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2 ADVERTISING



1 A Advertising is everywhere and teenagers in particular **are swayed** by ads to **purchase** all kinds of products. Look at the different forms of advertising pictured below (a-c). Which one is:
 ...a... 1. hidden advertising on a TV show
 ...c... 2. an advert you can see in the media
 ...b... 3. sponsorship of a sports team

B What makes you notice a product? Discuss the ways advertisers draw your attention. Can you give examples of the following?
 See **Teacher's Guide for possible answers.**

- a **memorable slogan** *I'm lovin' it!*
- an emphasis on the **brand name**
- a **thought-provoking** message
- a celebrity or teenage **icon** who **endorses** and promotes a product
- **upbeat**, catchy music that makes you enthusiastic about a product
- **constant repetition** on TV, radio and in magazines
- a **striking image** that catches your eye
- **product placement**, for example, showing an actor in a film or on a TV show drinking a particular soft drink



2 A Complete the comments from marketing experts with the phrases below.

- | | |
|-----------------------|----------------------|
| media awareness | advertising campaign |
| celebrity endorsement | brand recognition |
| social influencers | marketing executives |
| sales technique | adolescent consumers |



One way we market our product to young people is to look for teenage bloggers who have a substantial number of followers on their own websites or on social media. We call these bloggers (1).....**social influencers**.....because they influence the choices people make. In our company, the (2).....**marketing executives**.....search for these key teenagers because it's a good way to reach even more young consumers.



All it takes is for an influencer to mention our label, and they promote (3).....**brand recognition**.....on a huge scale for us – the label becomes an instant hit. What's more, they're so natural when presenting our (4).....**advertising campaign**.....that followers don't even realize it's an ad at all, so it's an effective (5).....**sales technique**.....!



OK, you still see film stars promoting products in ads, but (6).....**celebrity endorsement**.....is on the way out. Today's (7).....**adolescent consumers**.....buy on the recommendations of their favourite social influencers. Any company with even a bit of (8).....**media awareness**.....understands that social media has revolutionized advertising. Social influencers, not celebrities, are the way we sell to teens!

B Do you follow any influencers on social media? What do you like about them?
Accept all logical answers.

READING

You are going to read an article about advertising to teenagers. For questions 1-10, choose from the sections (A-E). The sections may be chosen more than once.

TIP

MULTIPLE MATCHING

- Underline the key words in each question. Read Section A to answer as many questions as you can.
- Do the same for the other sections.
- You may find an answer to part of the question in more than one section. The answer you choose must answer the whole question.

Which section

- questions the ethics of those who advise companies? **1 D**
- includes a specific figure that illustrates just how successful one marketing strategy is? **2 B**
- calls for greater media awareness among young consumers? **3 E**
- explains the reason behind a typical preoccupation of teens? **4 C**
- mentions the increase in ads directed at a certain sector of the population? **5 A**
- gives examples of hidden advertising? **6 E**
- harshly criticizes advertisers for their lack of conscience? **7 B**
- describes how advertisers gain an understanding of the adolescent mind? **8 D**
- explains why some common features of advertisements are so effective? **9 A**
- mentions how young people assist advertisers without realizing it? **10 C**

DID YOU KNOW?

To reach potential buyers, advertisers worldwide spent \$36 billion on social networks last year.



TARGETING

TEENS

A Today, we are surrounded by advertising. We see adverts on TV, on billboards, at sporting events, in magazines and on social media. And although advertising has been around for many years in one form or another, in recent years, we have seen a worrying trend in the aggressive targeting of younger consumers, who tend to lack media awareness. In fact, advertisers spend more than \$12 billion per year just to reach the youth market alone. Ads aimed at teens are incredibly sophisticated. Clever slogans coupled with striking images are part and parcel of many ads. Many ads also have catchy, upbeat music or memorable jingles. The constant repetition of such ads means that when shopping, teens are drawn to that specific soft drink, hamburger or sports shoe. According to Peter Logan, who works for a watchdog agency committed to protecting the consumer, "There is a whole battery of sales techniques used by companies to get adolescents to purchase their products."

B Youth advertising is aimed at creating a need. Teens often claim not to be swayed by ads, but the truth is they may not even realize why they think something is cool. As Helen Davis, an adolescent psychologist explains, "This type of advertising works subtly to instil insecurity about your appearance, whether it's body shape, skin condition or weight. You are then told a certain product can go a long way towards correcting the problem. Teens are subjected to a constant barrage of messages suggesting which products will enhance their appearance and help them look cool or feel confident, thereby guaranteeing their popularity." Celebrity endorsement of some of these products by stunning young teen icons or social influencers on the Internet strengthens the message still further. Such ads shamelessly play on adolescent anxieties, with the overall message being that you become the person you want to be by making the right purchase. The fact that teenage girls in the US spend \$9 billion a year on make-up and skin products alone is testament to this.

