

UNIT-3

Exploring Advertising

ACTIVITY - 1

Read the article carefully. Mark any word you don't understand. Use a dictionary, the internet, or your classmates who may help you to understand each word and idea in the story.

Adapted from FEBRUARY 11, 2013, 5:18 PM The New York Times article,

“How Advertising Targets Our Children”

By Dr. PERRI KLASS

I would like my children to be aware about advertising. I would like them to grow up alert to the ways people try to sell them things. I think it is important for children to understand that sometimes people who want your trust are not really your friends.

Researchers have long studied the effects of ads on children. Studies show that advertising for things like cigarettes and alcohol does help push children and young people toward unhealthy behaviors, but it also shows that it is more difficult to protect children as advertisers use the Internet and social media.

Food advertising also raises issues. Children see ads for food on television, websites, social media, and mobiles. Many children play “advergames” online. These are games for children that are created by advertisers to promote products. And what are all these food ads selling to children? According to one study, the top four products are fast foods, sugared cereals, sugary drinks and candy.

Dr. Thomas Robinson, a professor at Stanford University and a doctor at Lucile Packard Children's Hospital, has looked into childhood obesity and its links to screen time. In experiments with preschoolers, he told me, “We've found that even a 30-second advertisement of a new product can change a child's preference for brand.”

In one study, Dr. Robinson looked at the effects of branding by giving 3- to 5-year-olds two portions of identical foods, one set out on a McDonald's wrapper. The children were asked to point out which foods tasted better and, Dr. Robinson said, no matter what food we laid out on the wrapper, “overwhelmingly, for hamburgers, French fries, baby carrots, milk or juice in a cup, kids would point out the one on the McDonald's wrapper as tasting better.”

Up to the age of 7 or 8, researchers say children can't understand the nature of advertising — they can't identify that the advertisement is trying to persuade them.

What can parents do? Children are not going to completely give up TV or internet. With young children, the most important strategy is probably to cut down on screen time, and the number of messages that children take in, and to keep up with what they're seeing when they do watch TV or use the internet. But, according to Dr. Robinson, when a child asks for something, parents should not simply turn them down. They should help the child to recognize that they are being persuaded. Dr. Robinson suggests that parents respond, “Well, why do you want that? Where did you hear about it?” If the answer is that the child saw it on TV or on the Internet, “Why did they put out that message? Do you think they want you to buy it? Why would they want that?” Talk to your children about why people sell things. Help your children understand that sellers want to sell things, but buyers have to decide if they want to buy.

In our information-rich world, we need to know the messages children are receiving, and help them understand what the world is trying to sell them.



New Words

promote
childhood obesity
screen time
brand
strategy
persuade

In this article, who is PerriKlass? Who is Dr. Thomas Robinson?

Both doctors talk about children. Which doctor talks about his own children?

ACTIVITY - 2

Work with a partner or a group to list popular advertising slogans. What product are they trying to sell?

Slogan	Product

Choose the slogan that you feel is most interesting. Advertisers use slogans to make their customers feel in ways that will make them want to buy. How does the slogan you chose make you feel?

Share your idea with your classmates. How many different feelings did your classmates write about?

