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## Level 6

# Eating popcorn makes ads less effective

17th October, 2013

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

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**Please try Levels 4 and 5 (they are easier).**

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# THE ARTICLE

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

The advertising people see while at the movies is less effective when audiences eat popcorn. This is the conclusion of a newly-published study from Germany's Cologne University. According to researchers, people remember the names of new brands or products by silently pronouncing them in their brains. However, with a mouth full of popcorn, this process is interrupted. The report is titled "Popcorn in the Cinema: Oral Interference Sabotages Advertising Effects". It describes how the chewing action interferes with the brain's "inner speech" that operates whenever we come across a new name. Researchers say: "This happens covertly, that is, without our awareness."

Researcher Sascha Topolinski invited 96 people to watch a movie. Half of the group was given popcorn, while the rest received a small sugar cube. A week later, the participants were asked to rate a series of products, including some of those they had seen adverts for during the movie. The sugar cube group remembered a lot more of the product names than those who ate popcorn. Mr Topolinski said: "The mundane activity of eating popcorn made participants immune to the pervasive effects of advertising." He added: "This finding suggests that selling candy in cinemas actually undermines advertising." This presents cinema owners with a dilemma. There is usually a 900% mark-up on popcorn sold in movie theatres.

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>

# WARM-UPS

**1. POPCORN:** Students walk around the class and talk to other students about popcorn. Change partners often and share your findings.

**2. CHAT:** In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

*advertising / effective / conclusion / brands / mouth full / chewing / awareness / researcher / rate products / sugar cube / mundane / immune / dilemma / mark-up*

Have a chat about the topics you liked. Change topics and partners frequently.

**3. ADVERTS:** How effective are they? Complete this table with your partner(s). Change partners often and share what you wrote.

Ads...	Do you like them? (Why/not?)	How effective are they?
on TV		
on websites		
at the cinema		
on billboards		
in newspapers		
on trains		

**4. ADEVERTISING:** Students A **strongly** believe it's a good thing; Students B **strongly** believe it's a bad thing. Change partners again and talk about your conversations.

**5. MOVIES:** Rank these and share your rankings with your partner. Put the best things about cinemas at the top. Change partners often and share your rankings.

- popcorn
- the seats
- the foyer
- the big screen
- the dark
- being in an audience
- the sound
- the trailers

**6. CINEMA:** Spend one minute writing down all of the different words you associate with the word "cinema". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

# BEFORE READING / LISTENING

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

**1. TRUE / FALSE:** Read the headline. Guess if a-h below are true (T) or false (F).

- |  |       |
|--|-------|
| a. A study is about ads before movies on TV while people eat popcorn.  | T / F |
| b. A report says we remember names by pronouncing them in our brain.   | T / F |
| c. The report said only popcorn stops us remembering names.            | T / F |
| d. Chewing may stop us remembering new names.                          | T / F |
| e. 96 people ate popcorn and did a memory recall test for brand names. | T / F |
| f. The report said eating sugar cubes helps us remember names.         | T / F |
| g. Researchers said eating popcorn makes us immune to advertising.     | T / F |
| h. Popcorn costing the cinema \$1 can be sold to moviegoers for \$9.   | T / F |

**2. SYNONYM MATCH:** Match the following synonyms from the article.

- |                    |                |
|--------------------|----------------|
| 1. effective       | a. restricted  |
| 2. conclusion      | b. evaluate    |
| 3. interrupted     | c. resistant   |
| 4. interferes with | d. opinion     |
| 5. awareness       | e. predicament |
| 6. rate            | f. disrupts    |
| 7. mundane         | g. useful      |
| 8. immune          | h. hike        |
| 9. dilemma         | i. realisation |
| 10. mark-up        | j. boring      |

**3. PHRASE MATCH:** (Sometimes more than one choice is possible.)

- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1. less effective when                | a. them in their brains        |
| 2. silently pronouncing               | b. owners with a dilemma       |
| 3. with a mouth full of popcorn,      | c. without our awareness       |
| 4. the chewing action interferes with | d. activity of eating popcorn  |
| 5. This happens covertly, that is,    | e. audiences eat popcorn       |
| 6. rate a                             | f. up on popcorn               |
| 7. The mundane                        | g. the brain's "inner speech"  |
| 8. selling candy in cinemas actually  | h. series of products          |
| 9. This presents cinema               | i. this process is interrupted |
| 10. There is usually a 900% mark-     | j. undermines advertising      |

