This study was set to investigate the problems Iranian EFL learners encounter in reading advertisements. Additionally, this study explored the hidden strategies behind each advertisement. In this regard, 30 Iranian EFL university students majoring in English were selected. A Sample of 6 coffee and chocolate advertisements were selected. The model of this study was based on mixed models of Halliday's Systemic Functional Linguistics (1994), Fairclough (2010), Huhmann adopted McQuarrie and Philips (2008) and Kress and Van Leeuven (2006) adopted Halliday's Semiotic Approach (1994). A frequency was run in order to see the problems Iranian EFL learners encounter in reading coffee and chocolate advertisements. The findings of the study indicated that Iranian EFL learners had problems not only with semantic, syntactic and phonological aspects of language of advertisements, but also with non-linguistic elements such as colors in advertisements. As a result, the findings of the present study could be helpful for EFL teachers to see possible problems their students encounter in reading advertisements.