

IFME

5th year

2018

PROJECT 2

ADVERTISING



Prof. Daverio, Mariana

Gorostegui, Patricia

Irregular verbs

Infinitive	Past Simple	Past Participle
be	was/were	been
become	became	become
begin	began	begun
bite	bit	bitten
bleed	bled	bled
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt

Infinitive	Past Simple	Past Participle
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
show	showed	shown
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

1. What is advertising? Write your own definition:

2. Read the following text and check your definition. Next, prepare a mind map summarizing the main ideas.

Advertising

From Wikipedia, the free encyclopaedia



A [Coca-Cola](#) advertisement from the 1890s

Advertising is an audio or visual form of [marketing communication](#) that employs an openly sponsored, non-personal message to [promote](#) or sell a product, service or idea.^{[1]:465} Sponsors of advertising are often [businesses](#) wishing to promote their [products](#) or [services](#). Advertising is differentiated from public relations in that an advertiser pays for and has control over the message. It differs from personal selling in that the message is non-personal, i.e., not directed to a particular individual.^{[1]:661,672} Advertising is communicated through various mass media,^[2] including [traditional media](#) such as newspapers, magazines, [television](#), [radio](#), [outdoor advertising](#) or [direct mail](#); and [new medias](#) such as [search results](#), blogs, social media, websites or text messages. The actual presentation of the message in a medium is referred to as an advertisement or "ad" for short.

Commercial ads often seek to generate increased consumption of their products or services through "[branding](#)", which associates a product name or image with certain qualities in the minds of consumers. On the other hand, ads that intend to elicit an immediate sale are known as [direct-response advertising](#). [Non-commercial](#) entities that advertise more than consumer products or services include political parties, interest groups, religious organizations and governmental agencies. Non-profit organizations may use free modes of [persuasion](#), such as a [public service announcement](#). Advertising may also be used to reassure employees or shareholders that a company is viable or successful.

Modern advertising originated with the techniques introduced with [tobacco advertising](#) in the 1920s, most significantly with the campaigns of [Edward Bernays](#), considered the founder of modern, "[Madison Avenue](#)" advertising.^{[3][4]}

Worldwide spending on advertising in 2015 amounted to an estimated [US\\$529.43 billion](#).^[5] Advertising's projected distribution for 2017 was 40.4% on

TV, 33.3% on digital, 9% on newspapers, 6.9% on magazines, 5.8% on outdoor and 4.3% on radio.^[6] Internationally, the largest ("big four") [advertising-agency](#) groups are [Interpublic](#), [Omnicom](#), [Publicis](#), and [WPP](#).^[7]

In Latin, *advertere* means "to turn towards".^[8]

Ads in the Media

I. Work with a partner and discuss the following questions

- a. What makes a good commercial?
- b. What are some of the best TV commercials you can remember? Why do you like them?
- c. What are some of the worst ads you can remember?
- d. When is an ad effective?
- e. Is a commercial that you like effective even if you don't remember what it is advertising?
- f. How influenced are you by advertising?
- g. Do you watch the TV commercials during the TV programs breaks or do you switch channels? Why do you do it?

II. Check the items of features that you think make commercials effective:

- ☐ Beautiful people
- ☐ Music
- ☐ Humor
- ☐ Real comments made by consumers
- ☐ Slogans
- ☐ Famous people
- ☐ Scientific facts about the product
- ☐ Animals
- ☐ Sad stories
- ☐ Happy families
- ☐ Ugly people

III. In pairs, decide if you agree or disagree with these statements and why.

- a. Advertising needs to be relevant to the consumer's needs, wants, and values.
- b. It is getting harder and harder to get a consumer's attention these days.
- c. Consumers tend to block out advertisements, so you need to try and find a unique way of getting them to pay attention.
- d. Advertising should be truthful.
- e. Being honest is not only ethical, it is also the intelligent way of doing business. No one likes being deceived, and if deception occurs, the consumer will have a negative view of the company.
- f. Sometimes advertisement creators get so caught up in designing a creative, cool advertisement that they fail to effectively deliver a message that will facilitate the success of their marketing communications strategy.

IV. Watch the segment of the movie The Truman Show¹ and discuss the questions:

- a. Describe the scene.
- b. What products are being advertised?
- c. How are they being advertised?
- d. How effective are the ads? Why?
- e. Would you buy any of the products? Why?
- f. What could be done to improve the quality of the ads?