CRITICAL THINKING SKILLS

How might reading this article affect the way you relate to ads in the future? Will you be more aware, sceptical or critical? Why? See Teacher's Guide for possible answers.

C Emphasizing brand names is another technique directed at young people, who are attracted to the prestige that brands confer. According to school counsellor Andrea Haines, "As the average teenager engages in the difficult task of carving out their identity, the issue of fitting into a peer group becomes paramount. Brands have become badges of membership in a social group." Marketing executives are keen to establish brand recognition in teens, and even pre-teens, in order to win their loyalty to a product. In a recent survey, three-year-olds could match logos to brands – McDonalds being the most recognized fast food. Companies are increasingly exploiting digital media in their advertising campaigns to do this. "Manufacturers can reach greater numbers of adolescent consumers by tapping into peer relationships on social networking sites," explains Peter Logan. "Teens don't grasp that sharing a video or meme of a brand they have 'liked' provides free advertising for the manufacturer."

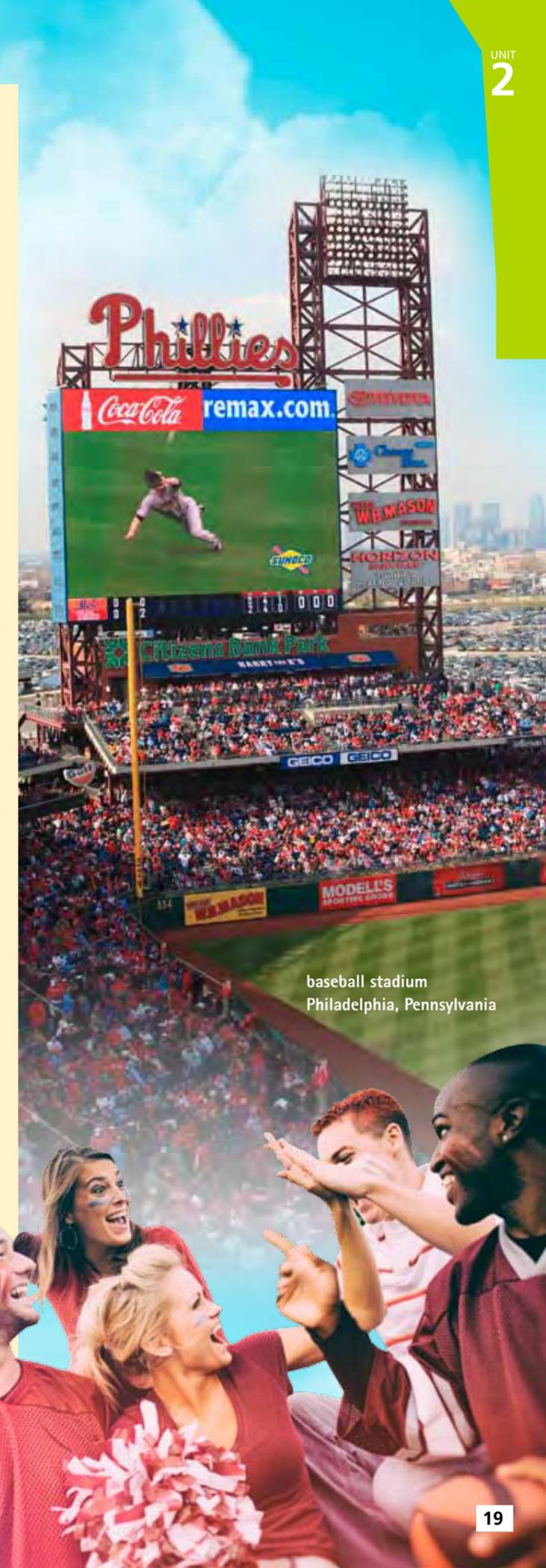
D According to Helen Davis, psychologists specializing in teenage behaviour are often consulted by advertising agencies targeting young people. "These experts share their knowledge of teenage anxieties, fantasies and emotional and social needs with the advertising industry," she explains. "It's a practice seen by many of my contemporaries as morally questionable." With the help of these insights into the teenage psyche, manufacturers are developing ever more sophisticated marketing strategies to reach young people. Apple's iPod ads are a case in point. They don't ask teenagers which iPod they prefer, but instead pose a more thought-provoking question: "Which iPod are you?" Thus they deliberately blur the line between self-image and product.

E All of this begs the question as to whether teens have their own taste or whether it is being dictated to them. Many parents and educators feel that teens should become more savvy regarding advertising. "Young people have to be made aware of how their preferences are being manipulated," says Andrea Haines. "They could be encouraged to spot product placement, for example, the Benetton shirt on the hero in their favourite TV series or the Nike shoes in an action film, both of which register with them almost without their realizing." Analysing their desire for a certain product could help teens see whether it really reflects their taste or not, and whether they really need it. After all, being a discerning consumer means not being manipulated by clever advertising into buying something you don't really need and which is unlikely to make you any happier.



