

I. Reading tasks

1 Reading

(task type: Multiple matching)

(topic areas: Advertising / Brands / Marketing)

Read the article about the influence of media on teenagers.

Parts of the text have been removed (1–12). Choose the correct part (A–M) for each gap. There are two extra parts that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

Media influence on teenage behaviour

BE

Media influences do play a part in shaping teenage behaviour. When a teenager is aware of media influence, he / she will be able ____⁰.

Media influence on teenagers can be deliberate – for example, media advertising is often directed at children and teenagers. This means that children and teenagers are increasingly ____¹ and so it happens quite frequently that parents are pestered by their kids to buy the next ‘in’ thing.

Media influence can also be more indirect. An example of this might be the increasing sexualisation of content in advertising, magazines, television shows and music videos. Such ads or commercials of well-known brands often show women with unrealistic body types and ‘sexy’ appearances. Other kinds of media feature violent imagery and coarse language – for example, video games and song lyrics. These indirect media influences can suggest to teenagers that these are ‘normal’ ways ____². But being exposed to media influence, images and messages does not automatically mean that a child is at risk. Teenagers do not just take on board everything ads or commercials tell them. They can be savvy consumers of media messages.

The media is not the only source of information for teenagers – or the only way they get media messages and images. Teenagers are also influenced by their families, peers, community mentors and other role models. Adults have a big role to play in helping a child develop media literacy.

Let’s get the bad news out of the way first: there are some links between media content and negative teenage behaviour.

A child’s body image is influenced by many factors. These factors include family environment, ability or disability, peer attitudes, the fashion industry, cultural background – and mainstream media, social media and advertising.

If teenagers see unrealistic ‘thin’ or ‘muscular’ body types very often, it can have an impact on their ____³. This is especially true when there is no-one to disagree with messages like ‘thin is beautiful’.

Body image ideals in the media have also recently increased teenagers’ desire for plastic surgery. For example, some teenage girls now want breast implants and laser hair removal, and some boys want soft tissue fillers.

Seeing violent media content often enough can make it more likely that someone will behave in an aggressive or violent way, be less understanding of other people’s needs and feelings, and ____⁴.

This kind of content does not always show what would happen if people behaved violently in real life. It can mean that teenagers do not get a realistic understanding of what happens when you are violent in real life.

Ads and commercials can also influence other unhealthy or risky behaviour including smoking, drinking alcohol and taking other drugs. But it is worth remembering that media is just one of several influences on this kind of behaviour. Other more powerful influences include family and friends.

Here’s the good news: the media can also be a positive influence ____⁵.

For example, teenagers who are exposed to and take an interest in the news are more likely to be interested in major social and political issues. This can help educate them and encourage them ____6.

Teenagers can also pick up important health promotion messages from the media – for example, messages aimed at preventing youth depression and suicide, and encouraging ____7.

Exposure to media messages is a part of modern life, but you can help your child work out what is worth paying attention to.

The best way to help a child navigate media influences is to talk about the messages. For example, if a child is into a computer game like *Grand Theft Auto*, you could talk about the violence, exploitation of women and the criminal activity. You could talk about how the child would handle these situations in real life.

Monitoring a child’s media choices does not necessarily mean banning him/her from watching or playing – just getting him/her ____8 they are taking in. It is best to talk about these messages regularly, not just once. And it is definitely a good idea to limit how much a child plays or watches.

Last but not least, it might be helpful to encourage children ____9 by suggesting some questions they could ask about it: Who is behind it? What is their motivation? What do they want from you? Whose voice is missing? How does the ad make you feel? Do they want you to feel that way? Why?

You can do the same ____10. Encourage children and teenagers to ask themselves: Why do I like these people? Are they being presented in a realistic way? Are they like this in real life? What values does this person portray? How do they make me feel about myself?

A wide range of activities is important for children’s development. These include physical and creative activities and anything that involves relationships and interactions with real people.

Finally, it is most recommendable to introduce a child to real-life, positive role models. So motivate them to join local community groups, sporting clubs or mentoring programmes.

A	to look and behave
B	to become more involved in their communities
C	to interpret media
D	<i>to handle media pressure better</i>
E	for celebrity role models or brand testimonials
F	for teenagers
G	conscious of brands and images
H	feel more afraid of their environment
I	to be more aware of the messages
J	moral and human values
K	body image and dieting behaviour
L	healthy eating and lifestyle habits
M	aware of manipulation

0	1	2	3	4	5	6	7	8	9	10
<i>D</i>										

II. Listening tasks

1 Listening ▶ CD 1, Tracks 01 + 02

(task type: Short answers)

(topic areas: Advertising / Brands / Marketing)

You are going to listen to Bill Gates giving a graduation speech at Harvard University.