# GAP FILL

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

The advertising people see while at the movies is less effective when (1) \_\_\_\_\_ eat popcorn. This is the conclusion of a newly-published study from Germany's Cologne University. According to researchers, people remember the names of new (2) \_\_\_\_\_ or products by silently (3) \_\_\_\_\_ them in their brains. However, with a mouth full of popcorn, this (4) \_\_\_\_\_ is interrupted. The report is titled "Popcorn in the Cinema: Oral Interference Sabotages Advertising Effects". It describes how the (5) \_\_\_\_\_ action interferes with the brain's "inner speech" that (6) \_\_\_\_\_ whenever we come (7) \_\_\_\_\_ a new name. Researchers say: "This happens (8) \_\_\_\_\_, that is, without our awareness."

*operates*  
*process*  
*covertly*  
*brands*  
*across*  
*audiences*  
*chewing*  
*pronouncing*

Researcher Sascha Topolinski (9) \_\_\_\_\_ 96 people to watch a movie. Half of the group was given popcorn, while the rest received a small sugar cube. A week later, the (10) \_\_\_\_\_ were asked to (11) \_\_\_\_\_ a series of products, including some of those they had seen adverts for during the movie. The sugar cube group remembered a lot more of the product names than those who ate popcorn. Mr Topolinski said: "The (12) \_\_\_\_\_ activity of eating popcorn made participants (13) \_\_\_\_\_ to the pervasive effects of advertising." He added: "This finding suggests that selling candy in cinemas actually (14) \_\_\_\_\_ advertising." This presents cinema owners with a (15) \_\_\_\_\_. There is usually a 900% (16) \_\_\_\_\_ on popcorn sold in movie theatres.

*undermines*  
*participants*  
*mark-up*  
*mundane*  
*invited*  
*dilemma*  
*rate*  
*immune*

# LISTENING – Guess the answers. Listen to check.

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

- 1) advertising people see while at the movies is less effective when \_\_\_\_\_
  - a. audio senses eat popcorn
  - b. all dancers eat popcorn
  - c. audiences eat popcorn
  - d. ore dents is eat popcorn
- 2) remember the names of new brands or products by silently pronouncing them \_\_\_\_\_
  - a. in their brains
  - b. on their brains
  - c. with their brains
  - d. by their brains
- 3) However, with a mouth full of popcorn, this \_\_\_\_\_
  - a. progress is interrupted
  - b. process is interrupted
  - c. processed is interrupted
  - d. progresses is interrupted
- 4) interferes with the brain's "inner speech" that operates whenever we come \_\_\_\_\_
  - a. over a new name
  - b. to cross a new name
  - c. across a new name
  - d. a gross a new name
- 5) Researchers say: "This happens covertly, that is, \_\_\_\_\_."
  - a. without our awareness
  - b. without our aware news
  - c. without our a wear mess
  - d. without our aware mess
- 6) A week later, the participants were asked to rate a \_\_\_\_\_
  - a. serious of products
  - b. series of products
  - c. serifs of products
  - d. sear is of products
- 7) The sugar cube group remembered a lot more of the product names than \_\_\_\_\_ popcorn
  - a. they who ate
  - b. these who ate
  - c. them who ate
  - d. those who ate
- 8) The mundane activity of eating popcorn made \_\_\_\_\_
  - a. party see pants immune
  - b. part icy pants immune
  - c. participants immune
  - d. participates immune
- 9) This presents cinema owners \_\_\_\_\_
  - a. within a dilemma
  - b. with a dilemma
  - c. without a dilemma
  - d. wither dilemma
- 10) There is usually a \_\_\_\_\_ popcorn sold in movie theatres
  - a. 990% mark-up on
  - b. 900% mark-down on
  - c. 990% mark-up on
  - d. 900% mark-up on

# LISTENING – Listen and fill in the gaps

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

The advertising people (1) \_\_\_\_\_ movies is less effective when audiences eat popcorn. This (2) \_\_\_\_\_ a newly-published study from Germany's Cologne University. According to researchers, people remember the (3) \_\_\_\_\_ or products by silently pronouncing them in their brains. 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 the chewing (5) \_\_\_\_\_ the brain's "inner speech" that operates whenever we come across a new name. Researchers say: "This happens covertly, that is, (6) \_\_\_\_\_."

