# Figurative Language in Advertising

**Instructor:** Nan Hammerschmidt, Jani DeVries, Eileen McGurn  
**Date:** 6/24/13  
**Course Title:** Business and Marketing  
**Specific Topic:** Figurative Language in Advertising

## Reading Assignment:

“Figurative Language/Figures of Speech” handout  
“Hyperbole in Advertising”

## Performance Objectives:

<table>
<thead>
<tr>
<th>Day 1:</th>
<th>After completion of the lesson, students will be able to:</th>
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<tbody>
<tr>
<td>1.</td>
<td>Recognize and understand the power of Figurative Language in advertising</td>
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<tr>
<td>2.</td>
<td>Find examples of Figurative Language in use in advertisement (Use media, publications, etc.)</td>
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| Day 2: |  
|-------|----------------------------------------------------------|
| 1.    | Create their own advertisement using Figurative Language |
| 2.    | Present advertisements to class |

## Standards: CTE & CCSS

- **L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
  - a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

- **SL.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- **SL.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<table>
<thead>
<tr>
<th><strong>Assessment:</strong></th>
<th>Rubric Evaluation of final project</th>
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</table>
| **Materials:**  | “Figurative Language”/Umbrella handout  
|                 | “Hyperbole in Advertising” adapted article:  
|                 | “Guidelines to Create Great Slogans“ handout  
|                 | Pre/Post Concept Check handout  
|                 | [http://www.youtube.com/watch?v=5EqG5v07R24](http://www.youtube.com/watch?v=5EqG5v07R24)  
|                 | [https://www.youtube.com/watch?feature=player_embedded&v=5EqG5v07R24](https://www.youtube.com/watch?feature=player_embedded&v=5EqG5v07R24) |
| **Procedure:**  | **Literacy Strategy used:** Pre and Post Learning Concept Check Strategy |
|                 | **Entire Class:**  
|                 | • **DO NOW:**  
|                 | • Watch YouTube-Figurative Language in Advertising  
|                 | • Using the Pre/Post Learning Concept Check, students will document prior knowledge of Figurative Language before lesson and follow up by completing Check after reading and research activities. |
|                 | **Introduction and Method of activating prior knowledge –**  
|                 | As a group, instructor led, class will go over the “Figurative Language in Advertising” handout and discuss as a group. Individuals will finish reading independently. |
|                 | **DAY 1:**  
|                 | • After completing reading, students will find examples of 6 of the 12 highlighted figurative languages, using various media, magazines, etc...  
|                 | • Students will provide examples and label with corresponding figure of speech. |
|                 | **DAY 2:**  
|
• Students will incorporate the principles in their own advertisement, using one choice from each side of the “Umbrella” visual aide.

Method of setting purpose –

Individual:

Student will:

• Complete Pre/Post Learning Concept Check.
• Listen to discussion.
• Read handouts.

Group:

In partners or groups of three, students will:

DAY 1:

• Find examples of existing advertisements that use 6 of the 12 featured Figurative Languages
• Attach corresponding Figurative Language/Speech to example

Day 2:

• Choose a product from the Student Store and then create an advertisement for that product that uses Figurative Language.

Entire Class:

Students/Teams will present advertisement/slogans to class members, identifying the Figurative Language chosen.
<table>
<thead>
<tr>
<th>Application of Material:</th>
<th>Students will create their own print type advertisement using chosen Figurative Language. May use technology or paper/poster board.</th>
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</thead>
<tbody>
<tr>
<td>Extension Questions:</td>
<td>How could your advertisement be implemented for use in our Student Store? What steps need to be taken for our Promotion Team to utilize your design? What more might you do with your ad before you publish your advertisement?</td>
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<tr>
<td>Accommodations needed:</td>
<td>Partner work teams</td>
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</table>
## Pre/Post-learning Concept Checks

**Template**

**Before the reading**
Review the following terms and rate yourself based on your knowledge of the term. You will use one of the three symbols to rate yourself a plus (+), a check (√), and a zero (O) in the space to the left of the word.

