

Name:

Date:

In this section, you will listen to an article called “Dream Makers: The Pros and Cons of Advertising.” Then you will answer some questions to show how well you understood what was read.

You will listen to the article twice. As you listen carefully, you may take notes on the article anytime you wish during the readings. You may use these notes to answer the questions that follow.

Dream Makers:
The Pros and Cons of Advertising
by Cara Weiss-Wilson

Walk into almost any store, and you will be faced with a wide assortment of products from which to choose. Maybe it's five brands of frozen pizza, or ten kinds of toothpaste. Maybe it's an array of blue jeans or socks. Whatever it is you reach for on the shelves, it is possible you have seen that particular brand on television, read about it in magazine ads, or heard about it on the radio.

In short, advertising is all around us. Some people like it, others don't. Let's see what two experts tell us about what advertising is and how it affects our lives.

Our first expert is Alex Brown, vice president of an advertising agency. His agency prepares advertising for national retailers, hotel chains, and airlines. He gave the following talk at a recent seminar about the benefits of advertising.

What is advertising? People have all kinds of ideas, but basically advertising is a way to spread information. Some advertising is intended to inform the public about an issue, such as the safety benefits of wearing seat belts or bicycle helmets. Advertising can let people know what candidates for public office—for instance, a mayor, governor, or senator—stand for. Advertising also reminds people where they can vote on Election Day. Thus, advertising serves a valuable public function. It lets people know about issues or products that affect their lives.

Advertising for particular products also seeks to inform: it tells you what the advertised product does, why it's better than other similar products, and maybe even where you can buy it. Sure, advertising tries to persuade you to buy a particular product, but it also helps you make a good decision about whether you need that product in the first place.

Imagine that a new product you had never seen or heard of showed up in the stores. Maybe it's a new toothpaste, a new brand of ketchup, or a music CD. If this product wasn't advertised—no store display, no radio, TV, or magazine ads—how

would you know what the product was all about? How would you know if it was any good? And think about movie previews: aren't you glad that you can see a clip of a movie before you pay to see the whole thing, so you can decide whether it looks worthwhile?

In short, advertising is a great way to get a message to the public, and the best way for the public to be informed about products on the market. Advertising lets manufacturers tell people about their product, and it provides the consumer with necessary knowledge.

At the same seminar, Maya Drexler, a professor of sociology at a local community college, also spoke. She has done extensive research about the effects of advertising on consumers and consumer behavior. Here is what Ms. Drexler had to say:

It's true that advertising can inform the public. Public service announcements and some noncommercial advertising can be a very good idea.

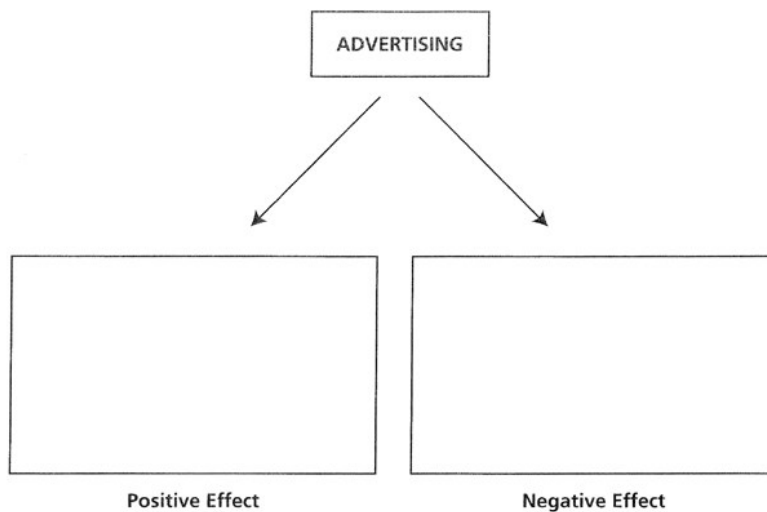
But product advertising usually goes beyond plain information. It tries to persuade the audience—not with facts, but with an image or an appeal to feelings and emotions. Product advertising suggests how the product will make you feel or look, even implying that use of the product can change your whole life! Advertising is like selling a dream. The advertiser makes the dreams very appealing and if they do it right, the public buys the dream.

Many products we find in stores are really identical or almost exactly the same. Imagine two products, Product A and Product B. They could be deodorants or acne cream or running shoes. In fact, the two products are nearly identical—same ingredients, and so on. But the company that makes Product A spends a lot of money to advertise. Turn on the television and you'll hear a song or jingle about Product A. The jingle is a catchy tune and you find yourself humming it a lot. Magazine ads show attractive models using or wearing Product A. Radio ads tell you that you will look better, be thinner, or run faster, if you just use Product A.

Guess what? You are far more likely to buy Product A, even if it is more expensive. It is not that you have any useful information about it, but now you associate Product A with all the good things you saw and heard in the commercials. At some level, your brain is telling you that Product A will make you better-looking or thinner or faster. In fact, you may buy Product A even if you don't really need it. You've bought the dream!

The next time you see or hear a commercial, or read an advertisement in a magazine, remember that behind all the singing, dancing, and smiling is nothing more than a product someone hopes you will buy.

- 1: According to the passage, advertising has both pros and cons. Complete the boxes below, listing one positive effect and one negative effect of advertising.



