to the rest of the group.

7. Error correction (5 mins)

Provide students with speaking feedback at the end of the lesson.