<table>
<thead>
<tr>
<th>Before (+)(√)(O)</th>
<th>Key Terms</th>
<th>After (+)(√)(O)</th>
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<tbody>
<tr>
<td></td>
<td>Metaphor</td>
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<td></td>
<td>Simile</td>
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<td></td>
<td>Hyperbole</td>
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<td>Irony</td>
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<td>Personification</td>
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<td>Rhyme</td>
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<td>Alliteration</td>
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<td>Assonance</td>
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<td></td>
<td>Consonance</td>
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<tr>
<td></td>
<td>Onomatopoeia</td>
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**After the reading, rerate yourself.**
After the reading
Rerate yourself.
Figures of Speech

Figurative Language

METAPHOR
SIMILE
HYPERBOLE
IRONY
PERSONIFICATION
CLICHE
RHYTHYM
RHYME
ALLITERATION
ASSONANCE
CONSONANCE
ONOMOTOPOEIA
**Figurative Language “aka” Figures of Speech**

Whenever you describe something by comparing it with something else, you are using “figurative language” or “figures of speech” to add color and interest, and to awaken the imagination. Figurative language is everywhere, from classical works, to everyday speech, pop music and television commercials. It makes the reader or listener use their imagination and understand much more than plain “literal language”.

**Figurative** language is the opposite of **literal** language. Literal language means exactly what it says. He ran **fast** (literal). Figurative language means something different from (and usually more than) what it says on the surface. He ran **like the wind**. (Figurative)

There are thousands of different kinds of figurative language.

**Some Common Figures of Speech:**

**These six examples use imagery**

**Metaphor**: The metaphor states a fact or draws a verbal picture by the use of comparison. A simile would say you are **like** something; a metaphor is more positive - it says you **are** something. Example: *Her eyes were stars.*

The sofa is fertile soil for a couch potato.  
But my heart is a lonely hunter that hunts on a lonely hill. - William Sharp, The Lonely Hunter

**Simile**: A simile uses the words “like”, “as” or “similar to”, to compare one object or idea with another to suggest they are alike. Example: *Her eyes were like stars.*

Cause she looks like a flower but she stings like a bee  
Like every girl in history. - Ricky Martin  
George felt as worn out as an old joke that was never very funny in the first place.

**Hyperbole**: An exaggeration that is so dramatic that no one would believe the statement is true. Tall tales are hyperboles. Example: *I’ve told you the definition of hyperbole a million times.*

*I'm so busy trying to accomplish ten million things at once.*  
*Your dog is so ugly, we had to pay the fleas to live on him.*
**Personification:** (aka Anthropomorphization): A figure of speech in which human characteristics are given to a non-human. Example: *The stars smiled down upon us.*

The picture in that magazine screamed for attention.
The carved pumpkin smiled at me.

**Clichés**: A cliché is an expression that has been used so often that it has become trite and sometimes boring. At one time it was a powerful figure of speech or it wouldn’t have been overused. Example: *The roses of her cheeks* (both a metaphor and a cliché). *Clichés are usually a mark of bad writing. Use clichés only if you can use them in a clever, new way.*

*Bill Gates winning a computer.* - Situational Irony (He is the owner of the world's largest software company.)

*Having a fight with your best friend just before your birthday, and commenting -*Great, this is just what I needed*. - Verbal Irony (It is probably the worst thing that could happen before your birthday.)

*In Romeo and Juliet, when Juliet is drugged, Romeo assumes her to be dead, and kills himself. Upon waking up Juliet finds him dead, and kills herself.* - Dramatic Irony (Mainly based on miscommunication and misunderstanding.)

**These six examples use sound**

**Rhythm:** The sound and feel created by the pattern of accented and unaccented, usually repeated. It is the “beat” of a single written line and also the mix of longer and shorter sentences.

