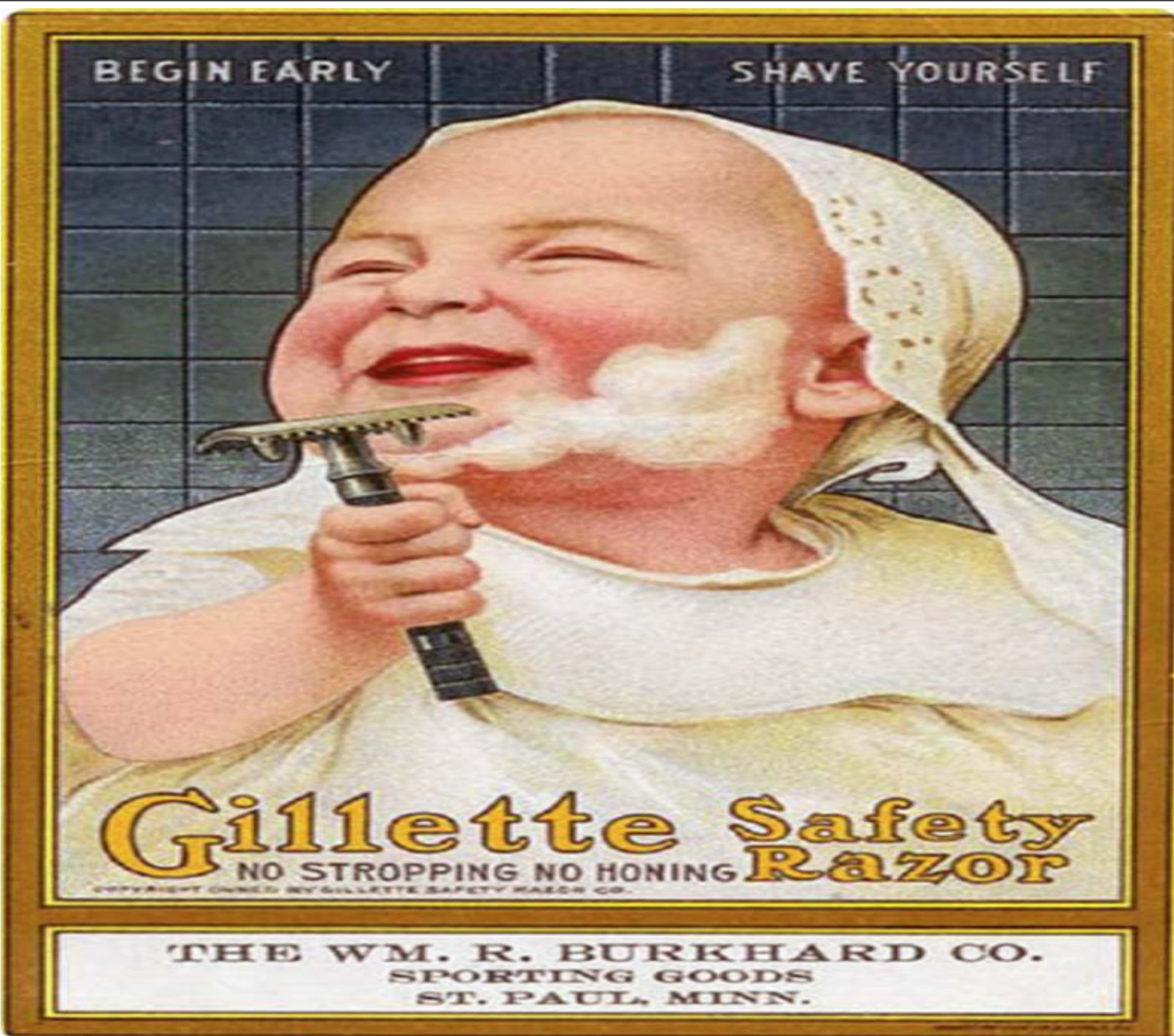


UNIT 5



MANIPULATIVE ADVERTISING



In this unit, you will:

- watch a video and read a text about how ads manipulate people and how to avoid it
- learn vocabulary related to the topic “manipulative ads”
- guess the meaning of words from the context and do some practice on the vocabulary items chosen from the reading text
- do some speaking practice on talking about a personal experience