What two things from this article would you share?

Accept all logical answers.



baseball stadium
Philadelphia, Pennsylvania

VOCABULARY

From the text

1 **EXPRESSIONS** Replace the words underlined in the sentences with the expressions below.

- part and parcel of a case in point
go a long way towards tap into
is testament to blurs the line
- Product placement in films makes it hard to distinguish between art and advertising.
 - The new law will be very helpful in limiting the number of ads on children's television.
 - The basketball team's current success is evidence of the effort they have made.
 - Selling online is very popular; eBay is a good example.
 - Jack is a war correspondent, so travelling to dangerous places is an essential aspect of his job.
 - The company wants to make use of social media to advertise their new product.

2 **WORDS WITH MORE THAN ONE MEANING** Choose the correct meaning of the words in colour.

- This **figure** indicates the profit we earned for last year.
 - amount or number
 - shape
- Playing for one's country **confers** enormous status on a footballer.
 - grants an advantage or honour
 - discusses or exchanges opinions
- Tim's busy **carving out** a career for himself as a designer.
 - removing from a larger whole
 - working to create
- The police must **establish** a task force to investigate these robberies.
 - create or set up
 - discover or ascertain
- Film-makers are now **exploiting** hand-held devices like tablets.
 - making full and efficient use of
 - using something unfairly to your advantage
- Some governments may never **grasp** the seriousness of global warming.
 - realize
 - hold firmly
- The staff didn't appreciate being **dictated to** by a manager half their age.
 - said aloud, so it can be written down
 - told what to do

3 **Social Influencers** Complete a teenager's blog about her favourite social influencers. Use the words below.

- coupled with directed at target practice
questionable preoccupation issue

Home Blog About Contact OK

Going to a party? Don't know what to wear? I go straight to my favourite fashion blog – *We Wore What, by Danielle*. Looking at her suggestions, I've learned that it's not the labels that count – it's how your look is put together, like cropped black jeans (1)**coupled with**..... white loafers and a leather jacket. Sooo cool!

Another person I follow on social media is someone I got from my big brother Alex. I never understood Alex's (2)**preoccupation**..... with being fit, but then I went into *Bodyfit by Amy* on YouTube as he had suggested. I started with exercises that (3)**target**..... your abs (abdominal muscles) and tone your body, and I love it!

My friend Mia isn't keen on influencers. Her (4)**issue**..... with them is that sometimes companies offer them free clothes or money to endorse their labels. Mia says this (5)**practice**..... of misleading kids is pretty (6)**questionable**..... because we think we're seeing a personal recommendation, but it's really advertising (7)**directed at**..... the unaware followers. I know this isn't always the case, but it's worth keeping in mind next time you're watching videos online.

YOUR TURN Why do you think Danielle and Amy attract followers?

See Teacher's Guide for possible answer.

Expansion

4 **WORD BUILDING** Complete the chart. Then complete the sentences using words from the chart. Make any necessary changes.

verb	noun	adjective
repeat	repeat / repetition.....	repeated / repetitive / repetitious
commit	commitmentcommitted.....
preferpreference.....	preferable / preferential
.....manipulate.....	manipulation	manipulative
.....reflect.....	reflection	reflective

- Children's songs involve lots of**repetition**.....
- This children's organization is**committed**..... to limiting violence on television.
- Your home is a**reflection**..... of your personality.
- While most girls enjoy shopping in stores, boys tend to find online shopping**preferable**.....
- John uses his charm to**manipulate**..... people.

5 **SAME OR DIFFERENT?** Tick (✓) the sentences where the words are similar in meaning. When they are different, circle the correct word to complete the sentence.

- A large **segment / sector** of the population is made up of immigrants. ✓
- Her make-up is so **subtle / calculated**, you barely notice it. ✓
- Dreams are connected to thoughts in the **subconscious / conscience**. ✓
- At this school, we aim to **fulfil / instil** a sense of responsibility in our students. ✓
- The politician faced a **barrage / battery** of questions from journalists about his past. ✓
- Being chosen to host the Olympic Games brings a nation great **prestige / disrepute**.
- Protecting resources for future generations is of **paramount / marginal** importance.
- Many of the great scientist's **peers / contemporaries** disagreed with his theories. ✓
- Some people consider the death penalty to be **morally / ideally** unacceptable.
- Laura is quite **savvy / discerning** when it comes to buying second-hand goods online. ✓

6 **EXPRESSIONS: question** Read the text below about ways to stop traffic accidents. Then match the expressions in colour (1-5) to their meanings (a-e).

