

WRITTEN ACHIEVEMENT TEST

***This test must be done during the English class and you must have your cameras on.**

Driving Teen Egos – and Buying – through ‘Branding’

1. Comparing the marketing of today with the marketing of the past is like comparing a BB gun to a smart bomb; it's enhanced by technology, honed by child psychologists and brought to us by billions of dollars. In the new millennium, marketing executives are insinuating their brands into the fabric of children's lives. They want – to use industry terms – ‘cradle to grave’ brand loyalty and to ‘own’ children.
2. “By the time children reach their teens, a developmental stage when they're naturally insecure and searching for a personal identity, they've been taught that material possessions are what matter,” Kanner says in his book “Psychology and Consumer Culture: The Struggle for a Good Life in a Materialistic World”. “Advertisers understand the teen's desire to be “cool,” and manipulate it to sell their wares” Kanner says.
3. “Teens want to identify with their peer group and in a certain sense, that is a vulnerability,” Kanner says. Indeed, teens and tweens, children between the ages of 12 and 14, are attracted to the prestige they believe brand-name clothing provides them. The attraction to prestige brands develops in adolescent years because it's a time when peer pressure and fitting in are very important, she notes.
4. “The problem, says Kanner, is that marketers manipulate that attraction, encouraging teens to use materialistic values to define who they are and aren't. In doing that, marketers distort the organic process of developing an identity by hooking self-value to brands”, he adds. “More naturally, you might develop your identity around, for example, doing good in the world or building a career out of an interest,” he explains.
5. Identity-oriented branding also encourages disapproval of anything different, be it a different generation, different cultural group or different school clique. The way advertising separates kids from their parents is particularly insidious. Essentially, advertisers encourage rejection of the older generation's preferences to the point of trying to create an official statement about what is cool for teenagers, capitalizing on the body image, weight concerns and beauty ideals that make them most vulnerable.”

Source: <http://www.apa.org> (adapted)

A.

1. Read the text carefully. Decide whether the following statements are true or false. Quote a sentence from the text to support your answer.

- a. Marketers present-day strategies target adults rather than teens.
- b. A famous psychologist states that teens are vulnerable and educated to consume material things.
- c. Brand-names are associated with the idea of popularity at school and positive peer feedback by teenagers.

2. Complete the following sentences according to paragraphs 3-5.

- a. Instead of persuading young people to do good or build a positive self-image, _____
- b. Being led by brands, teenagers set themselves apart from _____
- c. Body image, weight concerns and beauty ideals _____

3. Find equivalents, in the first two paragraphs, for the following words :

- a) intensified b) faithfulness c) phase d) fight

B. Complete this text with the words from the box.

advertising; support; influx; victims; how; need; stop; together

Many teens believe that they aren't a. _____ of marketing manipulation, a topic that is very difficult to address. So parents and others who care about children b. _____ to take baby steps in several arenas to turn the materialistic tide:

- At home, find ways for children to spend time away from c. _____ and talk to them about why and d. _____ ads are produced.
- In communities, share concerns with parents and community leaders who can work e. _____ to change teen views of marketing.
- In schools, work to stop the f. _____ of advertising messages in school buildings.
- In the marketplace, join advocacy groups, such as the Coalition to g. _____ the Commercial Exploitation of Children, that lobby politicians and companies to be responsible marketers. Also, h. _____ foundations that fund research on marketing effects on children.

C. Combine these pairs of sentences into one, using *relative pronouns* or *adverbs* (if necessary).

1. People watch too many adverts. They end up buying what they don't need.
2. The sunglasses are extremely expensive. You are wearing them.
3. This girl can't afford the clothes she wants. Her mother is my teacher.
4. This is the new shopping centre. Teens love going there.
5. Mr. Carter is very interested in our plan. I spoke to him on the phone last night.

D. Complete the sentences with the *Past Perfect Simple* or *Continuous*:

1. The girl was very tired because she _____ (work) for hours.
2. I lost the key that he _____ (give) to me.
3. The man sitting next to me on the plane was very nervous, he _____ (not / fly) before
4. We _____ (play) for half an hour when it started to rain.
5. The waiter served something that we _____ (not / order).

E. Put the verbs in brackets into the correct form, *past perfect* or *past simple*.

1. "Was Tom at the party when you arrived?" "No, he _____ (go) home.
2. I felt very tired when I got home, so I _____ (go) straight to bed.
3. We were driving along the road when we _____ (see) a car which _____ (break) down, so we _____ (stop) to see if we could help.

F. Complete the sentences. Use a *comparative* or a *superlative* form of the adjective in brackets.

1. What is _____ sport in your country? (popular)
2. We stayed at _____ hotel in town. (cheap)
3. He was a bit depressed yesterday but he looks _____ (happy) today.
4. It was an awful day. It was _____ day of my life. (bad)
5. Jack is younger than he looks, so he isn't _____ he looks. (old)

G. Complete the sentences with nouns formed from the words in the box.

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| (identify) | (create) | (assess) | (involve) | (important) | (describe) |
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1. The _____ of an independent body to monitor violence on television might succeed in putting some concerns to rest.
2. The _____ of parents in primary school classrooms has several benefits for the children's education.
3. It is impossible to ignore the _____ of sport and physical well-being to a child's development.
4. The first step should be the _____ of students who cause trouble in the classroom so that appropriate action can be taken.
5. Most people now accept that an examination only system is inadequate and some form of continuous _____ is also required.
6. The police have a good _____ of the thief.