V. Now watch the segment of the movie The Invention of Lying² and discuss the questions:

- a. Describe the scene.
- b. What product(s) is (are) being advertised?
- c. How is it (are they) being advertised?
- d. How effective are the ads? Why?
- e. Would you buy any of the products? Why?
- f. What could be done to improve the quality of the ads?
- g.



¹ <http://www.imdb.com/title/tt0120382/>

² http://www.imdb.com/title/tt1058017/?ref =nv_sr_1

Misleading Ads

According to Wikipedia, false advertising is misleading advertising or deceptive advertising is the use of false or misleading statements in advertising. As advertising has the potential to persuade people into commercial transactions that they might otherwise avoid, many governments around the world use regulations to control false, deceptive or misleading advertising. "Truth" refers to essentially the same concept, that customers have the right to know what they are buying, and that all necessary information should be on the label.

False advertising is illegal in most countries. However, advertisers still find ways to deceive consumers in ways that are legal, or technically illegal but unenforceable.

I. Discuss the questions before watching the clip:

- a. Have you ever purchased anything that did not correspond to what had been advertised or promised? Share this experience.
- b. Can you think of any ad that you believe is misleading?
- c. What do you do when you feel deceived by a product or store?
- d. What do you do to be compensated for the damage?
- e. How can certain companies mislead the consumer to buy their products?
- f. What do the laws in Argentina say about misleading ads?
- g. Misleading advertising occurs when a claim about a product or service is materially false or misleading, in an attempt to persuade the consumer to buy it. What should the consequences be to a company/product whose ads are misleading?

II. Watch the segment from the movie *The Best Exotic Marigold Hotel*³ and discuss the questions:

- a. What is being promised and what is being offered?
- b. How misleading is the ad?
- c. What would you do if you were one of those tourists?
- d. What sort of punishment, if any, should the hotel owner receive?
Explain your answer.
- e. Would you like to go the Marigold Hotel? Why (not)?
- f. Have you ever experienced anything similar when you traveled?



³ http://www.imdb.com/title/tt1412386/?ref =nv_sr_1

1. Read and answer:

How teens

shop

by Hyun Tcha

Today's teenagers have got more spending power than ever. Surveys show that UK teens spend about £275 (£350) a month at the shops.

To find out their shopping habits, we followed fifteen teenagers around a London shopping centre. Our first discovery was that teen shoppers aren't as impulsive as some adults think. Teens know what they want to buy before they leave home. Most compare products online to find the best prices, and they don't buy a thing if they think it's too expensive.

Our next discovery was more predictable. Girls are more interested in shopping than boys. Surveys reveal that boys go shopping less, and spend less on clothes. The three boys in our experiment came alone, and didn't waste time. 'I don't go to ten shops to buy a pair of trainers!' Mark said.

Girls, on the other hand, enjoy shopping. They browse, visiting different shops to see what's on offer. They usually shop with friends, but sometimes go shopping with their parents. When they see an item of clothing that they like, they want to try it on and hear their friends' opinions. Laughing together in changing rooms is an important leisure activity for some girls!

What they buy is different too. Girls don't buy something if it isn't original enough, whereas boys want to look like their friends. However, both boys and girls are spending more money on electrical goods and mobile phones. Shopping online is becoming more popular too. About a third of UK teens bought something online last year.

- How much do you spend a month at the shops?
- Who do you go shopping with?
- Do you enjoy shopping?
- Do you buy online?
- What about UK teens?

Read again and choose the correct option.

- Teenagers have got ... money to spend at the shops than in the past.
a more b less
- The information about them in the article comes from surveys ...
a only b and an experiment
- They are ... impulsive than some adults think.
a more b less
- They ... carefully at the price of the things they buy.
a look b don't look
- ... sometimes prefer shopping with their parents.
a Boys b Girls
- ... want to wear the same clothes as their friends.
a Boys b Girls

Complete the definitions with a word or phrase in the text.

- Your ... is the money that you can spend at the shops. (paragraph 1)
- If something's ..., it's not surprising. (paragraph 3)
- If you spend time in a negative way, you ... it. (paragraph 3)
- When you ..., you look around shops without buying anything. (paragraph 4)
- Your ... is what you think about something. (paragraph 4)
- A ... is something you do for enjoyment in your free time. (paragraph 4)

5. 1 1.44 Match the phrases with the pictures. Listen, check and repeat.