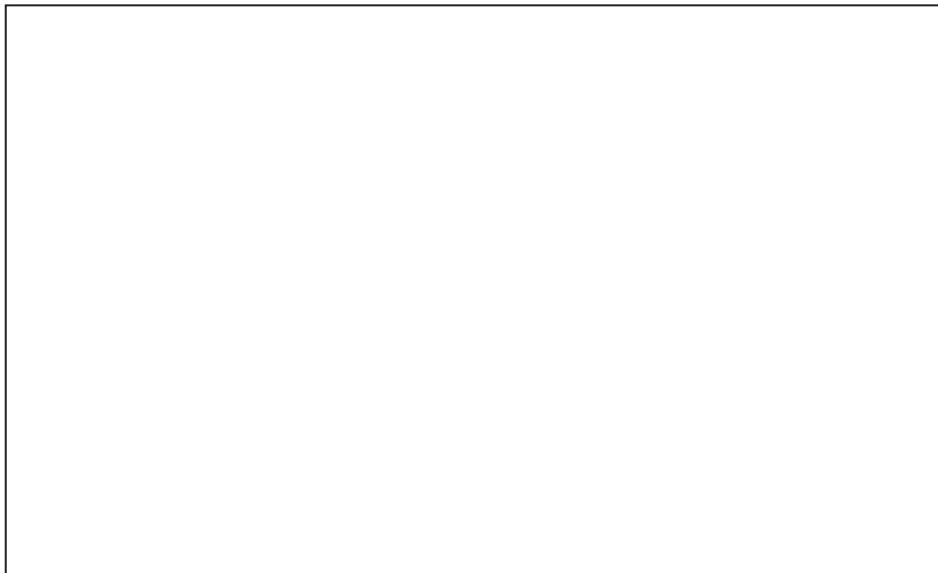
ACTIVITY - 3

The article “How Advertising Targets Our Children” says that advertising tries to persuade people and in the activity above we talked about advertisers using feelings to persuade people.

In the article “How Advertising Targets Our Children,” DrKlass is also trying to persuade his readers. What does Dr. Klass want to persuade his readers to think and do?



Dr. Klass uses more than feelings to persuade. He also uses evidence from scientific research. Look very carefully at the article. List all the facts and ideas that come from research.



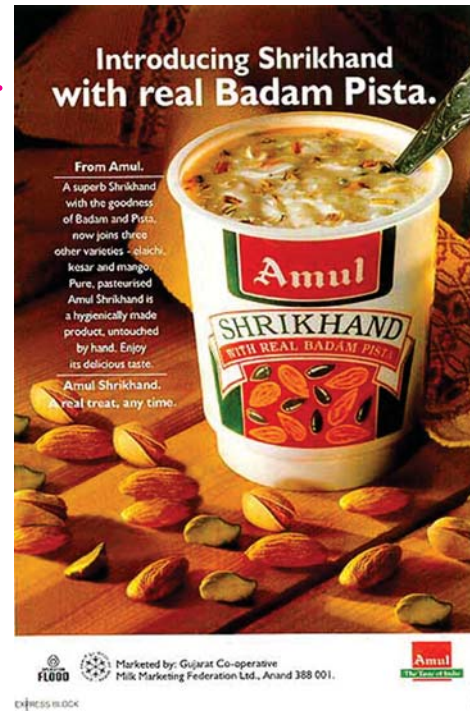
Share your ideas with classmates. Did others find facts that you missed?



ACTIVITY - 4

**Discuss the questions as a class.
Listen to the answers of your
classmates.**

1. Who paid for this advertisement?
2. What is the goal of the advertiser?
3. To whom is this advertisement trying to persuade?
4. Do you think that the advertiser achieved the goal?



Classmates will have different opinions about question 4. How many classmates think that the advertisement worked well for the advertiser? In other words, they would want to buy the product.

How many think that the advertisement did not work or they would not want to buy the product or idea?

Use the paragraph below to help you write about this activity.

In my class we looked at an advertisement for _____. It was created and paid for by _____. It is trying to persuade _____ to _____. My classmates had different opinions of the effectiveness of this advertisement. _____ classmates thought the advertisement worked. They would want to buy the _____. _____ classmates thought the advertisement did not work. They would NOT want to buy the _____. I think _____.

ACTIVITY - 5

Discuss the questions as a class. Listen to the answers of your classmates.



1. Who paid for this advertisement?
2. What is the goal of the advertiser?
3. To whom is this advertisement trying to persuade?
4. Do you think that the advertiser achieved the goal?

Classmates will have different opinions about question 4. How many classmates think that the advertisement worked well for the advertiser? In other words, they would agree with the idea of the ad.

How many classmates think that the advertisement did not work or they would not agree with the idea?

Use the paragraph below to help you write about this activity.

In my class we looked at an advertisement for _____. It was created and paid for by _____. It is trying to persuade _____ to _____. My classmates had different opinions of the effectiveness of this advertisement. _____ classmates thought the advertisement worked. They would agree with the idea that _____. _____ classmates thought the advertisement did not work. They would NOT agree that _____. I think _____.