There is widespread concern about the rising number of deaths on the roads and it (1) **begs the question**: What can governments do to stop traffic accidents? Putting police officers everywhere might improve the situation, but is obviously unfeasible and therefore (2) **out of the question**. Road safety experts have suggested it might be mainly (3) **a question of** raising drivers' awareness of the fatal consequences careless driving can have.

So, as part of recent road safety ad campaigns, public announcements shown on TV have included shocking videos of car accidents. Some viewers have (4) **called into question** the wisdom of frightening the public in such a way. Nevertheless, these campaigns have, (5) **without question**, been successful. In some countries like Northern Ireland, for example, road deaths dropped by 10% in less than a year, while in New Zealand, they have dropped by a dramatic 60%!

- a. causes us to ask
- b. raise doubts about
- c. undoubtedly
- d. impossible
- e. a matter of

YOUR TURN Do you think showing shocking images of road accidents is a good way of warning people about dangerous driving? Why?

See Teacher's Guide for possible answer.

7 Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line.

MAKING HEALTHY CHOICES

Food and drink campaigns that (1)**shamelessly**..... encourage children to consume junk food, sweets and sugary drinks have been criticized because of their message. But projects like Let's Move are raising public (2)**awareness**..... of this issue. The project was set up to combat the growing problem of child obesity in the USA and to encourage young people to be physically active. It also aims to improve nutrition and considers advertising junk food to youngsters to be (3)**manipulative**..... because it creates unhealthy preferences for such foods early in life.

In response, the Walt Disney company has shown its (4)**commitment**..... to this project by promising that food adverts previously shown on their channel will no longer receive their (5)**endorsement**..... unless they meet the strict Disney standards for healthy foods. In addition, upbeat jingles about sweets and unhealthy snacks, which are played (6)**repeatedly**..... on children's TV channels, may soon be banned in the USA, (7)**reflecting**..... the government's concern for children's health.

However, online advertising is still a problem. Some online "advergams" (video games containing advertisements) promote junk food. These adverts are very persuasive and are sometimes more (8)**memorable**..... than conventional advertisements. Consequently, advergams must be limited, too.

- SHAME
- AWARE
- MANIPULATE
- COMMIT
- ENDORSE
- REPEAT
- REFLECT
- MEMORY

GRAMMAR Past tenses; *would / used to* [SEE GRAMMAR APPENDIX, PAGES 153-154.]

1 PAST SIMPLE, PAST CONTINUOUS, PAST PERFECT SIMPLE AND PAST PERFECT CONTINUOUS

Circle the correct answer.

- At school, we **were forever getting** / forever got into trouble for talking in class.
- As the band **was leaving** / had left the stage, a cry of "Encore!" rose from the crowd.
- The actor **was interviewing** / **was interviewed** by the press six times last year.
- Sue was exhausted because she **had been working** / **was working** for over 10 hours.
- Joe and Kate **were riding** / rode their bikes when Kate realized she had left her phone at home.
- There was nowhere to eat as the only restaurant **had been closing** / **had closed** for the night.
- I **had only been driving** / was only driving for an hour when the engine overheated.
- Had Tom always known** / Was Tom always known that one day he would return to Rome?
- Although I was invited, I **wasn't attending** / **didn't attend** the wedding.
- While the documentary film **was being shown** / **had been showing**, students were taking notes.

2 ADVANCED USES PAST TENSES

- polite requests or suggestions
I was wondering if I could use your phone.
- past arrangements that may / may not have taken place
Tom was meeting friends, so he drove into town.
- plans that were not fulfilled or didn't happen as expected
I had meant to reserve a table for lunch. We were hoping to leave earlier.
- after certain expressions followed by a change in subject
It's high / about time you did your homework.
- with **be to** describing something that actually happened
Jane sang in clubs at first, but within a year, she was to become a huge star.

