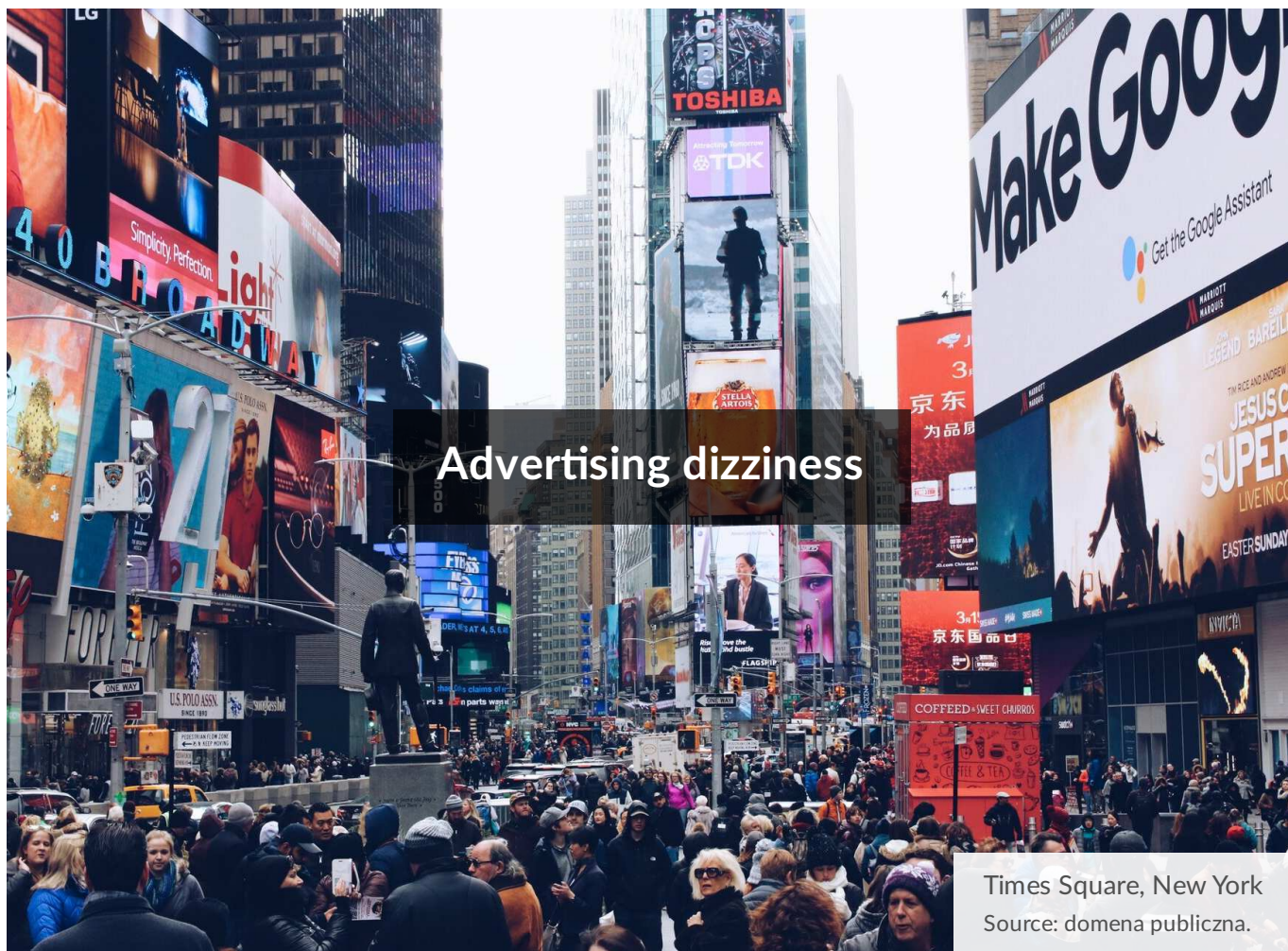




Advertising dizziness

- Advertising dizziness
- Lesson plan (English)
- Lesson plan (Polish)



Advertising dizziness

Times Square, New York
Source: domena publiczna.

[Link to the lesson](#)

You will learn

- you will determine what the functions of advertising are
- you will explain what **persuasion** is
- you will define which linguistic measures are used in persuasion
- you will analyse advertising **slogans** with regard to linguistic techniques
- you will create your own graphic and advertising slogan

[Nagranie dostępne na portalu epodreczniki.pl](#)

nagranie abstraktu

Exercise 1

Watch **commercials** on TV or find some on the Internet. Pay attention to the visual aspect, the way of presenting products/services and used slogans.