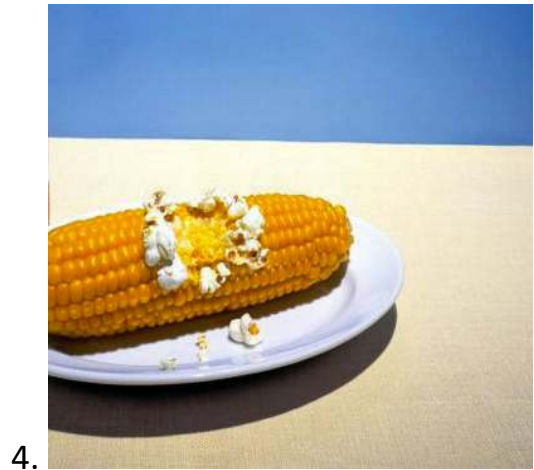
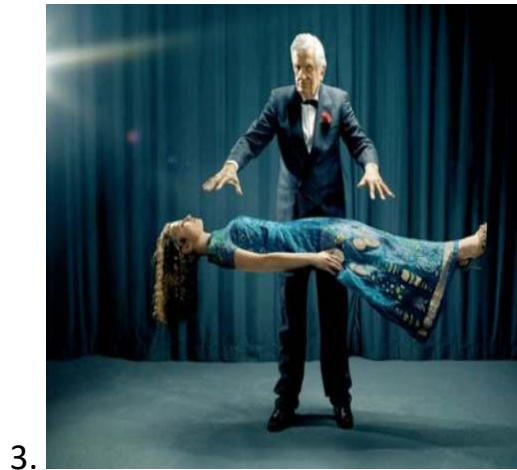
Warm-up

Part 1. Have a look at the questions below and discuss them in small groups.

- What is your favourite advert at the moment? Why do you like it so much?
- What famous advertising slogans can you remember? Why do you think they are so memorable?
- Do you think that influencers on social media manipulate our decisions? If so, how?
- Do you agree with this statement: Having a good product is not as important as having an eye-catching logo and a memorable slogan or catchy jingle. Why/not?

Note: These questions can also be asked using Mentimeter.

Part 2. Look at each advert and decide what product or service is being advertised. What kind of manipulative elements are used?



1. breath mints for dogs

2. Volkswagen's precision parking feature

3. glass cleaner

4. hot chili sauce

Reading

Screening



You are going to watch a video about how ads manipulate our emotions – and how to resist them. Before watching the video, have a look at the exercise and answer the questions while watching it.
<https://www.bbc.co.uk/ideas/videos/how-ads-manipulate-our-emotions---and-how-to-resis/p07j581q>



How ads manipulate our emotions - and how to resist

1. The Renault Clio ad was the most successful car launch ever in the UK because **in the advert, the message is that people who drive Renault Clio are sexy and lots of people want to be/look/feel sexy.**
2. Which one below is NOT mentioned as part of meta-communication:
 - a) the music
 - b) the characters
 - c) slogan**
 - d) the storyline

3. What do people think of Apple when they watch its ad?

They think Apple is the defender of the people, and the defender of freedom and feel Apple is a terrific company.

4. The message promoted in Huawei's ad is **with Huawei you can be your own judge of morality.**

5. What are the two ways of stopping your emotions being influenced by advertising?

- 1) **avoid watching ads**
- 2) **watch ads consciously/carefully**

6. Which one is not a right question to ask while watching an ad?

- a) What are you trying to do?
- b) What's really behind this ad?
- c) What are you trying to influence?
- d) Who are the people in the ad?**

Counter-arguing the ad

Work in groups, watch one of the advertisements and ask the three questions to emotionally counter argue them. (Please divide the students into 3 groups and ask each group to work on one of the ads.)

Portrait mode iphone 	Berlitz language for life 	Ronaldo 
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Before You Read

Please have a look at the questions below and discuss them in small groups.

- By checking the title of the text along with the pictures, what do you expect to discover in this reading text?
- Are advertisements manipulative or informative?
- Have you ever bought a product promoted by an influencer? When? What was it?
- How do you think you can avoid being influenced by adverts?