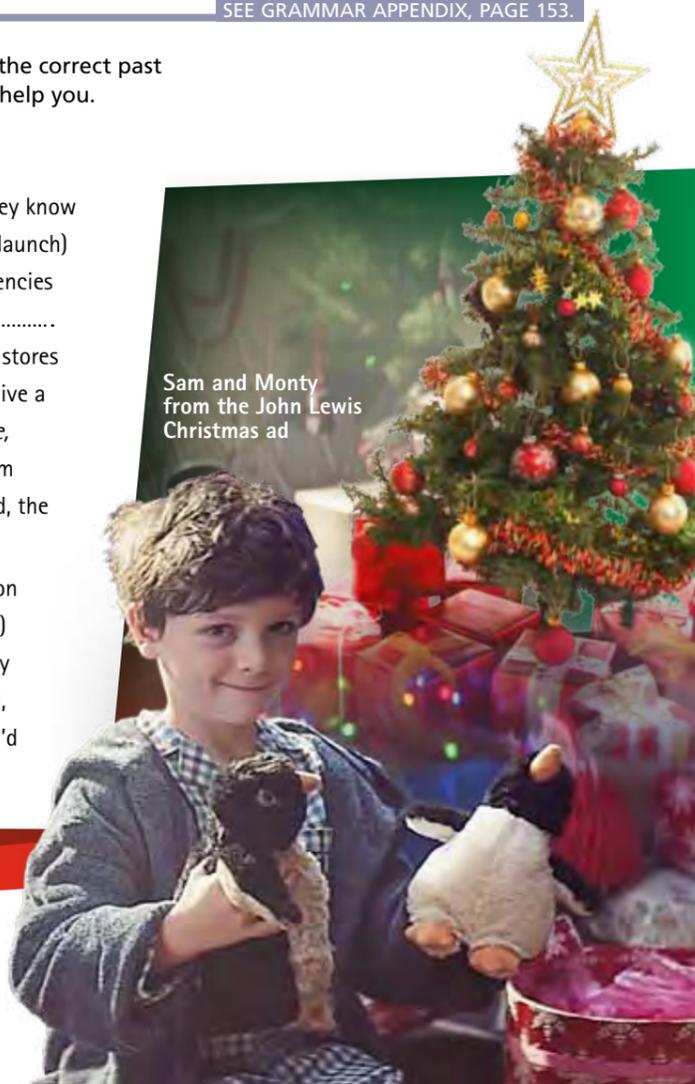
SEE GRAMMAR APPENDIX, PAGE 153.

Complete the description of an advertising campaign. Use the correct past form of the verb given. The Advanced Uses box above can help you.

A CHRISTMAS AD CAMPAIGN

As Christmas approaches, stores try hard to attract shoppers. They know that if it's November, it's high time they (1) **launched** (launch) their Christmas ads on television, so they turn to advertising agencies to create them. A few years ago, a design team (2) **created** (create) a very "Christmassy" ad for John Lewis, a large chain of stores in the UK. The ad was about a boy named Sam who wanted to give a gift to his penguin friend, Monty. A John Lennon song, *Real Love*, (3) **was adapted** (adapt) as the soundtrack. The design team (4) **had meant** (mean) to keep costs down, but in the end, the ad cost one million pounds.

The previous year, the John Lewis Christmas ad had got 13 million hits on YouTube, and the designers (5) **were hoping** (hope) this advert would be equally successful. However, Sam and Monty (6) **were to** (be to) become so popular that in the end, over 23 million people viewed the advert on social media! If you'd like to see the ad, go to YouTube.



Sam and Monty from the John Lewis Christmas ad

3 ADVANCED USES would / used to

- Would* is used to express "future in the past" (a past action that had not yet happened at the time of speaking).
In 2010, I arrived in Paris, where I would spend the next five years studying.
Although Jim's interview hadn't gone well, he still felt he would get the job.
- Would* is used with *not* to express refusal in the past.
Although I asked him nicely, he would not help me.

Remember: Both *would* and *used to* can refer to repeated actions in the past, but only *used to* can refer to past states.

Note: We don't normally use *would* in the negative or question form for repeated past actions.

SEE GRAMMAR APPENDIX, PAGE 154.

Circle the correct answers.

- In New York I met Sam, who one day me a job in advertising.
a. would offer b. will offer
a.
- Although I asked her permission, Ann me use her laptop.
a. didn't use to let b. wouldn't let
b.
- This brand is very popular now, but it
a. didn't use to be b. wouldn't be
a.
- Lucy here, but she relocated to Chicago.
a. would work b. used to work
b.
- Which ads when you were a child?
a. would you like b. did you use to like
b.
- Despite the poor advertising, I still felt the event a success, and I was right.
a. would be b. will be
a.

4 Rewrite the sentence so that it means the same as the sentence given. Use the word given.

- Carol had meant to book a table, but forgot. **GOING**
Carol **was going to book a table, but forgot.**
- Gillian felt she had been in the sun too long. **HIGH**
Gillian realized **it was high time she got out of the sun.**
- Would you mind if I opened the window? **WONDERING**
I **was wondering if I could open the window.**
- I asked Daisy for a loan, but she refused. **WOULD**
Daisy **would not give me a loan.**
- Originally a pilot, he later became a famous astronaut. **WAS**
Originally a pilot, he **was to become a famous astronaut.**

PUTTING IT ALL TOGETHER

Read the text below and think of the word which best fits each space. Use only one word in each space.

A Brief History of ADVERTISING



There was a time in the world of commerce when buyers and sellers knew each other, and advertising was simply a question (1) **of** personal recommendation. But when the Industrial Revolution enabled mass production, manufacturers needed printed advertising to reach customers they might never meet. It was not until the late 19th century, however, that advertising (2) **was** to become an industry in its own right, with agencies, designers and copywriters.