- give it a name and design the **logo**
- create an **advertising campaign** and make a **TV commercial**
- launch** and **promote** the product
- write a **slogan**
- do some **market research**
- develop the **product**



Complete the sentences with the words.

- billboards • bombard • jingles
- sponsor • subliminal

- Companies ... us with TV commercials – we see thousands every year.
- My brother composes ... for adverts. He sings them all the time!
- A lot of advertising now is It slowly changes the way you think.
- Lots of big companies want to ... sports like Formula 1.
- Many advertising campaigns use ... next to the roads to promote products.

1 Complete the advertising words.



Nowadays, there are a lot of different varieties of the same thing in shops. How do companies persuade us to choose their goods?

Well, first a company develops a ¹ p _____. Then they need to know if the public will buy it or not, so they ask questions and collect information to see if it will be popular. This is called ² m _____ r _____. The company chooses a name, and designs a ³ l _____, a symbol or image to represent the product. The company then selects the right time to show it to the public for the first time, or ⁴ l _____ it. To persuade people to buy the product, various things are done to ⁵ p _____ it. An ⁶ a _____ c _____ usually includes images in magazines, or ⁷ c _____ on TV. Often, a special phrase or ⁸ s _____ is used to help to sell the product.

In pairs, ask and answer the questions.

- What's your favourite fashion label? Has it got a logo? What is it?
I really like ... The logo is ...
- Can you think of an example of an advertising slogan in English?
- Can you remember any jingles? What is the product?
- How many products can you think of which sponsor sports and events?
- What products have been launched in the past twelve months?
- What do you think of when you see the word 'kwaii'?

2 Put the letters in the correct order to make words.

- ar-bi-bo-ds-ll _____
- odu-pr-cts _____
- mb-bo-ard _____
- ons-sp-or _____
- v-t mme-co-ial-rc _____
- le-ng-ji _____
- li-nal-mi-sub _____

3 Use the numbered letters in exercise 2 to complete the mystery word.

1 2 3 4 5 6 7 8 9 10 11

4 Circle the correct option.



- The 2012 Olympics logo / product cost nearly €500,000 to design.
- A typical American child sees about 40,000 billboards / jingles every year.
- Market research / Advertising campaigns for some products are not allowed on English TV.
- The word soap opera comes from when washing powder companies sponsored / product programmes in America.
- Commercial radio stations play lots of launches / jingles to make you buy products.
- If an actor in a film drinks cola, many people feel they need one, too. This is called subliminal / bombard advertising.
- Billboards / Products near schools musn't advertise junk food in many countries.
- They want to launch / sponsor the new product in the summer.

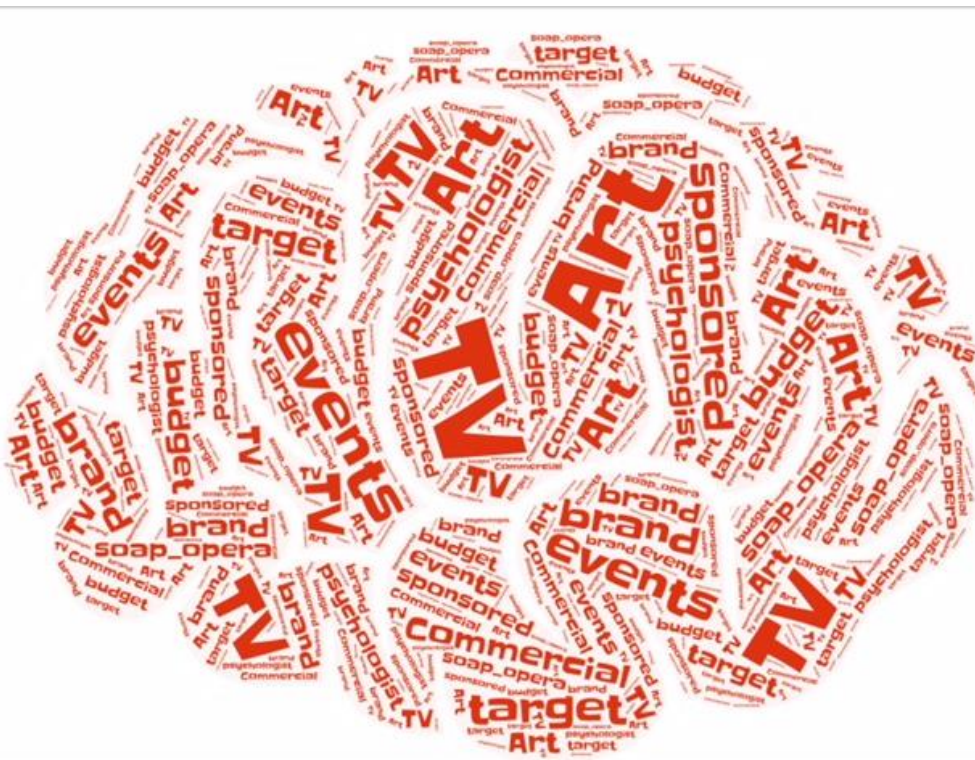
Video session #1: Famous logos with hidden meanings