Researcher Sascha Topolinski invited 96 people to watch a movie. Half of the group was given popcorn, (7) \_\_\_\_\_ received a small sugar cube. A week later, the participants were asked (8) \_\_\_\_\_ products, including some of those they had seen adverts for during the movie. The sugar cube group remembered a lot more of the product names (9) \_\_\_\_\_ popcorn. Mr Topolinski said: "The (10) \_\_\_\_\_ eating popcorn made participants immune to the pervasive effects of advertising." He added: "This finding suggests that selling candy in cinemas (11) \_\_\_\_\_ advertising." This presents cinema owners with a dilemma. There is usually a (12) \_\_\_\_\_ popcorn sold in movie theatres.

# COMPREHENSION QUESTIONS

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

1. Where did people watch advertising while watching movies?

---

2. What do people do in their brains to remember names?

---

3. What does a mouth full of popcorn do?

---

4. What does the chewing action interfere with?

---

5. What word at the end of the article means "without our awareness"?

---

6. What two things did test participants eat?

---

7. When did participants do a memory recall test?

---

8. Who remembered the most names?

---

9. How was the activity of eating popcorn described as being?

---

10. How much do cinemas increase the price of popcorn by?

---



# MULTIPLE CHOICE - QUIZ

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

1. Where did people watch advertising while watching movies?
  - a) on iPads
  - b) at the movies
  - c) in bed
  - d) in a university research lab
2. What do people do in their brains to remember names?
  - a) say the name backwards
  - b) say the name seven times
  - c) link the name with a place and time
  - d) silently say the names
3. What does a mouth full of popcorn do?
  - a) stop people remembering names
  - b) interrupt conversation
  - c) give you tooth decay
  - d) activate your taste buds
4. What does the chewing action interfere with?
  - a) talking
  - b) understanding the movie
  - c) the brain's "inner speech"
  - d) the ability to react quickly
5. What word at the end of the article means "without our awareness"?
  - a) inner
  - b) covertly
  - c) interferes
  - d) sabotages
6. What two things did test participants eat?
  - a) sugar cubes and popcorn
  - b) popcorn and chocolate
  - c) sugar pops and corn
  - d) hot dogs and French fries
7. When did participants do a memory recall test?
  - a) the day after watching a movie
  - b) straight after the movie
  - c) a week after watching a movie
  - d) just before the movie started
8. Who remembered the most names?
  - a) the sugar cube group
  - b) the researchers
  - c) people who ate 300g of chocolate
  - d) those who ate popcorn
9. How was the activity of eating popcorn described as being?
  - a) mundane
  - b) sabotaging
  - c) immune
  - d) dilemma
10. How much do cinemas increase the price of popcorn by?
  - a) 999%
  - b) 90%
  - c) 99%
  - d) 900%

# ROLE PLAY

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

## **Role A – Movie theatres**

You think movie theatres are the best places to advertise. Tell the others three reasons why. Tell them things that are wrong with their places. Also, tell the others which is the least effective of these (and why): trains and buses, websites or radio.

## **Role B – Trains and buses**

You think trains and buses are the best places to advertise. Tell the others three reasons why. Tell them things that are wrong with their places. Also, tell the others which is the least effective of these (and why): movie theatres, websites or radio.

## **Role C – Websites**

You think websites are the best places to advertise. Tell the others three reasons why. Tell them things that are wrong with their places. Also, tell the others which is the least effective of these (and why): trains and buses, movie theatres or radio.

## **Role D – Radio**

You think radio is the best place to advertise. Tell the others three reasons why. Tell them things that are wrong with their places. Also, tell the others which is the least effective of these (and why): trains and buses, websites or movie theatres.