ACTIVITY - 6

Verbs are words that show action or doing. For example, the verb “grow” means “to become larger.” English has many phrasal verbs. Phrasal verbs need a small word (a preposition) with them to make their meaning. For example, ““grow” means “to become larger” but “grow up” means “to mature.”

Look at the article “How Advertising Targets Our Children” carefully. Find phrases where the preposition seems to be part of the verb. Underline these phrases. How many phrasal verbs did you find?

Compare your number to numbers your classmates wrote. Which classmate wrote the largest number? Write that classmate's name and the number of phrasal verbs here.

My classmate, named _____, found the most phrasal verbs. S/he found _____ phrasal verbs.

Look carefully at the phrasal verbs your classmate found. Do you agree that they are all correct? Which phrasal verbs did your classmate find that you missed? Write them here.

If you found the most phrasal verbs in your class,
C O N G R A T U L A T I O N S!

Help your classmates understand all the phrasal verbs in the article!

ACTIVITY - 7

Try this common type of activity. Choose the correct option to replace the explanation in bracket.

1. Parents need to (take care of) _____ their children.
(a) Look at
(b) look for
(c) look after
2. My son says he will (stop) _____ telling lies.
(a) Give over
(b) give up
(c) give in
3. I'll call the shop to (discover) _____ the price of the product.
(a) Bring out
(b) find out
(c) call out
4. You must (return) _____ the library books after reading.
(a) Give back
(b) pay for
(c) take in

Now you try to be the teacher! Choose one of the phrasal verbs from your list in the activity on phrasal verbs and write a fill-in-the-blank question like the one above. Give your fill-in-the-blank to a classmate to try out. Try out some of the questions that your classmates made.

Discuss all the fill-in-the-blank questions that the class made. Are any of them confusing? Work together to improve them. Gather all the best fill-in-the-blank questions to provide good practice using phrasal verbs. If possible, share the class fill-in-the-blank questions with another class in your school.



ACTIVITY - 8

From Advertising Poem: Isn't it funny? Why is it?

Written by Douglas Galbi on June 17, 2012, filed in category economics of attention

By 1923, U.S. newspapers and magazines were promoting advertising with a text that is now called the Advertising Poem.

Why is it?

A man wakes up after sleeping
under an advertised blanket,
on an advertised mattress,
pulls off advertised pajamas,
bathes in an advertised shower,
shaves with an advertised razor,
brushes his teeth with advertised toothpaste,
washes with advertised soap,
puts on advertised clothes,
drinks a cup of advertised coffee,
drives to work in an advertised car,
and then, refuses to advertise,
believing it doesn't pay.

Later when business is poor,
he advertises it for sale.

Why is it?

The poem “Why is it?” is an advertisement.

1. Who paid for or created this advertisement?
2. What is the goal of the advertiser?
3. To whom is this advertisement trying to persuade?

ACTIVITY - 9

Work with a partner or a group to create an advertisement.

You are a team of advertisers for a big soft drink company. You want to make a new drink to sell to HOUSEWIVES. Decide together what the drink will be like and how you will advertise it. Some qualities that you might consider are Taste, Price, Health Benefits, Diet, Color, Caffeine, Carbonation, Non-Carbonation, Type of Bottle, or another quality that you and your partner think of.

What is important to housewives? Why would housewives buy your drink? What will you say in your ad to convince housewives to buy your drink? Discuss these questions together, then agree on a name and slogan for your drink. Draw an advertisement here, then make a short presentation to the class where you try to sell your drink to the other classmates.

ACTIVITY - 10

Share your ad for a soft drink with the class. Listen to the ads of other classmates, then work in pairs or groups to discuss these questions.

Pretend that you are a housewife. What is important to you?





Discuss the importance of the following qualities in a soft drink and rank them in order of importance. 1 being the most important and 10 being least important.

Rank #	Quality
	Taste
	Price
	Health benefits
	Diet
	Color
	Caffiene
	Carbonation
	Non-Carbonation
	Type of Bottle
	Other _____

Use one of the ads presented by another group of classmates to answer the following questions:

What did your classmates say is important about their drink ?

Did the “advertiser” understand what is important to you as a “housewife”? Would you and your partner buy the drink sold by your classmates? Why or why not?