Vocabulary Study 1: Replacing Removed Words into Text

Below are some vocabulary items removed from the text that you will read next. First, do the crossword puzzle to find out what the words mean, and then go through the text to replace the removed vocabulary items. You will read the text a second time to do the follow-up questions.

endorse (v)	inclined towards (phr. verb)	exploit (v)	amplitude (n)	sneaky (adj)	reciprocity (n)
whim (n)	tendency (n)	appraised (v)	jargon (n)	mantra (n)	comply (v)

ACROSS

- 4 an idea or belief that people often say but do not think about
- 7 to say publicly that you support a person or action
- 8 to examine something and judge it
- 10 to think that a belief or opinion is probably correct
- 11 to act according to an order, set of rules, or request:
- 12 the greatest distance between the top or bottom of a curve, e.g. a sound wave, and its middle point

DOWN

- 1 words and phrases used by particular groups of people that are difficult for other people to understand
- 2 a sudden wish to do something without having a reason
- 3 to use or develop something for your advantage
- 5 behaviour in which two people or groups of people give each other help and advantages
- 6 something that someone often does, or something that often happens
- 9 doing things in a secret and unfair way



Read the text below and answer the questions that follow.



HOW DO ADVERTISEMENTS LURE YOU TO BUY PRODUCTS?

A Advertisers use a variety of methods to lure customers into buying their products. Some of them include using famous people to **endorse** their products.

B Have you ever bought something severely overpriced, but convinced yourself that it was worth it because of the brand name or ordered something on a complete **whim**, even when you didn't need it? 'Free choice' does not actually exist in our modern age, where media of all types overwhelm us with advertisements. Businesses thrive because of advertisements, which is why advertising and marketing are so significant. A theory called 'MINDSPACE' was developed by O'Donnell et al. (2009) by observing the trends that successful advertisers use. This compact theory may help explain how advertisers can manipulate consumer behavior.

C **M – Messenger**

People on the silver screen, those with professional authority, and anyone who is well known have a certain charismatic appeal to them. When these people endorse a product, consumers may be convinced about the quality of the product or may be **inclined towards** buying it, even if only to imitate the sponsor.

D **I – Incentives**

Sometimes stores put up beautiful displays to lure customers in. However, the words that seal the deal for many are 'SALE!' and 'DISCOUNT!'. **These** words are to humans what flames are to moths! More surprisingly consumers tend to prefer add-ons (Buy 1 Get 1 Free / Buy X and get Y free) even over discounted prices!

Such an unusual preference may be explained with the help of **Prospect theory**, which states that people think of choice in terms of gains and losses, but not based on the value of final output. An add-on seems like an additional gain, whereas a promotion only feels like a reduction in a monetary loss that one will incur due to buying the product. Gain trumps loss, which is why “Buy 1 Get 1 Free” promotions are so successful!

E N – Norms

People have a **tendency** to conform in some ways in order to be accepted by a desired class of individuals. Intelligent advertisers understand this need to belong and **exploit** it at every turn. Why do you think people prefer poor quality coffee from an overpriced coffee shop chain instead of a local café with undeniably better-tasting coffee? The answer is simple: it makes you look cool, so the social elite go to that shop! Advertisers sell you lifestyles that you dream about by making you believe that you need to buy their products!

F D – Defaults

Research indicates that humans are **cognitive misers**; we are lazy thinkers. We usually want to take mental shortcuts. Our choices reflect this aversion to active thinking and accepting the available or default choices. If a supermarket where you regularly shop only sells you twin cartons of 1 gallon, which exceeds your requirement and costs more, you still accept it as unavoidable and buy them. The thought of trying to find another shop is **appraised** as mentally and physically taxing.

G S – Salience

Neuroscience research related to our brain cells’ responses to novel and old information has observed that for novel items/experiences, our cells respond with greater **amplitude** than when the same information is presented repeatedly, thereby losing novelty. Any product that promises to have additional features, is presented in new packaging, or has a catchy tag line or jingle is likely to succeed in drawing more attention from buyers.