# AFTER READING / LISTENING

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

**1. WORD SEARCH:** Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'pop' and 'corn'.

<b>pop</b>	<b>corn</b>
------------	-------------

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

**2. ARTICLE QUESTIONS:** Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

**3. GAP FILL:** In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

**4. VOCABULARY:** Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

**5. TEST EACH OTHER:** Look at the words below. With your partner, try to recall how they were used in the text:

<ul style="list-style-type: none"><li>• less</li><li>• silently</li><li>• full</li><li>• titled</li><li>• action</li><li>• without</li></ul>	<ul style="list-style-type: none"><li>• half</li><li>• week</li><li>• lot</li><li>• immune</li><li>• candy</li><li>• 900</li></ul>
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# POPCORN SURVEY

From <http://www.BreakingNewsEnglish.com/1310/131017-popcorn.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.

## POPCORN DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- a) What did you think when you read the headline?
- b) What springs to mind when you hear the word 'popcorn'?
- c) What do you eat or drink at the movies?
- d) Are you surprised by this research?
- e) Do you think people who chew gum all day have more difficulty remembering names?
- f) What do you think of the advertising at movie theatres?
- g) Is advertising good or bad?
- h) Why is popcorn so popular?
- i) Salted or caramel popcorn – which is best (and why)?
- j) How is popcorn made?

*Eating popcorn makes ads less effective – 17th October, 2013*  
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## POPCORN DISCUSSION

STUDENT B's QUESTIONS (Do not show these to student A)

- a) Did you like reading this article? Why/not?
- b) Do you think the researcher's test proves the research conclusion?
- c) Should food and drink be banned in cinemas?
- d) How much of an effect does advertising have in you?
- e) Is popcorn good or bad for us?
- f) What kind of ads do you like and dislike?
- g) What movie-going habits do you have?
- h) Do you think advertisers will ask cinemas to stop selling popcorn?
- i) What do you think of cinemas selling popcorn for nine times the price they bought it for?
- j) What questions would you like to ask the researchers?

# DISCUSSION (Write your own questions)

STUDENT A's QUESTIONS (Do not show these to student B)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

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# DISCUSSION (Write your own questions)

STUDENT B's QUESTIONS (Do not show these to student A)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# LANGUAGE - CLOZE

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

The advertising people see while at the movies is less effective when (1) \_\_\_\_ eat popcorn. This is the conclusion (2) \_\_\_\_ a newly-published study from Germany's Cologne University. According to researchers, people remember the names of new brands or products (3) \_\_\_\_ silently pronouncing them in their brains. However, with a mouth full of popcorn, this process is (4) \_\_\_\_\_. The report is titled "Popcorn in the Cinema: Oral Interference Sabotages Advertising Effects". It describes how the chewing action (5) \_\_\_\_ with the brain's "inner speech" that operates whenever we come across a new name. Researchers say: "This happens (6) \_\_\_\_\_, that is, without our awareness."

Researcher Sascha Topolinski invited 96 people to watch a movie. Half of the group was given popcorn, while the (7) \_\_\_\_ received a small sugar cube. A week later, the participants were asked to (8) \_\_\_\_ a series of products, including some of those they had seen adverts for (9) \_\_\_\_ the movie. The sugar cube group remembered a lot more of the product names than those who ate popcorn. Mr Topolinski said: "The (10) \_\_\_\_ activity of eating popcorn made participants immune to the pervasive effects of advertising." He added: "This finding suggests that selling candy in cinemas actually (11) \_\_\_\_ advertising." This presents cinema owners with a dilemma. There is usually a 900% (12) \_\_\_\_ on popcorn sold in movie theatres.

## Put the correct words from the table below in the above article.

- |     |                  |                  |                |                   |
|-----|------------------|------------------|----------------|-------------------|
| 1.  | (a) audiences    | (b) spectators   | (c) turnout    | (d) congregations |
| 2.  | (a) by           | (b) at           | (c) of         | (d) for           |
| 3.  | (a) via          | (b) as           | (c) by         | (d) from          |
| 4.  | (a) interrupting | (b) interruption | (c) interrupts | (d) interrupted   |
| 5.  | (a) interferes   | (b) interfaces   | (c) intercedes | (d) intersects    |
| 6.  | (a) coverage     | (b) covertly     | (c) coverings  | (d) covetous      |
| 7.  | (a) remains      | (b) residue      | (c) other      | (d) rest          |
| 8.  | (a) irate        | (b) rate         | (c) berate     | (d) crate         |
| 9.  | (a) while        | (b) even         | (c) during     | (d) whilst        |
| 10. | (a) corny        | (b) treacherous  | (c) divine     | (d) mundane       |
| 11. | (a) excavates    | (b) digs out     | (c) unearths   | (d) undermines    |
| 12. | (a) make-up      | (b) mark-up      | (c) mess-up    | (d) meet up       |