In the late 1920s, adverts, which (3) **had** previously only appeared on billboards or in newspapers, were now being broadcast on the radio as well. Radio ads increased in number during the Great Depression of the 1930s, when millions of people lost their jobs. Their rise in popularity was testament (4) **to** the severe economic problems of this period, when people (5) **would** listen to free radio broadcasts rather than spend money on a newspaper.

In this economic climate, advertisers had to work extremely hard to persuade consumers to buy anything at all.

By the 1950s, the spread of television (6) **had** brought with it the commercial break – a short period of time between programmes when products are advertised.

That's when advertising agencies tapped (7) **into** people's dreams and desires by advertising products as if they were necessities you couldn't live without, using phrases like *limited offer* and *one-time only*, which soon became part and parcel of advertising language.

Today, with the explosive growth of the Internet coupled with the rise of digital media, advertising has come full circle, with social influencers blurring the lines (8) **between** commercial advertising and personal recommendation.



LISTENING

1 A TRENDSPOTTERS Do you know what a trendspotter does? Read the explanation and match the words in colour (1-6) to their meanings (a-f).

In a fashion show, you see models walking down the (1) runway wearing designer labels. Within a month or two, you see similar clothes in shops on (2) the high street. My job as a (3) trendspotter is to (4) second-guess which fashions will be popular and sell next season. I have a full-time job in a global (5) forecasting agency but some of my friends (6) work freelance.

- ...2... a. main public shopping area of a town
- ...1... b. long stage in a fashion show / catwalk
- ...5... c. company predicting trends
- ...6... d. are self-employed
- ...4... e. predict or forecast
- ...3... f. expert who predicts future tastes

B Now listen to an interview in which two trendspotters talk about their work. For questions 1-6, choose the answer (A, B, C or D) which fits best according to what you hear.

1. What does Liz say about her career change?
 - A She had always been fascinated by youth-led trends.
 - B** She moved as a result of something she had read.
 - C She wanted to improve her knowledge of design.
 - D She had no idea it was so complex a field.
2. What contrast is highlighted between macro and micro trends?
 - A Micro trends are influenced by current issues.
 - B Macro trends are of greater interest to high street retailers.
 - C Micro trends can occasionally outlast macro trends.
 - D** Macro trends are harder to identify.
3. When Liz initially started trendspotting, she
 - A wasted too much time browsing the Internet.
 - B photographed anything that triggered an idea.
 - C found street fashion less creative than today.
 - D** made errors about what to photograph.
4. When asked about his work, Josh reveals that
 - A he prefers being freelance to agency work.
 - B** his image on social media is one of his top priorities.
 - C only a small part of his day involves looking for ideas.
 - D trendspotting online requires different skills.
5. Liz and Josh agree a qualification in marketing is
 - A** unnecessary to succeed as a trendspotter.
 - B valuable as a foundation for this career.
 - C helpful only if it covers consumer psychology.
 - D advisable as clients prefer qualified forecasters.
6. Liz and Josh both say that their work
 - A** is instinctive by nature.
 - B requires knowledge of a specific subject.
 - C needs to be constantly updated.
 - D demands a good sense of timing.

USEFUL LANGUAGE

Listen to the expressions from the recording (1-5) and match them to their meanings (a-e).

- | | |
|-------------------------------|---|
| 1. have a good eye for | ...3... a. outrageous or crazy |
| 2. get a handle on | ...4... b. confer an advantage |
| 3. off the wall | ...5... c. as soon as possible |
| 4. give (one) an edge | ...1... d. have an ability to recognize something |
| 5. asap | ...2... e. understand and deal with |

I love his work. It's so off-the-wall!



2 **QUESTIONS AND ANSWERS** You will hear a question. From the three answer choices given, choose the one which best answers the question.

- | | | |
|--|--|--|
| 1. a. Yes, it's on my to-do list. | b. Yes, but he wasn't too impressed. | c. Yes, that's what he thought, too. |
| 2. a. I'm all for it. | b. I think she's been great. | c. She seems to be enjoying it so far. |
| 3. a. No, I don't feel I really need it. | b. No, it's a question of money, actually. | c. No, I'll be here for the whole semester. |
| 4. a. No, it hasn't been scheduled yet. | b. No, but it's really interesting. | c. Yes, it's standard practice in this company. |
| 5. a. Yes, I spoke with my manager earlier. | b. Yes, I believe it's not to be trusted. | c. Yes, they're remaining in the building. |
| 6. a. I'm afraid that's out of the question. | b. Ideally, I'd like a place of my own. | c. I'll be moving out fairly soon. |
| 7. a. Yes, I'd say that's the quickest route. | b. No, I think it's in room 805. | c. Sorry, I'm not a student here. |
| 8. a. I wasn't sure there'd be enough time. | b. I had to drop my sister off at school. | c. I used that shortcut I told you about. |

SPEAKING Picture Discussion



1. What influences your decision to buy a new product? Discuss each of the following with a partner. **Accept all logical answers.**
 - the price
 - the quality or brand
 - recommendation from a friend or a social influencer
 - a persuasive salesperson
 - conventional advertising (newspapers, billboards, etc.)
 - advertising online (for example, on social media)
2. How much are you and your friends influenced by the marketing methods shown in pictures A-D? **Accept all logical answers.**
3. **EVALUATING** You may be asked to make a judgement about the importance or quality of something. Look at picture A. Is this a good way to market products to teens? Discuss with a partner. **See Teacher's Guide for possible answer.**
4. Listen to two students evaluating billboards as a method of marketing. Complete the expressions they use to evaluate.