Words can inform but they can also influence our mind and emotions. In ancient times the art of rhetoric was born, it is the art of **convincing** people with the help of arguments. Great

philosophers (such as Aristotle, Quintilian, Cicero) proved in their speeches that words can not only impress, charm or create dream world (fictional, made of words), but they also can persuade people to some action (i.e.: changing opinion or choosing beautiful or attractive things). All those features are characteristic for statements used by the broadcaster to persuade or to convince the recipient. Such effect is achieved by the persuasive and manipulative function of language. Their effects can be found in advertising, propaganda (or political) and media texts. During this lesson you will learn about persuasion – the art of persuading by using language, and about **advertisements** – word-picture texts based on persuasion.

Where you can find adverts in your surrounding? In what form? What products are advertised most often? Who appears in adverts and commercials and what does it depend on?

Exercise 2

Try to make your own definition of advert. Discuss it in class.

Exercise 3

Complete the definition with appropriate words.

Advertisement is a that is supposed to catch the attention by means of an attractive graphic form (graphic and stylistic layout), stay in his memory, , but also sometimes evoke , that means move him. Advertisement is used to persuade, convince someone to something (or to buy something), so it has to impress someone, although it may also contain interesting and important . Informing is important than .

convincing

discouraging

recipients

interest him

make it neutral

more

resign from

emotions

choose

information

text

composition

recipient's

less

Exercise 4

Use the Polish language dictionary and find the definition of the word "persuasion". Think in what situations people use persuasion. Discuss it with your colleague.

Advertisements are not new invention – their history is connected with the history of trade, when the merchants on the main squares or marketplaces “shouted out” the advantages of goods they sell. The English word “advertisement” comes from Old French “avertir”, meaning: “to make aware”, while in Polish the word “reklama” stems from Latin verb clamare, clamare, that means “to shout”.

Exercise 5

Look at the photos from the gallery and find out how did the advertisements look like in the past. How are they different from today's?



Source: licencja: CC BY 2.0.



PALTA

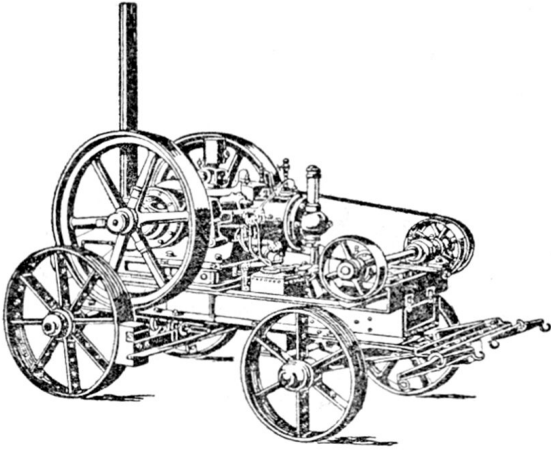
GOTOWE
I NA
ZAMÓWIENIE

SPECJALNOŚĆ FIRMY
ST. CICHOCKI

Warszawa, ŻÓRAWIA 28. Tel. 407-17.

Source: domena publiczna.

Motory „URSUS“



**Warszawskiego
Tow. Udziałowe-
go „URSUS“**
Sprzedaje
**Władysław
Ostachowicz**
Lwów, L. Sapięhy 20.

Source: domena publiczna.

To convince the recipient to purchase a product or service, different linguistic measures are used. What linguistic techniques can you notice in the adverts you know. How are the products described? How is the potential client addressed?
Read the fiches presenting examples of different linguistic techniques used in advertisements. Try to name the rules demonstrated in these examples. Then, turn the fiche and check if you were right.

<p>You drive faster than you think. Slow down, life is too short!</p>	<p>Phrases using personal pronoun YOU in singular and plural form, very often ended with an exclamation mark.</p>
<p>Best promotions in town</p>	<p>adjectives and adverbs in comparative and superlative form or words with similar meaning</p>
<p>new generation of products; breakthrough technology; super technology</p>	<p>Words that refer to such associations as: modernity, luxury, freshness, attractiveness, uniqueness</p>
<p>When you say “yummy...”</p>	<p>Short and direct sentences that appeal to the recipient - very often in form of nominal sentences or imperatives.</p>

Will you find cheaper?	Rhetorical questions
Tastes so good that cats ask for it by name (Meow Mix cat food advertisement)	Metaphors and ambiguous words.
Low prices - fast delivery	Comparisons and slogans based on contrast
Don't make scenes (to make scenes in common language means to behave provocatively or impolite, etc.)	An interesting transformations of well known sayings, phrases or quotes.
We cool down the prices (refrigerators advertisement)	Word plays - word transformations, transformation of word graphic layer (or their sound)
Meals on wheels	Rhymed slogans, similar to poems, sayings or word plays.