1. Why do brands have a logo?
2. Choose four logos and explain the hidden Messages behind them.
3. Why are logos important?



Video session #2: the history of advertising in 60 seconds.

1. How do you think advertising has improved and developed along history? Think about economy, roles of men and women, etc.
2. Prepare a time line showing what the video explains. Include the following words:
3. With the help of your notes, prepare a very short presentation of the topic.



READING TIME!

For the savvy under-20s, cool is now all about the latest technology. David Ho reports.

What do teens want? Tech, tech and more tech.

From the latest mobile phone and game system to a new Apple i-something and a virtual apartment, technology increasingly defines the lifestyles of teenagers, say marketing experts and company executives.

That was the main theme of the What Teens Want conference in Manhattan last month, as advertisers sought insights into a tech-savvy and globally connected generation that is remaking the image of the typical consumer.

Tina Wells, chief executive of Buzz Marketing Group, says: "Technology is starting to define what's cool in a way that fashion used to define what's cool." For teens, "as long as it's technology, it's what's hot".

Technology has also turned advertising upside down, with companies scrambling to adapt to internet video, digital video recorders, mobile media devices and online social networking. It's a fast-moving, tech-heavy world that teens take for granted.

Jeremy Wright, global director of mobile brand strategy with the European handset maker Nokia, says: "They're just so receptive to new technology in ways that we find hard to understand. They're the early explorers in mobile (technology)."

Jordan Berman, executive director of media innovation for AT&T Mobility, the wireless division of the San Antonio, Texas, communications giant, says: "Teens have adopted text messaging as a second language."

He jokes that thumb-typing teens now use their thumbs to push doorbells.

The teen marketplace breaks up into "tribes", Ms Wells says. Two of them are preppies, the popular kids, and techies, who "five or six years ago were called nerds and geeks".

"As times have changed, (the techies) are really cool kids," she says. "They're the ones that know about an iPhone 18 months (before it arrives) and they teach a preppie how to use it."

Ms Wells, who started her company in 1996 when she was 16, studies trends with a global network of about 9000 young people dubbed "BuzzSpotters".

Quoting an unfinished online survey, which so far includes about 680 US participants, she says 65% of American teenagers plan to buy one or two tech items this northern summer before heading back to school.

More than half say they will buy tech items when they can afford them, Ms Wells says, and only one in 10 is happy with the tech gadgets he or she has.

Of the teens Ms Wells polled online, 93% say they prefer the internet to television.

Answer:

1. How does the writer call the teen community?
2. According to experts, what do teens want?
3. *The cool trends has swifited from fashion to tech.* Explain using your own words, and examples.
4. You've watched the video (<https://www.youtube.com/watch?v=7d3VAYGnXjY>) "The history of advertising in 60 seconds". Considering what it shows, and what you've read en the text, say how technology has influenced advertising.
5. What tribes are mentioned? Mention some more you may know. Define each of them (in case sts do not mention any, provide: hipsters, dark, gothic, grunge, sk8rs, etc). Example: PREPPIES: popular, well off teens who usually attend pep school and buy into classics rather that trends. Often miscalled "snobs". (adapted from urbandictionary.com)
6. According to the survey, 65% of American teens plan to buy tech items in the short term. What about you? What tech items do you have? Would you like to have? Are planning to get?

Analyze the following sentences from the text:

1. Teens lifestyle is defined by technology.
2. In the past, "cool" was defined by fashion, but today, it it's defined by technology.
3. Texting has been adopted as a second language.
4. A preppie is taught how to use an I phone, by a techie.
5. 680 teens were included in the survey.
6. The results are not finished yet.