I don't think using billboards (1) is a **particularly/very good method** of marketing to teenagers ... They are not as (2) **practical /useful** as other means of selling products.

There are (3) **so many /much better** ways to market to teens and (4) **as I see it/ if you ask me**, most of them are more effective.

5 VOCABULARY Look at pictures A-D again. Match the descriptions below to the pictures.

- A, D** 1. reaches a great number of people
- C** 2. involves good interpersonal skills
- B** 3. might not catch public attention
- A, C, D** 4. teens are often exposed to it
- C, D** 5. can be annoying and intrusive
- B** 6. only for people in the fashion industry
- B** 7. has only a minimal impact
- C** 8. establishes customer loyalty
- D** 9. is a convenient way to shop
- A** 10. is ugly and spoils the buildings
- A** 11. is quite common in cities
- B** 12. is not likely to be seen by the average consumer

6 YOUR TASK Do the task below with a partner. Use the expressions from Exercise 4 and the vocabulary from Exercise 5. **See Teacher's Guide for model speaking.**

- A** Look at pictures C and D. Talk with a partner about how common you think these methods of marketing are in your country. *(Talk for one minute.)*
- B** Now look at all the pictures (A-D). Imagine that a magazine is planning an article on marketing to teenagers. These pictures will be used to accompany the article. Talk with a partner about the positive and negative aspects of the marketing methods shown in the pictures. Then suggest one other method that could be included in the article. *(Talk for three minutes.)*

TIP The pictures represent a theme or idea. It's not necessary to describe them in detail. Use the pictures to illustrate your points about the question you are asked.

WRITING Opinion Essay: For and Against

1 ANALYSE THE TASK Read the task. Then answer the questions that follow.

Advertising is everywhere. Some people feel the effects of advertising on society are largely negative and that advertisements encourage us to buy things we do not need. Others believe that advertising performs a useful service to society, such as informing the public about new products. What is your opinion? Support your opinion with reasons and examples.

1. What issue are you asked to discuss? **effects of advertising**
2. How many sides of the issue are presented in the task? **2**
Underline the sentences that contain them.
3. How should you support your arguments? **with reasons and examples**

2 ANALYSE A MODEL Read the model essay and answer the questions that follow.

Advertising has a significant impact on our preferences and spending habits. It provides us with information about the range of goods we can purchase, and it also helps to support the economy. However, advertising has been criticized for creating an artificial demand for consumer products. The question is whether advertising is a positive or negative influence on society.

5 Critics argue that advertising persuades us to spend money on unnecessary items, such as the very latest mobile phone, when, in fact, the one we have works perfectly well. Furthermore, advertising emphasizes the need to own such items and aims to make us feel insecure about our self-image if we do not. Teenagers, for example, who are typically concerned about their identity and popularity, are persuaded that spending money on gadgets and brand-name clothes will give them status and help them fit into their peer group. But are all these things really necessary?

On the other hand, advertising plays an important role in educating the public about products available in the market. We get a lot of information about household items, technology, services and food from advertising. It makes us aware of the choices we have and helps us make comparisons of the quality or price of products. Therefore, advertising makes us wiser consumers.

15 In addition, advertising benefits various sectors of the economy. Newspapers, television and radio, not to mention sports such as football, could not survive financially without the income they receive from advertising.

In conclusion, I believe advertising fulfils an important function and offers benefits to society. Advertising is informative as well as valuable in providing revenue and jobs in many fields.



Par 1: Present the issue.

What two opposing views are mentioned?

Advertising provides useful information and supports the economy. / Advertising creates an artificial demand.

Par 2: Present one view in detail.

How many main arguments against advertising does the writer offer? **2**

Par 3: Present the other view in detail.

How many main arguments for advertising does the writer offer? **3**

Par 4: Sum up and state your opinion.

- What is the writer's concluding opinion? **Advertising fulfils an important function and benefits us.**
- In which paragraph did the writer give supporting reasons for this opinion?

par 3

Evaluation

Did the writer:

- present a balanced discussion and use paragraphing effectively?
- support each main argument with a reason or example?
- state his / her concluding opinion clearly?

3 PARAPHRASING It is a good idea to paraphrase the language of the task in your essay. You can use synonyms and words with similar meanings. How does the writer paraphrase the following?