Does any slogan seem ingenious? What slogans do you remember from the adverts you know? Why these? Slogans are the most important element of every advertising text. They should be short and easy to remember.

Exercise 6

What interesting **means of persuasion** can you notice in the quoted slogans? Write your answers below.

- „Sip of inspiration” (tea advertisement)
- “Moments that connect” (mobile phones network advertisement)
- “Everyday low prices” (supermarket chain slogan)
- “All of Poland read to kids” (**public campaign** slogan)
- “Have you won? Do you fight? Do you support? Let’s deal with cancer” (health campaign slogan)
- “Collect codes and receive awards” (commercial brand advertisement)

What interesting means of persuasion can you notice in the quoted slogans? Write your answers below.

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As you may notice in the previous exercise – not all advertisements persuade people to purchase goods or services. Some campaigns were created to promote important ideas and attitudes.

Do you know any public campaigns? What do you think about their effectiveness? What ideas should be promoted more often?

Exercise 7

Find on the Internet and look at the graphics from public campaign promoting reading books (*Piktografiki*). How do the word plays work?

Exercise 8

Work in groups and create graphic similar to these from the previous exercise. You can use your favourite books or search for titles on the Internet.

Exercise 9

Think about a social attitude or important idea that you would like to promote and create a slogan for it.

Keywords

advertisement, slogan, persuasion, public campaign, pictogram

Exercise 10

Match the pairs: English words with Polish definition.

public campaign

gra językowa

word play

spot reklamowy

means of persuasion

kampania publiczna

commercial

przekonywanie

persuasion

perswazja

slogan

środki perswazji

advertisement

slogan

convincing

reklama

Glossary

advertisement

Nagranie dostępne na portalu epodreczniki.pl

Nagranie słówka: advertisement

reklama

slogan

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: slogan

slogan

persuasion

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: persuasion

perswazja

convincing

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: convincing

przekonywanie

commercial

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: commercial

spot reklamowy

public campaign

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: public campaign

kampania publiczna

word play

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: word play

gra językowa
means of persuasion

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: means of persuasion

środki perswazji

Lesson plan (English)

Title: Advertising dizziness

Lesson plan elaborated by: Katarzyna Maciejak

Topic:

How and to what the advertisement persuades us?

Target group

7th-grade students of an elementary school.

Core curriculum

1. Literary and cultural education.

2. Receipt of cultural texts. Pupil:

2) organizes information depending on their function in the message;

6) defines the aesthetic values of the cited cultural texts;

7) finds in the texts of contemporary popular culture (eg in films, comics, songs) references to traditional literary and cultural themes.

2. Language education.

2. Differentiation of language. Pupil:

3) knows ways to enrich vocabulary;

4) understands the importance of homonyms;

6) distinguishes the content and scope of the word.

3. Creating statements.

4) Elements of rhetoric. Pupil:

5. functionally uses rhetorical means and understands their impact on the recipient;

8) recognizes and distinguishes the means of persuasion and manipulation in advertising texts, defines their function;

9) recognizes linguistic manipulation and contrasts it with the principles of ethics of expression.

6) Self-education. Pupil:

7. reliably, with respect for copyrights, uses information;

8) develops the ability to think critically and formulate opinions.

The general purpose of education

Students learn linguistic means of persuasion used especially in the advertising message.

Key competences

- communication in the mother tongue;
- communication in foreign languages;
- learning to learn;
- social and civic competences.

Operational objectives

Student:

- determines the functions of advertising;
- explains what persuasion is;
- recognises and names linguistic means to persuade;
- analyses advertising slogans for language operations;
- creates its own graphics and advertising slogan.

Teaching methods / techniques

- giving: talk;
- practical: exercises concerned;
- programmed: using a computer, using an e-manual.

Forms of work

- individual activity;
- activity in pairs;
- activity in groups;
- collective activity.