H P – Priming

Information in our surroundings is constantly influencing our behavior, even if we don't realize it. Such unconscious influence is referred to as priming in psychologist **jargon**. Research conducted on subliminal (unconscious) priming has found that people can be nudged to drink more water if they are unconsciously primed while performing a task. However, priming will only work if you initially have the motivation to do it. So, unless you already want to buy something, you cannot be fooled into buying it! However, the effects of subliminal priming cannot be ignored, so this kind of **sneaky** advertising is actually banned in America. If we can be *unconsciously* persuaded to behave in a particular way, imagine the effect that advertisements have when we actually pay attention to them with our conscious mind!

I A – Affect (Emotion)

A famous **mantra** of marketing is: "If there is no demand for a product ... create it". Another way to lure customers is emotional persuasion. Advertisements that appeal to us emotionally create an intrinsic motivation to solve the imaginary problem. Businesses that purport to donate proceeds earned when you buy their products to a social cause or ads that show altruistic people using the advertised product target are trying to manipulate the emotional side of customers.

J C – Commitment

A public commitment incurs greater risks, not just because it costs more, but also because a business' reputation is at stake when you break it. Another aspect of commitment involves **reciprocity**. Advertisers use this principle when they distribute samples of a product. When a consumer tests the sample, a non-verbal commitment has been made and an implicit obligation to buy the product is established. People want to be perceived as good members of society who participate in social constructs, so they reciprocate and buy the product!

K E – Ego

People believe themselves to be good, considerate and consistent individuals. They may make non-beneficial economic decisions to uphold these beliefs about themselves. Social psychologists have identified such belief-preserving behavior that advertisers use as 'the foot in the door technique'. People initially agree to

requests that have smaller costs and then **comply** later to requests that involve greater costs, simply to preserve their consistent self-image.

Brains on Advertisements

Research on brain areas that become active during advertisement viewing states that the areas involved in attention, memory, and emotion are the most active during viewing. Since we use mental shortcuts to choose, anything that grabs our attention, stands out in our memory, or has an emotional appeal will be chosen. Repeated exposure to a product on the market makes it easily accessible in our memory; if something appeals to your emotional side, then it has even more added value, leading you to unnecessarily spend even more money! Therefore, the next time are buying something, consciously question yourself about your choice before adding it to your shopping cart!

Text taken from: <https://www.scienceabc.com/humans/are-advertisements-unconsciously-convincing-you-to-eat-those-chips-or-buy-that-car.html>

Comprehension Check

1. Why should entrepreneurs focus on advertising and marketing of a product?
Because businesses thrive because of advertisements.

2. According to paragraph C, when a product is endorsed by a messenger, **consumers may be convinced about the quality of the product or may be inclined towards buying it, even if only to imitate the sponsor.**

3. What is the 'Prospect Theory'?
People think of choice in terms of gains and losses, but not based on the value of final output.

4. "*these*" in paragraph D refers to **sale and discount.**

5. If a customer is influenced by 'Buy a shampoo and get a shower gel free' promotion, which strategy is used in the ad?

- a) norms
- c) salience

- b) incentives**
- d) commitment

6) According to Norms strategy, we understand that _____.

- a) celebrities are usually used to promote faulty products
- b) a product with a catchy tag line or jingle draws more attention
- c) people usually have a desire to have a certain lifestyle**
- d) people tend to make simpler choices

7) What does 'cognitive misers' mean? (Paragraph F)

Lazy thinkers

8) According to Salience strategy, how do products attract more attention?

Any product that promises to have additional features, is presented in new packaging, or has a catchy tag line or jingle is likely to succeed in drawing more attention from buyers than other similar products.

9) Which one is an example of Priming strategy?

- a) using catchy jingles
- b) an influencer endorses the product
- c) buying shoes from a popular brand
- d) Coca Cola ads at cinemas**

10) How does emotional persuasion work? (Paragraph I)

Advertisements that appeal to us emotionally are creating an intrinsic motivation that the researchers mentioned to solve the imaginary problem.

11) According to "foot in the door" technique (Paragraph K), people **initially agree to requests that have smaller costs and then comply later to requests that involve greater economic costs, simply to preserve their consistent self-image.**

12) According to research on brain areas that become active during advertisement, which one is NOT TRUE?