- 2: What does Alex Brown, the vice president of the advertising agency, say is the main function of advertising? Use details from the article to support your answer.

- 3: In the passage, Maya Drexler says, "Advertising is like selling a dream." Explain how advertising is like selling a dream. Use details from the article to support your answer.

4:

Describe an advertisement you have seen or heard. It can be a radio or television advertisement, or something you saw in a magazine, newspaper, or on a billboard. Explain whether the advertisement was trying to inform the public or to sell a dream, and how that purpose was accomplished.

In your essay, be sure to include

- a description of the advertisement
- an explanation of whether the purpose of the advertisement was to inform the public or to sell a dream
- an explanation of how that purpose was accomplished
- details from the article to support your answer



Check your writing for correct spelling, grammar, and punctuation.

5: Here is a sample editing task for Grade 3.

Before completing the editing task, students will be guided through a similar practice editing task to make sure that they understand how to complete this part of the test. For the practice task, the students will be given time to find the errors in the paragraph. The teacher will then go through the paragraph line by line with the class to make sure that the students have identified all the errors. The students will then complete the actual editing task independently.

Below is a sample of both the practice task and the editing task.

Practice Task

There are some mistakes in this paragraph in capital letters and punctuation. Let's correct them together.

My red bicycle is my favorite toy. It used to belong to my big sister katie. She gave it to me. I ride it after School each day. I like my bicycle because it is my favorite color. Do you have a favorite toy.

Editing Task

Here is a paragraph a student wrote. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Winter is a fun month. It snows a lot where i live. I like to play in the snow. My Brother likes to play in the snow, too. We make snowballs and snow houses. when it gets dark, we go inside, but we know we can go out again the next day?

Read this poem about the Everglades. Then answer the following questions.

About the Everglades. The Everglades is actually a marsh in southern Florida. In this poem the poet refers to it as a river because its waters flow slowly in a southerly direction.

A large portion of the Everglades was drained for agricultural purposes and other developments, but some 2,350 square miles have been preserved as Everglades National Park.

Some Rivers

by Frank Asch

1 Some rivers rush to the sea.
2 They push and tumble and fall.
3 But the Everglades is a river
4 with no hurry in her at all.
5 Soaking the cypress
6 that grows so tall;
7 nursing a frog,
8 so quiet and small;
9 she flows but a mile
10 in the course of a day,
11 with plenty of time
12 to think on the way.

cypress = a type of evergreen
tree native to warm climates

13 But how can she cope
14 with the acres of corn
15 and sorrowful cities that drain her?
16 With hunters and tourists and levees
17 that chain and stain and pain her?
18 Does the half of her that's left
19 think only of the past?
20 Or does she think of her future
21 and how long it will last?
22 Some rivers rush to the sea.
23 They push and tumble and fall.
24 But the Everglades is a river
25 with no hurry in her at all.

levee = an embankment raised to
prevent a river from overflowing

6: The purpose of the poem is to

- A persuade the reader to care about the Everglades
- B remind the reader of the history of the Everglades
- C propose a solution to rebuild the Everglades
- D show the Everglades is just like other rivers

7: How does the poet connect the beginning of the poem to the end?

- F repetition
- G rhyme
- H simile
- J symbolism

- 8: Which word best describes the tone of the poem?
- A angry
 - B enthusiastic
 - C impatient
 - D mournful
- 9: When the poet says in line 18 “the half of her that’s left,” he means that
- F the Everglades moves very slowly and some parts are left behind
 - G parts of the Everglades have been drained and used for other purposes
 - H the Everglades will probably last for a long time
 - J parts of the Everglades have already reached the sea
- 10: The poem attempts to appeal to the reader’s feelings by
- A describing rivers that “rush to the sea”
 - B describing rivers that “push and tumble and fall”
 - C listing the river’s benefits, such as “soaking the cypress”
 - D listing things that “chain and stain and pain” the river

Read this poem by Sami Mahdi about morning. Then answer the following questions.



by Sami Mahdi

- 1 Darkness slowly lifts
2 the yawning street
3 shakes off the remnants of long sleep
- 4 garbage still heaped at the corners
5 the shops still closed
6 and little trees search for their reflections
7 in the shining window panes.
- 8 Now the houses begin to show some movement
9 a window opens here
10 a balcony there as a lovely shadow
11 emerges with the morning light
12 A little while, then quickly
13 the earth goes crazy
14 a bus appears,
15 then another,
16 then another,
17 and people rush forth in every street and alley.

Translated by May Jayyusi

11: Read these lines from the poem:

*the yawning street
shakes off the remnants of long sleep*

Remnants means about the same thing as

- A** hours
- B** memories
- C** last traces
- D** hidden dreams

12: Look at lines 8 through 11 of the poem again. Which phrase best characterizes that section of the poem?

- F** great commotion
- G** mild stirrings
- H** thrilling suspense
- J** mysterious happenings

13: The “little trees” in the poem are described as if they were

- A** trying to wake up
- B** yearning for water
- C** looking in the mirror
- D** expecting to grow taller

14: The main contrast in the poem is between

- F** the coolness of dawn and the heat of the day
- G** early morning and late afternoon
- H** inactivity and motion
- J** dirt and cleanliness