Think about who does the action, is he/she always mentioned? Why (not)?

What is more important, the doer or the action itself?

How do you call this pattern? How are the verbs arranged?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

PRACTICE. THE PASSIVE



1. Choose the right verb form.

- The brand *found/was founded* as an importer of Japanese shoes.
- Nike products *are sold/sell* through about 20,000 retail accounts.
- Nearly all of the items *manufacture/are manufactured* by independent contractors, primarily located overseas, with Nike involved in the design, development & marketing.
- The Swoosh trademark *create/was created* by a graphic design student from Portland State University named Carolyn Davidson.
- One of the world's dominant shoe, sports equipment and clothing brand *was aptly named/name* after the Greek goddess of victory.
- In 1988, Nike's "Just Do It" slogan *introduced/was introduced*, and it *remains/is remained* one of the most recognizable and successful commercial taglines.

2. Complete the sentences with a suitable verb in the PASSIVE (present or past)

Products and services in the market because of advertising. They on TV, magazines, billboards, T shirts and even on the Internet.

The first ads in newspapers in the 1700s. Two hundred years later, around 1920, advertising in the radio, when soap operas by women doing the housework. Some years after, cartoon characters to capture the attention of children around the world.

Today, products in different ways. Sometimes, pictures on billboards and logos and slogans in magazine ads. All age groups as well as social classes through advertising in social networks. It doesn't stop, and it continues re inventing itself.

INCLUDE, FIND (x2), ADVERTISE, USE, KNOW, SHOW, INTRODUCE, HEAR, REACH

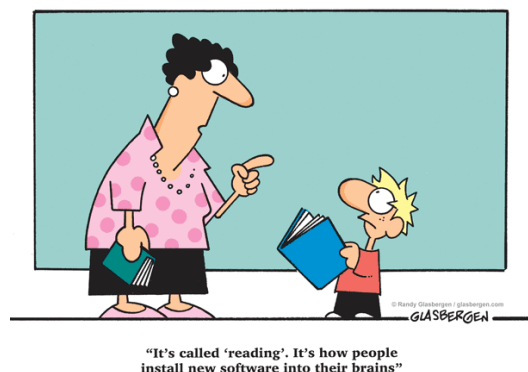
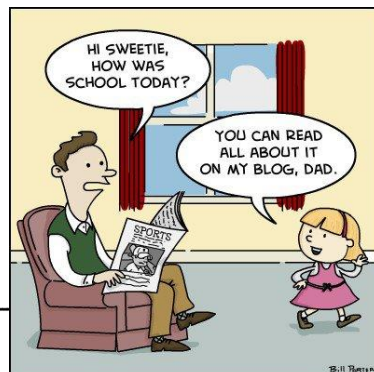
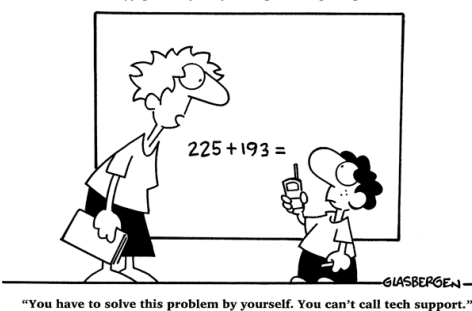
3 Answer:

- What's your favourite fashion label? Has it got a logo?
- Can you think of a slogan in English?
- Can you remember any jingles? What is the product?
- How many products can you think of that sponsor sports events?

4 What's your favourite commercial? Write about the product, the Brand, its jingle, slogan, logo and other characteristics. THIS IS TO HAND IN.

5 Watch the cartoons. Choose one and write some sentences about it. Use the passive.

Copyright 2005 by Randy Glasbergen. www.glasbergen.com



Video session #3: **Best ad 2014**. Complete the following sentences:

- a. Your heart (touch) after you watch it.
- b. Positive emotions (evoke) through simple actions.
- c. In the ad we can see how an old woman (help), a dog (feed) and money (donate) for a good cause.
- d. In the end we see the guy's face (fill) with happiness.
- e. The commercial is very inspiring, touching and creative. It shows us what can (do) with a little love, kindness and civility.