Lesson plan overview (Process)

Introduction

1. The teacher defines the purpose of the course: the students will learn what a persuasion is and how it is used in advertising.
2. The teacher recalls various functions of language and tells that incitement (impressive function) is one of them.

Realization

1. The teacher asks students where advertisements can be found, in what form, what products are advertised most often, who appears in advertisements and what it depends on (the conclusions should concern, among others, the image of a woman/man/child/elderly person in an advertisement – depending on who it is addressed to).
2. The teacher asks the students to create their own definition of advertisement and discuss it in the classroom. Then, the teacher draws attention to the functions of advertising (persuasion to buy something through attractive form or influencing emotions, among other things).
3. Students look for a definition of the word *persuasion* in the English dictionary and think about the situations in which it is used.
4. The teacher talks briefly about the history of advertisement and the origin of the word (from Latin *advertere* – to turn the mind towards).
5. Students do ex. no. 5 – they look at the photo gallery to find out what the advertisements used to look like.
6. The teacher starts a discussion about the linguistic measures used in advertisements, and then the students use flashcards to familiarise themselves with examples of such measures and consider whether any of them is present in the advertisements they remember.
7. The teacher asks the students about the advertising slogans presented as examples in the previous exercise and informs that the advertising slogan is also called a “catchphrase”. Students do a task concerning persuasion measures in advertising slogans and social campaigns.
8. The teacher points out that not all advertisements are used to encourage the purchase of goods and services – some of them are social campaigns promoting important ideas or attitudes. The teacher asks the students to give examples of social campaigns and what they think about their effectiveness.
9. Students watch graphics from the campaign promoting reading and wonder what are the word-plays used in them. Then, the students, working in groups, create their own graphics of this type.

Summary

1. The teacher distributes questionnaires to the students to evaluate their own work.
2. Next, the teacher sums up the lesson by asking questions:
 - What language means are used in advertising?
 - How else do we call language means that are used to get someone to something?
 - What are the functions of advertising?

Homework

Think about what social attitude or important idea you would like to promote and create an advertising slogan for it.

The following terms and recordings will be used during this lesson

Terms

advertisement

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: advertisement

reklama

slogan

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: slogan

slogan

persuasion

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: persuasion

perswazja

convincing

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: convincing

przekonywanie
commercial

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: commercial

spot reklamowy
public campaign

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: public campaign

kampania publiczna
word play

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: word play

gra językowa
means of persuasion

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: means of persuasion

środki perswazji

Texts and recordings

[Nagranie dostępne na portalu epodreczniki.pl](#)

nagranie abstraktu

Advertising dizziness

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Lesson plan (Polish)

Tytuł: Reklamowy zawrót głowy

Opracowanie scenariusza: Katarzyna Maciejak

Temat zajęć

W jaki sposób i do czego namawia nas reklama?

Grupa docelowa

Uczniowie klasy VII ośmioletniej szkoły podstawowej.

Podstawa programowa

1. Kształcenie literackie i kulturowe.

2. Odbiór tekstów kultury. Uczeń:

2) porządkuje informacje w zależności od ich funkcji w przekazie;

6) określa wartości estetyczne poznawanych tekstów kultury;

7) znajduje w tekstach współczesnej kultury popularnej (np. w filmach, komiksach, piosenkach) nawiązania do tradycyjnych wątków literackich i kulturowych.

2. Kształcenie językowe.

2. Zróżnicowanie języka. Uczeń:

3) zna sposoby wzbogacania słownictwa;

4) rozumie znaczenie homonimów;

6) rozróżnia treść i zakres znaczeniowy wyrazu.

3. Tworzenie wypowiedzi.

4) Elementy retoryki. Uczeń:

5. funkcjonalnie wykorzystuje środki retoryczne oraz rozumie ich oddziaływanie na odbiorcę;

8) rozpoznaje i rozróżnia środki perswazji i manipulacji w tekstach reklamowych, określa ich funkcję;

9) rozpoznaje manipulację językową i przeciwstawia jej zasady etyki wypowiedzi.

6) Samokształcenie. Uczeń:

7. rzetelnie, z poszanowaniem praw autorskich, korzysta z informacji;

8) rozwija umiejętność krytycznego myślenia i formułowania opinii.

Ogólny cel kształcenia

Uczniowie poznają językowe środki perswazji używane zwłaszcza w przekazie reklamowym.

Kształtowane kompetencje kluczowe

- porozumiewanie się w języku ojczystym;
- porozumiewanie się w językach obcych;
- umiejętność uczenia się;
- kompetencje społeczne i obywatelskie.