**Rhyme:** Having the same sound at the end of two or more words Example: *pine / fine, nickel / pickle.* *In poetry rhyme often occurs at the end of a line but it can also occur within a line. There are also “near” or “slant” rhymes where the sounds are close but not exact.*

**Alliteration:** The repetition of the same initial letter, sound, or group of sounds in a series of words. Alliteration includes tongue twisters. Example: *She sells sea shells by the sea shore.*

*Don't delay dawns disarming display. Dusk demands daylight.* - Paul Mccan

*Sara's seven sisters slept soundly in sand.*

**Assonance:** Repeated vowel sounds in a phrase or sentence. Example: *flying kites* the repeated long “i” sounds are assonant.
**Consonance:** The repetition of consonant sounds within a phrase or sentence, especially the consonant sounds at the ends of words. Example “a stroke of luck” or “a bite to eat.”

**Onomatopoeia:** The use of a word to describe or imitate a natural sound or the sound made by an object or an action. Example: *sizzle, meow, pop*
Hyperbole is often used in advertising, often referred to as “dramatizing the selling point.”

“The best part of waking up is Folgers in your cup” - This is clearly an opinion, and the cup of Folgers coffee might not be the best part of waking up for everyone, every single morning. However, describing the generally negative “waking up” from a warm, comfortable bed to a warm cup of coffee as the “best part” of the action makes a very efficient slogan. Even if it’s not the best part of waking up, I’m sure many who favor this type of coffee or enjoy this ad admit that it is definitely an enjoyable way to wake up.

“It doesn’t get better than this” for Oscar Meyer- This phrase in advertisements adds a highly positive quality to the brand of Oscar Meyer and is efficient advertising, leading people to want to try the “best”

- “Adds amazing luster for infinite, mirror-like shine” for Brilliant Brunette shampoo The hyperbole in this statement for shampoo is that it creates infinite mirror-like shine. It is not possible for a shampoo, no matter the brand, to create infinite shine or even shine that is comparable to a mirror. However, many people witnessing this advertisement might prescribe to the weaker claim that this type of shampoo provides a long-lasting and brilliant shine, worthy of being purchased and used.
- This toothpaste advertisement is very creative, yet also extremely hyperbolic. Obviously, even with a decent toothpaste that claims to “build strong teeth,” one’s teeth are never going to be strong enough to bite and tear something like that apart. But accepting a weaker form of this claim, one might determine that this particular toothpaste would make your teeth strong enough to easily bite through more reasonable objects, like a tough steak or an apple.

- The message behind this hyperbolic advertisement is that using Old Spice deodorant will make you this much of a winner and this much of a man. However, using Old Spice will not alone lead you to win a ridiculous amount of medals. It will also not make you appear manly enough to nonchalantly carry around a chainsaw while in a towel surrounded by a handful of lit candles.
**Figurative Language in Advertising Rubric**

Name (s) ______________________________

<table>
<thead>
<tr>
<th>Component</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<tbody>
<tr>
<td>Part I: Finding Figurative Language in media, print, other...</td>
<td>Does not include six examples of Figurative Language advertising.</td>
<td>Includes six examples, but one or more did not include Figurative Language</td>
<td>Includes six examples including Figurative Language. Explains the Figurative Language used.</td>
</tr>
<tr>
<td>Part II: Creating an advertisement/jingle, or slogan using Figurative Language</td>
<td>Does not include Figurative Language in print advertisement; Limited evidence of neatness and effort.</td>
<td>Creates an advertisement demonstrating understanding of Figurative Language; some evidence of neatness and effort.</td>
<td>Creates an advertisement demonstrating command of Figurative Language; Overall presentation shows evidence of neatness and effort.</td>
</tr>
<tr>
<td>Part II: Communication</td>
<td>Expresses and organizes ideas and information w/ limited effectiveness. Uses conventions, vocabulary with frequent errors showing a lack of proficiency.</td>
<td>Expresses and organizes ideas and information w/ effectiveness. Uses conventions, vocabulary, with some errors for a moderate command in proficiency.</td>
<td>Expresses and organizes ideas and information with considerable effectiveness. Uses conventions, vocabulary, and terminology few if any errors for a strong command in proficiency.</td>
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