- From active to passive voice:

1 Write these sentences using the passive:

1 It repeated the brand five times.

2. A commercial promotes a product.

3. You can find printed ads in newspapers and magazines.

4. The commercial is interrupting the television programme.

5. Businesses use advertising to gain new customers.

6. Advertising creates social trends.

7. Businesses spend a lot of money for advertising campaigns.

8. You can hardly find black people in TV commercials.

9. Mr. Miller is reading the classified ads.

10. The advertising agency tries to put across a message.

11. They sent an interesting commercial on SAT 1 yesterday.

12. Advertising is providing information.

13. They didn't show the package though.

14. In the end it didn't grab the consumer's attention.

15. I turned off the TV after one hour.

16. When RTL was broadcasting the movie on Sunday, they interrupted the movie five times with different commercials.
17. Although the advertising agency has already created a brand image, they haven't launched the campaign yet.
18. They are still looking for a tag line.
19. The commercial annoyed many spectators.
20. The campaign hasn't convinced the target group so far.

2. Rephrase the following sentences beginning them as suggested:

1. Marketing and advertising experts have always aimed their sights at young consumers.

Marketing

2. Marketers are constantly taking brands to the streets.

Brands

3. Marketers use high-profile celebrities to endorse their products on television.
High-profile celebrities

4. Marketing strategies specifically target fast food, fashion and technological gadgets.

Fast food

5. Some argue that, consumer culture is damaging young people's habits.
Some argue that,

6. Consumer culture pressures parents to give their children material items to replace happiness.

Parents

7. From now on, I will limit my child's television time and exposure to advertising.
From now on,

8. Last Christmas, 6 year-old children demanded popular luxury brands, which was unthinkable some years ago.

Popular

9. Marketers can easily impose youth luxury consumption on those who are not willing to wait for what they want.

Youth

10. Teenagers purchase luxury brands because they offer them a sense of happiness.

Luxury brands

11. Marketers are perfecting their techniques to appeal directly to a target audience.

Marketers'

12. Consumers will most likely buy a product with the most appealing ad.

A product

13. Companies have used advertising to offer an insight into their products.

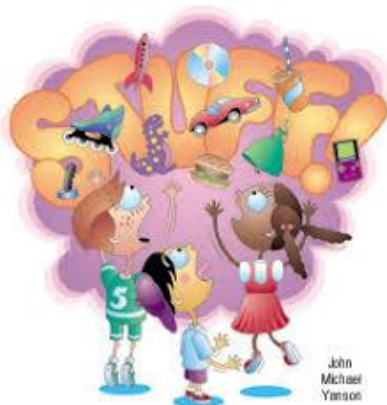
Advertising

14. Advertising tactics such as "the cool factor" creates many trends in youth fashion.

Many trends in youth fashion

Children and advertising

Views concerning the ethics of advertising aimed at children diverge widely in Europe. In Sweden advertising is considered unacceptable and is banned for children under 12 with the approval of the majority of the population. In France advertisements are seen as part of preparing children for future life in a consumer society. In Spain a ban on advertisement is considered undemocratic.



In Britain advertising has been responsible for serious rising rates of obesity among children and an increased possibility of illnesses such as diabetes. The messages children receive from these ads are in direct conflict with what they may be learning at school, or from their parents, about good nutrition. Exposure to food commercials and sophisticated advertising and marketing campaigns influences children's preferences. Moreover it can also contribute to their confusion about the relative health of certain foods.

The promotional marketing involves the use of popular television and movie figures such as Scooby-Doo and Disney characters like Shrek. In supermarkets we have lots of examples in cereals, crackers, cookies and lunch snacks. Fast food restaurants use the same technique to reach children. Who doesn't know the popular McDonald's Happy Meal?

However, in the UK junk food adverts have started to be banned during television shows popular with children and on TV channels dedicated to them. The new rules affect commercials for all food and drink products which are high in fat, salt and sugar such as burgers, crisps and sweets.

Although the new rules ban all junk food advertising to the under 10s, so far the greatest decline in commercials impact has been among the four to nine year old age group. The rules for TV programmes which are aimed at the under 16s have only been in effect since January 1- 2008.



A – Read the whole text and find evidence for the following statements:

1 –There are many different opinions about advertising to children.

2 – Some people believe prohibiting advertising can limit freedom.

3 –Most commercials affect children’s eating habits.

4 – New British laws can help children become healthier.

5 – Some kids have already benefited from the recent legislation.