# SPELLING

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

## Paragraph 1

1. less cevfteeif when audiences eat popcorn
2. silently oucprnignno them
3. this process is tdeuretirpn
4. the chewing action esefitrern with the brain's "inner speech"
5. This happens etcyrvol
6. without our wassrnaee

## Paragraph 2

7. eating popcorn made aspttrainicp immune
8. The nenduam activity of eating popcorn
9. the sarpevevi effects of advertising
10. candy in cinemas actually usdirnemen advertising
11. This presents cinema owners with a mmiedal
12. a 900% rkum-ap



# PUT THE TEXT BACK TOGETHER

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

**Number these lines in the correct order.**

- ( ) across a new name. Researchers say: "This happens covertly, that is, without our awareness."
- ( ) activity of eating popcorn made participants immune to the pervasive effects of advertising." He added:
- ( ) conclusion of a newly-published study from Germany's Cologne University. According
- ( **1** ) The advertising people see while at the movies is less effective when audiences eat popcorn. This is the
- ( ) "This finding suggests that selling candy in cinemas actually undermines advertising." This presents cinema
- ( ) owners with a dilemma. There is usually a 900% mark-up on popcorn sold in movie theatres.
- ( ) to researchers, people remember the names of new brands or products by silently pronouncing them
- ( ) in their brains. However, with a mouth full of popcorn, this process is interrupted. The report is
- ( ) rate a series of products, including some of those they had seen adverts for during the movie. The sugar
- ( ) action interferes with the brain's "inner speech" that operates whenever we come
- ( ) titled "Popcorn in the Cinema: Oral Interference Sabotages Advertising Effects". It describes how the chewing
- ( ) Researcher Sascha Topolinski invited 96 people to watch a movie. Half of the group was given
- ( ) popcorn, while the rest received a small sugar cube. A week later, the participants were asked to
- ( ) cube group remembered a lot more of the product names than those who ate popcorn. Mr Topolinski said: "The mundane

# PUT THE WORDS IN THE RIGHT ORDER

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

1. people movies see while The at advertising the.

---

2. is of - This conclusion newly study the a published.

---

3. this , popcorn of full mouth a With interrupted is process.

---

4. the The speech interferes chewing brain's with action inner.

---

5. a whenever new we name come across Operates.

---

6. of group given Half the was popcorn

---

7. of effects pervasive the to Immune advertising.

---

8. cinemas candy advertising actually in Selling undermines.

---

9. owners cinema presents This dilemma a with.

---

10. 900% a usually is There popcorn on up - mark.

---

# CIRCLE THE CORRECT WORD (20 PAIRS)

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

The advertising people see *while / during* at the movies is less effective when audiences eat popcorn. This is the *conclusive / conclusion* of a newly-published study from Germany's Cologne University. According *by / to* researchers, people remember the names of new brands or products *by silently / silence* pronouncing *them / it* in their brains. However, with a mouth full of popcorn, this process is *interruption / interrupted*. The report is *titled / title's* "Popcorn in the Cinema: Oral Interference Sabotages Advertising Effects". It describes *how / what* the chewing action interferes with the brain's "inner speech" that *operates / operative* whenever we come across a new name. Researchers say: "This happens *overtly / covertly*, that is, without our awareness."

Researcher Sascha Topolinski *invited / invites* 96 people to watch a movie. Half of the group *was / were* given popcorn, while the *residue / rest* received a small sugar cube. A week later, the participants were asked to *berate / rate* a series of products, *including / inclusive* some of those they had seen adverts for during the movie. The sugar cube group remembered a lot more of the product names than *those / them* who ate popcorn. Mr Topolinski said: "The mundane activity of eating popcorn *made / gave* participants immune to the pervasive *affects / effects* of advertising." He added: "This finding suggests that *sold / selling* candy in cinemas actually undermines advertising." This presents cinema owners with a dilemma. There is usually a 900% *mark-up / mark-down* on popcorn sold in movie theatres.