Cele operacyjne

Uczeń:

- podaje, jakie są funkcje reklamy;
- wyjaśnia, co to jest perswazja;
- rozpoznaje i nazywa środki językowe służące nakłanianiu;
- analizuje slogany reklamowe pod kątem zabiegów językowych;
- tworzy własną grafikę i slogan reklamowy.

Metody/techniki kształcenia

- podająca: pogadanka;
- praktyczna: ćwiczenia przedmiotowe;
- programowane: z użyciem komputera, z użyciem e-podręcznika.

Formy pracy

- aktywność indywidualna jednolita;
- aktywność w parach;
- aktywność w grupach;
- aktywność zbiorowa.

Przebieg zajęć

Faza wprowadzająca

1. Nauczyciel określa cel zajęć: uczniowie dowiedzą się, czym jest perswazja i jak jest wykorzystywana w reklamie.
2. Nauczyciel przypomina różne funkcje języka i podkreśla, że jedną z nich jest nakłanianie (funkcja impresywna).

Faza realizacyjna

1. Nauczyciel pyta uczniów, gdzie można znaleźć reklamy, w jakiej postaci, jakie produkty reklamuje się najczęściej, kto występuje w reklamach i od czego to zależy (wnioski powinny dotyczyć m.in. wizerunku kobiety/mężczyzny/dziecka/osoby starszej w reklamie – w zależności od tego, do kogo jest kierowana).
2. Nauczyciel zachęca uczniów do stworzenia własnej definicji reklamy i podyskutowania o niej w klasie, a następnie zwraca uwagę na funkcje reklamy (nakłonienie do zakupu dzięki m.in. atrakcyjnej formie czy oddziaływaniu na emocje).
3. Uczniowie szukają w słowniku języka polskiego definicji słowa *perswazja* i zastanawiają się, w jakich sytuacjach jej używamy.
4. Nauczyciel opowiada krótko o historii reklamy i pochodzeniu tego słowa (od łacińskiego *clamo, clamare* – krzyczeć).
5. Uczniowie wykonują ćwiczenie nr 5 – oglądają galerię zdjęć, aby dowiedzieć się, jak kiedyś wyglądały reklamy.
6. Nauczyciel rozpoczyna dyskusję o środkach językowych wykorzystywanych w reklamach, a następnie uczniowie za pomocą fiszek zapoznają się z przykładami takich środków i zastanawiają się, czy w zapamiętanych przez nich reklamach występuje któryś z nich.
7. Nauczyciel pyta uczniów o hasła reklamowe zaprezentowane jako przykłady w poprzednim ćwiczeniu i informuje, że hasło reklamowe to inaczej *slogan*. Uczniowie wykonują zadanie dotyczące środków perswazji w sloganach reklamowych i kampaniach społecznych.
8. Nauczyciel zwraca uwagę, że nie wszystkie reklamy służą nakłanianiu do nabywania dóbr i usług – część z nich to kampanie społeczne promujące ważne idee czy postawy. Pyta uczniów, czy potrafią podać przykłady kampanii społecznych i co sądzą o ich skuteczności.
9. Uczniowie oglądają grafiki z kampanii promującej czytanie i zastanawiają się, na czym polegają zastosowane w nich gry językowe, a następnie, pracując w grupach, tworzą własną tego typu grafikę.

Faza podsumowująca

Nauczyciel rozdaje uczniom krótkie ankiety z ewaluacją pracy własnej.

Następnie podsumowuje zajęcia, zadając pytania:

- Jakie środki językowe są stosowane w reklamach?
- Jak inaczej nazywamy środki językowe mające na celu nakłonienie kogoś do czegoś?
- Jakie funkcje pełni reklama?

Praca domowa

Pomyśl, jaką postawę społeczną lub ważną ideę chciałbyś wypromować i stwórz dla niej hasło reklamowe.

W tej lekcji zostaną użyte m.in. następujące pojęcia oraz nagrania

Pojęcia

advertisement

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: advertisement

reklama

slogan

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: slogan

slogan

persuasion

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: persuasion

perswazja

convincing

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: convincing

przekonywanie

commercial

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: commercial

spot reklamowy

public campaign

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: public campaign

kampania publiczna

word play

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: word play

gra językowa

means of persuasion

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: means of persuasion

środki perswazji

Teksty i nagrania

[Nagranie dostępne na portalu epodreczniki.pl](#)

nagranie abstraktu

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