B –Complete the sentences according to the ideas of the text:

1 – British advertisers are to blame for..._____

2 – Popular cartoon characters are used to..._____

C – Answer the following questions using your own words:

1 – Sweden and France have opposite views about advertising for children. In your opinion which country is right about this issue? Justify your answer.

2 – Are you strongly influenced by advertising? Why? / Why not?

D – Match the words on the left from the text with their equivalents on the right:

- | | | |
|---------------|----------------|---------|
| 1. concerning | a. forbidden | 1._____ |
| 2. widely | b. commercials | 2._____ |
| 3. banned | c. includes | 3._____ |
| 4. illnesses | d. about | 4._____ |

- | | | |
|-------------|--------------|----------|
| 5. ads | e. cinema | 5. _____ |
| 6. involves | f. generally | 6. _____ |
| 7. movie | g. diseases | 7. _____ |

E – Turn into the Idiomatic Passive Voice.

1 – Advertisements are giving us a fantastic world.

2 – Most ads don't tell people the truth.

3 – Fast food restaurants have influenced kids very much.

4 – Marketers persuaded them to buy junk food.

F – Match the words from column A with those from column B to form compound words.

A	B	Compound words
trade	advertising	1. _____
consumer	list	2. _____
advertising	power	3. _____
purchasing	society	4. _____
shopping	mark	5. _____
ambient	campaign	6. _____

G – Write the opposites of the following words using prefixes from this list:

il-	un-	dis-	ir-	mis-	im-	in-
-----	-----	------	-----	------	-----	-----

1. responsible _____

2. visible _____

3. moral _____

4. inform _____
5. legal _____
6. agree _____
7. fair _____

I – Choose ONLY ONE of the following topics and write 100 – 120 words on it.

- 1 – “Do you consider yourself a fashion victim?”
- 2 – “Advertising makes people spend more than they can afford.”
- 3 – “Advertising – a vehicle of information or the art of cheating?”

Analyzing ads: Targeting teens

1. Where do you see ads?
2. Why are we surrounded by so many ads?
3. What kinds of ads get your attention? Why?
4. Are all ads intended for the same audience?
5. Can you think of examples of ads that appeal to you, but not to your parents?
6. Why do advertisers market to teens?
7. Advertisers use many methods, or advertising strategies, like targeting teens, to try to manipulate you into buying their product. Often, they’re selling an image or lifestyle, not really the product. For example, here’s one ad for milk. It’s telling you that if you drink enough milk, not only will you lose weight, you might look like Beyoncé, too! Learning some “tricks of the trade”, or advertising strategies, can help you outsmart the advertisers.







Why might you want to outsmart advertisers?





8. Tricks of the Trade: you are going to analyse some ads as a class to identify their advertising strategies.

What is this ad selling? • Who is this message intended for? • Who wants to reach this audience, and why? • What story does this ad tell? • Is the story accurate and complete? If not, what information is absent and why? • How does this story get your attention and make you want to buy this product?



9. Now find some ads that you like. Analyse them considering
- What audience is the ad trying to reach?
 - What kind of texts, images, sounds are used?
 - What product is being sold?
 - What promises are implied?
 - What kind of lifestyle is presented?
 - How does the ad make you feel?
 - What strategies are used?
 - Does the ad convey a healthy message?
10. Read the strategies and give examples of ads in which you easily find them.

<h3>IDEAL KIDS & FAMILIES</h3>  <p>These ads feature kids or families that seem perfect. They are hip looking, with the hottest fashions, haircuts, and toys. Ideal families are always attractive and everyone seems to get along. These ads represent the types of kids and families advertisers think the people viewing the ad would like to be.</p>	<h3>FAMILY FUN</h3>  <p>These ads feature a product that is shown to bring families together, or helps them have fun together. All it takes is for Mom or Dad to bring home the "right" food, and a ho-hum dinner turns into a family party.</p>
<h3>EXCITEMENT</h3>  <p>These ads promise excitement if you buy their product. One bite of a snack food and you're suddenly snowboarding on the mountain, or onstage singing to a crowd of adoring fans!</p>	<h3>STAR POWER</h3>  <p>These ads feature a favorite sports star or music celebrity using, or promoting a product as the best. For example, clothing designers give clothes to hip-hop stars to wear on stage (especially for awards shows) so millions of people will see this clothing line, and think it's "cool."</p>