- a) The areas related to attention, memory and emotion are quite active.
- b) Things that grab our attention are easier to remember.
- c) Cheaper products have a high impact on appealing people's emotions.**
- d) if you are emotionally attached to a product, you spend more money on it

INPUT ON SPEAKING EXAM

About the Speaking Exam

- ❖ During the last 4 weeks of the fall term, you will take an oral exam that will be evaluated and graded as your midterm.
- ❖ You need to take the exam on the exact date assigned by your instructor. Please consult your instructor if you need to take the exam on another date for a valid reason (like reported illness or any case of emergency provided that it is proven).
- ❖ The oral exam will test your ability to display the speaking skills that have been improved in class throughout the term.
- ❖ The oral exam questions will be on the texts and/or audio-visual materials covered in class throughout the term, and on the extensive reading texts that you are required to study on your own.
- ❖ You will respond to two questions. One of the questions will be about one of the texts covered in class and the other one will be about one of the extensive reading topics that you are assigned to study on your own. Once you pick your questions, you will not be able to change them.
- ❖ You will have a few minutes to examine the questions in order to plan your responses. You can take notes if you need to; however, you will not be allowed to do any kind of research from any kind of printed or electronic resource.
- ❖ You are expected to speak for about 2-3 minutes on each question you have picked.
- ❖ Your responses will be graded according to the Oral Exam Grading Criteria on the following page.
- ❖ Your oral exam results will be announced at the end of the term before the final exam.

ORAL EXAM GRADING CRITERIA

CONTENT 20%

15-20	Evidence of excellent knowledge of the topics; can speak without the need for teacher intervention; fully satisfying the purpose of the task set, can handle questions of the instructor in a proficient way. Excellent ability to conceptualize knowledge. Demonstrates inventive thinking and synthesis abilities.
10-14	Evidence of good and appropriate knowledge of the topics; can speak according to the purpose but needs to be guided by the questions of the instructor. Good ability to conceptualize knowledge and demonstrate inventive thinking. Comprehensive synthesis of course materials.
5-9	Adequate preparation; task requirements mostly fulfilled; can hardly speak according to the purpose, can only answer a few of the instructor's questions. Some ability to conceptualize knowledge. Demonstrates moderate inventive thinking and synthesis abilities.
0-4	Lack of knowledge of the topics; task requirements not fulfilled; cannot speak to the purpose, cannot handle the instructor's questions competently. Limited ability to conceptualize knowledge. Does not demonstrate inventive thinking or synthesis abilities.

CLASS PARTICIPATION 20%

13-20	Not only participated in but also actively contributed to the speaking activities.
7-12	Demonstrated interest and actively participated in the speaking activities.
0-6	Demonstrated no interest in speaking activities and was silent most of the time.

LANGUAGE, COMPREHENSIBILITY 20%

15-20	Very accurate language; comprehensible responses; excellent communication of ideas; excellent use of grammar & advanced structures. Can move from one idea to another smoothly while talking.
10-14	Generally accurate language; responses mostly comprehensible; speaker struggled for appropriate vocabulary. Good communication of ideas. Adequate vocabulary for the task; moderate usage of grammar and advanced structures. Limited logical sequence.
5-9	Frequent inaccurate use of language and responses rarely comprehensible. Moderate communication of ideas. Limited vocabulary which proves to be inadequate for the task, makes mistakes even in basic grammatical structures; lacks logical sequence.
0-4	Use of language, vocabulary and grammar insufficient and responses incomprehensible. Cannot speak with ease, unable to link ideas together, cannot make a good beginning and an ending.

VOCABULARY 20%

15-20	Varied and highly sophisticated vocabulary; can make an excellent use of the vocabulary learned in class.
10-14	Adequate and accurate use of vocabulary to ensure powerful expression.
5-9	Somewhat inadequate and inaccurate use of vocabulary; mostly repetitive.
0-4	Inadequate and inaccurate use of vocabulary.