First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–6) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.

Bill Gates' speech at Harvard

0	Bill Gates kept on telling his father he would get ____.	<i>a degree at Harvard</i>
1	Bill Gates is Harvard's ____.	
2	Bill Gates lived in Radcliff and especially liked that ____.	
3	In January 1975 he made an important call to a ____.	
4	He was scared they would find out that he was ____.	
5	Bill Gates loved about Harvard that he was surrounded by so ____.	
6	Bill Gates regrets having left Harvard not being aware of the terrible ____.	

III. Writing tasks

1 Writing an article

(topic areas: Advertising / Brands / Marketing)

You have seen the following announcement in the British magazine *Teen Scene*.

What about the impact of brands on the life of teenagers?

Nowadays teens are swamped with so much marketing about the importance of brands concerning their identity and image, it has changed the way they socialise and interact with each other and how they view themselves and the world around them.

Tell us what you think, send us your article and win free magazines for a year.



Teen Scene –12–

You have decided to send in an article to the magazine. In your **article** you should

- outline the positive and negative impact of brands on teenagers
- explain how our consumption-oriented world has changed the social behaviour of teenagers
- suggest how the right kind of advertising and marketing can benefit a teenager's life.

Give your **article** a title. Write around **250 words**.

IV. Speaking tasks

1 Speaking

(Task: Responsible advertising)

(Topic areas: Media and communication / Brands / Advertising)

Situation

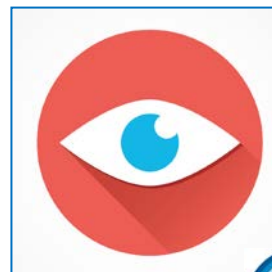
You are doing an internship at *Bloom*, an advertising agency in Dublin, which is currently working on an advertising campaign for a new smartphone especially designed for kids and teenagers.

Part 1: Individual long turn (4–5 minutes)

You have been asked to first present your personal views on advertising for children and teenagers in a brainstorming session. In your presentation you should

- outline the positive and negative effects ads can have on children and teenagers (Input 1)
- express your attitude towards manipulative advertising, including your own experience
- analyse some common advertising strategies and say how they affect kids. (Input 2)

1 Input 1



1 Input 2

Ad strategy	Method
The bribe	You get a free toy when you buy the product (for example, toys packaged with take-away meals and small toys in cereal packets). You're encouraged to collect them all.
Play a game	You can play a game and win a prize if you buy the product.
The big claim	For example, something tastes excellent, or is the best in the world. These are opinions that can't be proved.
The big promise	The product will bring fun and excitement and make your life better (for example, you'll have more friends or be able to run faster).
The super-person	A popular or famous person promotes the product, and makes you think you can be just like them if you have the product too.
Cartoon characters	Cartoon characters you know and like tell you about a product to make it more attractive.
Special effects	Filming tricks (such as close-ups, soft lighting and artificial sets) are used to make the product look larger or better than it really is.
Repetition	Showing the same thing over and over again makes you remember and recognise the product.
Music	Catchy tunes or popular songs make you like the ad – and the product – more.
Humour	Laughing makes you like the ad – and the product – more.
Story	The ad tells an interesting story so you want to keep watching.

Part 2: Interaction (6–8 minutes)

After your presentation you and some of your colleagues start working on responsible advertising concepts for the new smart phone for children and teenagers.

In your brainstorming session you should

- come up with a convincing slogan for the advertising campaign
- explain how to use the AIDA formula to create a successful ad ([Input 3](#))
- suggest ways for responsibly advertising the new smart phone to young people.

1 Input 3

AIDA for Advertising

AWARENESS

Something is used to attract the reader's or viewer's attention. In a print ad, it might be a photograph or illustration, bold type, white space around the art and words of the ad, or the ad's size. In a commercial, it might be images, sounds and voiceovers on the screen.

INTEREST

Some information, such as details, price or availability, is provided to create interest in the product being advertised.

DESIRE

Something is used to make you desire the product. A celebrity may appear in the ad/commercial. The images and language of the ad/commercial may suggest that you will benefit from the product.

ACTION

Something is done to urge to act now. There may be a time limit on a sale price or a limited supply of the product.