**Talk about the connection between each pair of words in italics, and why the correct word is correct.**

# INSERT THE VOWELS (a, e, i, o, u)

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

Th\_ \_dv\_rt\_s\_ng p\_\_pl\_ s\_\_ wh\_l\_ \_t th\_ m\_v\_\_s \_s  
l\_ss \_ff\_ct\_v\_ wh\_n \_\_d\_\_nc\_s \_\_t p\_pc\_rn. Th\_s \_s  
th\_ c\_ncl\_s\_\_n \_f \_ n\_wly-p\_bl\_sh\_d st\_dy fr\_m  
G\_rm\_ny's C\_l\_gn\_ \_n\_v\_rs\_ty. \_cc\_rdn\_g t\_  
r\_s\_\_rch\_rs, p\_\_pl\_ r\_m\_mb\_r th\_ n\_m\_s \_f n\_w  
br\_nds \_r pr\_d\_cts by s\_l\_ntly pr\_n\_\_nc\_ng th\_m \_n  
th\_\_r br\_\_ns. H\_w\_v\_r, w\_th \_ m\_\_th f\_ll \_f p\_pc\_rn,  
th\_s pr\_c\_ss \_s \_nt\_rr\_pt\_d. Th\_ r\_p\_rt \_s t\_tl\_d  
"P\_pc\_rn \_n th\_ C\_n\_m\_ : \_r\_l \_nt\_rf\_r\_nc\_ S\_b\_t\_g\_s  
\_dv\_rt\_s\_ng \_ff\_cts". \_t d\_scr\_b\_s h\_w th\_ ch\_w\_ng  
\_ct\_\_n \_nt\_rf\_r\_s w\_th th\_ br\_\_n's "\_nn\_r sp\_\_ch" th\_t  
\_p\_r\_t\_s wh\_n v\_r w\_ c\_m\_ \_cr\_ss \_ n\_w n\_m\_.  
R\_s\_\_rch\_rs s\_y: "Th\_s h\_pp\_ns c\_v\_r\_tly, th\_t \_s,  
w\_th\_\_t \_\_r\_w\_r\_n\_ss."

R\_s\_\_rch\_r S\_sch\_ T\_p\_l\_nsk\_ \_nv\_t\_d 96 p\_\_pl\_ t\_  
w\_tch \_ m\_v\_\_. H\_lf \_f th\_ gr\_\_p w\_s g\_v\_n p\_pc\_rn,  
wh\_l\_ th\_ r\_st r\_c\_\_v\_d \_ sm\_ll s\_g\_r c\_b\_. \_ w\_\_k  
l\_t\_r, th\_ p\_rt\_c\_p\_nts w\_r\_ \_sk\_d t\_r\_t\_\_s\_r\_\_s \_f  
pr\_d\_cts, \_ncl\_d\_ng s\_m\_ \_f th\_s\_ th\_y h\_d s\_\_n  
\_dv\_rts f\_r d\_r\_ng th\_ m\_v\_\_. Th\_ s\_g\_r c\_b\_ gr\_\_p  
r\_m\_mb\_r\_d \_ l\_t m\_r\_ \_f th\_ pr\_d\_ct n\_m\_s th\_n  
th\_s\_ wh\_ \_t\_ p\_pc\_rn. Mr T\_p\_l\_nsk\_ s\_\_d: "Th\_  
m\_nd\_n\_ \_ct\_v\_ty \_f \_\_t\_ng p\_pc\_rn m\_d\_  
p\_rt\_c\_p\_nts \_mm\_n\_ t\_ th\_ p\_rv\_s\_v\_ \_ff\_cts \_f  
\_dv\_rt\_s\_ng." H\_\_dd\_d: "Th\_s f\_nd\_ng s\_gg\_sts th\_t  
s\_ll\_ng c\_ndy \_n c\_n\_m\_s \_ct\_\_lly \_nd\_rm\_n\_s  
\_dv\_rt\_s\_ng." Th\_s pr\_s\_nts c\_n\_m\_ \_wn\_rs w\_th \_  
d\_l\_mm\_. Th\_r\_ \_s\_s\_\_lly \_ 900% m\_rk-\_p \_n p\_pc\_rn  
s\_ld \_n m\_v\_\_ th\_\_tr\_s.