DELIVERY, FLUENCY AND PRONUNCIATION**20%**

15-20	Can speak fast and very fluently with very few halts when searching for appropriate words and expressions, clear and accurate pronunciation.
10-14	Speech at a moderate speed and can be followed; some pronunciation difficulties not interfering with understanding.
5-9	Speech rather slow and hesitant or too fast and monotonous, making the speech difficult to follow; many pronunciation difficulties interfering with understanding.
0-4	Inappropriate pronunciation, lack of fluency, speech too slow to follow.

Speaking Practice 5: Talking about a Personal Experience

Talking about personal experiences is among the most common speaking tasks that test-takers perform in internationally recognized English-language tests. Here are some useful tips and strategies with a sample to help you organize your own speech for the task on personal experiences.

PROMPT

Describe an advert that inspired you. Include details and examples to support your explanation.

Tip 1: Create a quick outline during the preparation time. Just quickly write down a few words. The words should relate to key points of your response: your topic sentence, two examples or reasons to support it and personal details. By noting in outline form just the key words of your response, you will have an idea of how you will organize your response while speaking.



Restatement of the Prompt: An ad that inspired me: WWF ads



Topic Sentence: Influenced me for a couple of reasons

Key Point 1: Reached masses

Personal Details: Raised awareness

Key Point 2: Encouraged me to raise the awareness of public on similar social issues

Personal Details: My advert on street animals

Tip 2: Analyze the prompt and create a topic sentence. By analyzing the prompt, you'll know what information you need to give in an effective response. In your response, rephrasing the prompt and stating your opinion demonstrates that you understand the basic topic. Use signposts like the ones in the table below to tell your listeners what you'll be talking about.

Sample Restatement of the Prompt:

WWF: protecting the environment ad was an advert that really inspired me.

Sample Topic Sentence:

There are a couple of reasons why I was influenced by this advert.

Tip 3: Provide at least two key points to support your topic sentence. In order to support your topic sentence, you must discuss at least two key points that explain and reinforce your topic sentence. Make sure your two key points are very different from each other. Include any of the following signposts to introduce your key points.

Sample Key Point 1: *For one thing, the adverts reached masses.*

Sample Key Point 2: *Secondly, the advert encouraged me to raise the awareness of public on similar social issues.*

Tip 4: Use specific details and examples to support each of your key points. After you state a key point, you should give a personal detail to provide further explanation. A good way to add personal details is to give examples but make sure that your examples and details are relevant to the prompt. Keep in mind that a personal detail might also be a further explanation and does not necessarily need to be an example.

Sample Personal Detail 1:

Even famous people like Leonardo DiCaprio and Gisele Bundchen contributed to raising awareness on protecting nature by sharing photos on their social media pages and contributing to the foundation via donations, movies, presentations, etc.

Sample Personal Detail 2:

Inspired by the great impact this advert had, I thought I could raise awareness about street animals and designed my own social media post and poster.



NESCAFE AD



Please watch the ad and examine how the speaker organizes his/her speech about the ad.

Restatement of the Prompt: An advertisement that has inspired me: Nescafe 2014 ad

Topic Sentence: sparked my interest for a couple of reasons

Key Point 1: genuine and touching

Personal Details: heartfelt feelings, based on a real tough issue

Key Point 2: empowering

Personal Details: no limits for people with disadvantages

Sample speech

There are two main reasons why the ad sparked my interest. First of all, it is genuine and touching. The ad features a stammering comedian who feels like someone among us, someone that we could know personally. The fact that he is stammering is ironic given that he is a comedian! But I think that is what makes the story genuine and touching. Another reason that makes it memorable for me is that it is empowering. In the world we live in, there are people with disadvantages, people who are less fortunate. Take the stammering comedian, for example, his condition did not stop him to perform what he wanted to do in life. That gives power and inspiration for many who may be suffering due to disadvantages they experience. I think that is a very valuable example for all of us.

Signposts: Offering Key Supporting Points
For one thing... / For the other ...
My first reason for thinking this way is that ...
First ... / Second... / Next ...
First of all / Secondly, ...
To begin with/ To start with ...
My second/ third/ next reason is that ...
Another reason that I think important is that...
Additionally/Furthermore/ Moreover/ What is more/ Also, ...