1. TASK: "... advertisements encourage us to buy things we do not need"

- MODEL: a. par 1: creating an artificial demand for consumer products (line 3)
b. par 2: persuades us to spend money on unnecessary items (line 5)

2. TASK: "... advertising performs a useful service to society, such as informing the public about products"

- MODEL: a. par 1: It provides us with information about the range of goods we can purchase (lines 1-2)
b. par 3: Advertising plays an important role in educating the public about products available in the market (lines 11-12)
c. par 5: Advertising fulfils an important function and offers benefits to society (line 18)

4 REGISTER An essay requires formal or neutral language. Avoid using abbreviations, contractions, colloquial language and personal pronouns. Use more formal vocabulary and the passive, where appropriate. How did the writer express the following in a formal way?

1. we can get information (lines 1-2) provides us with information
2. people criticize advertising (line 3) advertising has been criticized
3. worry about (line 8) are concerned about
4. and also (line 15) In addition

5 VOCABULARY Read sentences 1-5 carefully, paying attention to the underlined words. Then match to the phrases (a-e) that can replace them.

1. Peer pressure has a powerful effect on teenage behaviour. **..4.. a. the range of**
2. Teens don't really realize how persuasive advertising is. **..5.. b. various sectors**
3. Advertising creates a false need for consumer goods. **..2.. c. are largely unaware of**
4. The variety of sales techniques is very wide. **..3.. d. an artificial demand**
5. Advertising is used in many different areas of the economy. **..1.. e. a significant impact on**

6 YOUR TASK Read the task. What two sides of the issue should you discuss?

Advertisements for junk food are very common. Some people argue that advertising such food to children is the reason for the rise in obesity and that these advertisements should be banned on children's television. The food industry claims advertising is not to blame and that parents are responsible for their children's health. What is your opinion? Discuss, giving reasons and examples.

7 THINKING ABOUT THE TASK 1 With a partner, discuss the questions below and note down your ideas.

- What examples of junk food can you think of?
- What do you think the causes of obesity are?
- Who do you think is responsible for children's obesity?
See Teacher's Guide for possible answers.



8 **THINKING ABOUT THE TASK 2** Read the four statements below. Then answer the questions that follow.

MEDIA
&U

Home
About Us
News
Blog

Lifestyles have changed. It's true that today families often eat at fast-food restaurants, where junk food is available and the size of the portions has increased considerably. However, this has nothing to do with advertising. Parents must control their children's intake of such food. restaurant owner A

When children see something attractive in an advertisement, such as ice cream or cola, they use "pester power" – meaning they nag and moan at their parents – until they get what they want. child psychologist F

From a very young age, our children see advertisements for junk food. They establish brand loyalty for breakfast cereals or snacks. The demand for this food continues into adolescence and affects people's health. This is why restricting such advertising is paramount to our fight against obesity. concerned parent F

Advertising does not cause obesity – overeating does. A diet of junk food inevitably leads to health problems. Therefore, banning advertisements on television will not help because children still see them elsewhere, for instance, on billboards, in magazines and on their phones. advertising executive A

- Decide whether each statement is for or against banning ads for junk food on television. Write F (For) or A (Against).
- Each person supports their statements with examples and / or reasons. Underline them.
- Which arguments for each side do you think are the most convincing? Add them and the reasons or examples to your notes for your essay. **Accept all logical answers.**

9 **VOCABULARY** Complete the sentences with the words below.

root cause a case in point are subjected to are calling for responsibility lies with

- Unhealthy food has invaded our kitchens – sugary breakfast cereal is **a case in point**
- The **root cause** of obesity is overeating.
- Advertisers say it is not their duty to maintain children's health; the **responsibility lies with** the parents.
- Children **are subjected to** food advertisements in the media. For example, they are exposed to product placement in films.
- Parents are asking for the government to act and **are calling for** a ban on advertising for junk food.

10 **WRITE YOUR ESSAY** Think about which side of the issue you agree with and read your notes in Exercises 7 and 8. Use the vocabulary in Exercises 5 and 9 and the plan below to help you. Remember to paraphrase the wording in the task and to use formal language. **See Teacher's Guide for model writing.**

PLAN: OPINION ESSAY For and Against

USEFUL LANGUAGE

PAR 1 Present the issue. What two opposing views about advertising junk food are mentioned?

- Nowadays, ... / Today, ...
- It is often said that ... However, ...
- The question is ...

PAR 2 Present the view you don't agree with. Give details.

- On the one hand, ...
- Critics / Opponents of ... argue / point out that ...

PAR 3 Present your view. Give reasons and examples.

- On the other hand, ...
- Proponents / Supporters of ... claim that ...

PAR 4 Sum up and state your opinion.

- In conclusion, ... / To conclude, I believe ...
- Taking everything into account, I am in favour of / against ...