# PUNCTUATE THE TEXT AND ADD CAPITALS

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

the advertising people see while at the movies is less effective when audiences eat popcorn this is the conclusion of a newly-published study from germany's cologne university according to researchers people remember the names of new brands or products by silently pronouncing them in their brains however with a mouth full of popcorn this process is interrupted the report is titled "popcorn in the cinema oral interference sabotages advertising effects" it describes how the chewing action interferes with the brain's "inner speech" that operates whenever we come across a new name researchers say "this happens covertly that is without our awareness"

researcher sascha topolinski invited 96 people to watch a movie half of the group was given popcorn while the rest received a small sugar cube a week later the participants were asked to rate a series of products including some of those they had seen adverts for during the movie the sugar cube group remembered a lot more of the product names than those who ate popcorn mr topolinski said "the mundane activity of eating popcorn made participants immune to the pervasive effects of advertising" he added "this finding suggests that selling candy in cinemas actually undermines advertising" this presents cinema owners with a dilemma there is usually a 900% mark-up on popcorn sold in movie theatres

# PUT A SLASH ( / ) WHERE THE SPACES ARE

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

The advertising people see while at the movies is less effective when audiences eat popcorn. This is the conclusion of a newly-published study from Germany's Cologne University. According to researchers, people remember the names of new brand or products by silently pronouncing them in their brains. However, with a mouthful of popcorn, this process is interrupted. The report is titled "Popcorn in the Cinema: Oral Interference Sabotages Advertising Effects". It describes how the chewing action interferes with the brain's "inner speech" that operates whenever we come across a new name. Researchers say: "This happens covertly, that is, without our awareness." Researcher Sascha Topolinski invited 96 people to watch a movie. Half of the group was given popcorn, while the rest received a small sugar cube. A week later, the participants were asked to rate a series of products, including some of those they had seen advertised during the movie. The sugar cube group remembered a lot more of the product names than those who ate popcorn. Mr Topolinski said: "The mundane activity of eating popcorn made participants immune to the pervasive effects of advertising." He added: "This finding suggests that selling candy in cinemas actually undermines advertising." This presents cinema owners with a dilemma. There is usually a 90% mark-up on popcorn sold in movie theatres.







# HOMework

**1. VOCABULARY EXTENSION:** Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

**2. INTERNET:** Search the Internet and find out more about food, snacks and drinks in movie theatres around the world. Share what you discover with your partner(s) in the next lesson.

**3. POPCORN:** Make a poster about popcorn. Show your work to your classmates in the next lesson. Did you all have similar things?

**4. BAD FOR ADS:** Write a magazine article about popcorn being bad for ads. Include imaginary interviews with people who are for and against popcorn in movie theatres.

Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).

**5. WHAT HAPPENED NEXT?** Write a newspaper article about the next stage in this news story. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

**6. LETTER:** Write a letter to an advertising expert. Ask him/her three questions about popcorn in movie theatres. Give him/her three of your opinions. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

# ANSWERS

## TRUE / FALSE (p.4)

a F    b T    c F    d T    e F    f F    g T    h T

## SYNONYM MATCH (p.4)

- |                    |                |
|--------------------|----------------|
| 1. effective       | a. useful      |
| 2. conclusion      | b. opinion     |
| 3. interrupted     | c. restricted  |
| 4. interferes with | d. disrupts    |
| 5. awareness       | e. realisation |
| 6. rate            | f. evaluate    |
| 7. mundane         | g. boring      |
| 8. immune          | h. resistant   |
| 9. dilemma         | i. predicament |
| 10. mark-up        | j. hike        |

## COMPREHENSION QUESTIONS (p.8)

1. At the movies
2. Silently pronounce the names
3. Interrupts the name-remembering process
4. The brain's "inner speech"
5. Covertly
6. Popcorn and sugar cubes
7. A week after watching the movie
8. The sugar cube group
9. Mundane
10. 900%

## MULTIPLE CHOICE - QUIZ (p.9)

1. b    2. d    3. a    4. c    5. b    6. a    7. c    8. a    9. a    10. d

## ALL OTHER EXERCISES

Please check for yourself by looking at the Article on page 2.  
(It's good for your English ;-)