Signposts: Giving Reasons and/or Explanations
There are two main reasons for ...
The two reasons that I have for ... are ... and ...
... inspires me in several ways, including...
I feel this way for a couple of different reasons.
I enjoy/ don't enjoy ... for a couple of reasons.
There are a couple of reasons why I think / it is important ...

Signposts: Giving Examples
For example, ... / For instance, ...
Take XX for example .. / Here is an example of ...
Let me give you an example of ...
And here's another example of ...
... like/such as/ including ...

SPEAKING TASK 4: Talking about a personal experience

Give detailed information about the ad including its aim, scope, means of tools and result. Make sure to include some details and relevant support to show its implications for the public.

Think about an advert on TV or social media in Turkey and explain how it inspired you to create a challenge.

Work in groups and prepare a group task for the prompt above. Make sure to follow the steps outlined above while doing your task. Do not forget to make use of the useful structures and upgrade your speech with the new vocabulary you learned in this unit. Below you can find the list of vocabulary items introduced in this unit and an additional list of more words and phrases that you may wish to use in your speech. (Sts could be encouraged to use their mobile phones and search for ideas.)

Vocabulary items in the exercises	More vocabulary items/phrases
<p>endorse</p> <p>whim</p> <p>inclined</p> <p>towards</p> <p>exploit</p> <p>amplitude</p> <p>sneaky</p> <p>reciprocity</p> <p>tendency</p> <p>appraised</p> <p>jargon</p> <p>mantra</p> <p>comply</p>	<p>Challenge</p> <p>Discrimination</p> <p>Social injustice</p> <p>freedom</p> <p>social/political/environmental</p> <p>issues individual acts/ collective</p> <p>disorder</p> <p>solution</p> <p>measurements</p> <p>harmony</p> <p>collaboration</p> <p>movements/demonstrations/protests</p> <p>(to) support for a cause</p> <p>movements/protests</p> <p>(to) share/spread</p> <p>(to) raise /create awareness</p> <p>(to) attract attention to an</p> <p>(to) support</p> <p>(to) make a collective effort/ (to)</p> <p>struggle (to) make one's voice heard</p> <p>(to) make/bring about a change</p>

The following outline would be of your help while preparing your task:

The name of the ad:	
Restatement of the prompt	
Topic Sentence	
Key Point 1	
Personal Details/ Support for Point 1	
Key Point 2	
Personal Details/ Support for Point 2	

Recycling Vocabulary 5

Fill in the blanks by using one of the words given in the table.

endorse	amplitude	appraised
whim	sneaky	jargon
inclined towards	reciprocity	mantra
exploit	tendency	comply

1. They **inclined towards** the view that peace can be achieved. Therefore, they arranged a meeting to negotiate the details of the peace process.
2. Pilots can counter by hopping frequencies, or by boosting the **amplitude** of their broadcast signal. They use the necessary buttons in order to find the correct frequency.
3. **Reciprocity** with the United States was in force from 1891 to 1894 and was extremely beneficial to Cuba. Actually, they mutually benefited from this deal.
4. I don't want the kids thinking that just because we have money, they can blow it on every **whim**. They should learn how to control their impulses.
5. One of Helen's old habits, that is strongest and hardest to correct, is a/an **tendency** to break things. She just cannot resist tearing things apart.
6. On the popular reality TV show Survivor, Jonny Fairplay stood out in the beginning as a/an **sneaky** contestant who was willing to step on toes in order to get ahead. He even tried to get help from the audience.
7. We need to make sure that we **exploit** our resources as fully as possible. Otherwise, we will not be able to reach the expected numbers at the end of the year.
8. The weak group could fight and lose, or **comply** with whatever the strong group demanded. After a long group discussion, they decided to do their best and accept the result.
9. The company, however, does not **endorse** the Subway Diet. On the opposite, they suggest not trying any diets without consulting a dietician.

10. No apologies, no regrets, she repeated the **mantra** she adopted when Wynn first diagnosed her as terminal. She even got a tattoo of it on her ankle.

11. His merits in this respect, however, can only be **appraised** by the study of his works at first hand. However, some experts disagree with this idea stating that it would be too subjective.

12. On top of this, he is a good storyteller and a clear writer who avoids the pitfalls of pretentious art-world **jargon**. He prefers however he feels like.

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