<h3>WEASEL WORDS</h3>  <p>These ads use words that can mislead. Even though advertisers have to tell the truth, there are hundreds of deceptive phrases they are allowed to use. Look for: "Part of..." "The taste of real..." "Natural..." "New, better tasting..." "Because we care..." It sounds good, but means nothing.</p>	<h3>OMISSION</h3>  <p>These ads don't give the full story. When a pastry claims to be "part" of a healthy breakfast, it doesn't mention that the breakfast might still be healthy whether this pastry is there or not. This omission therefore implies the breakfast will be healthier if it includes the pastry.</p>
<h3>R U COOL ENOUGH?</h3>  <p>These ads try to convince you that if you don't use their products, you are a nerd. Ads do this by showing people who look un-cool: Once they try the product, they suddenly become hip looking and are shown doing cool things.</p>	<h3>COOKING NATURE</h3>  <p>These ads show the transformation that occurs from raw materials to end product without showing the process. By showing oranges change straight to orange juice, it implies that when you drink processed orange juice, you are eating a natural orange, when actually it is unnaturally filled with sugar and additives!</p>

BANDWAGON



These ads tell you to join the crowd! Don't be left out! Everyone is buying the latest snack food: Aren't you? If you're "cool" and want to "fit in" you should be buying it too.

SCALE



These ads make a product look bigger or smaller than it actually is to highlight good qualities or hide undesirable qualities. For example, cereal ads will show really large berries in the bowl.

FACTS & FIGURES



These ads use important sounding figures and statistics to enhance their product's credibility. If it sounds like there is a lot of research behind the product, then it's easier for you to believe in it.

PUT DOWNS



These ads put down their competition's product to make their own product seem better. They often use sarcasm, comparison studies, and testimonials.

HEART STRINGS



These ads draw you into a story and make you feel good. One example is the fast food commercial where the dad and his son are shoveling snow from their driveway and the son treats his dad to a fast food burger lunch when they are done.

REPETITION



These ads repeat the same commercial or print ad over and over again. Advertisers hope that if you see a product, or hear its name again and again, you will be more likely to remember it and buy it.

SOUNDS GOOD



These ads contain jingles that you can't get out of your head. They are used to make you think of a product. Have you ever noticed that the volume of commercials is higher than the volume of the actual program?

Note to students: For this strategy, choose a print ad for a product that has a catchy jingle in its television ad.

CARTOON CHARACTERS



These ads rely on cartoon characters to excite young kids into wanting the products being sold. Cartoons make young kids identify with products.

Final task

1 What do you think these slogans might be advertising? Why?

(a) Made by us. Worn by you.

(b) Bye-bye Thirst. Hello, Taste.

(c) Just a Drop Before You Go.

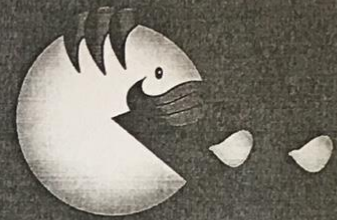
2 Work in pairs. Match the slogans in activity 1 with the beginnings of three scripts for TV commercials. Then think of how you would end them.

① Before leaving for work or for a special outing, put on just a drop of our sensuous and sophisticated mélange of rare florals. *Flowers* is an irresistible fragrance that...

② **Man:** Have you ever felt that your thirst is unstoppable? That you drink and drink some more and you still feel thirsty?
Woman: Yes, and especially after doing sports. What do you have there?
Man: Orange Plus. A drink that really quenches your thirst and it's delicious too.
Woman: Let me try some. Wow! It's incredibly...

③ When running, hiking, jumping or just walking around in the city, you must always wear comfortable sports shoes. **Tekno Trainers** are not only comfortable but also exclusively and technologically designed. Tekno Trainers are really light to wear, extremely comfortable and...

Once you pop YOU CAN'T STOP!



3 Work in groups and decide on a product you would like to advertise on TV.

- Find pictures and illustrations of your product. You may also make some drawings.
- Create a catchy and attractive slogan.
- Write a script that will help you sell your product.
- Make a poster using the pictures, illustrations and the slogan.
- Use the script and the poster you produced to present your product to the whole class.

Remember to use advertising strategies!

4 Discuss.

- a Would you hire any celebrities to promote your product? Who? Why?
- b Why do you think people would want to buy your product?