

Important Concepts . . .

Preview Review



Language Arts

Grade 8

*W1 - Lesson 3: Literary Techniques
and Advertising*

Important Concepts of Grade 8 Language Arts

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Materials Required

Textbooks:

1. *ResourceLines 7/8*
2. *SightLines 8*

Language Arts Grade 8
Version 5
Preview/Review W1 - Lesson 3

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Preview/Review Concepts for Grade Eight Language Arts



***W1 - Lesson 3:
Literary Techniques
and Advertising***

OBJECTIVES

By the end of this lesson, you should

- examine design techniques that communicate meaning
- identify creative uses of language in advertising
- recognize the use of literary techniques in advertising
- identify the audience and appeal of an advertisement
- identify nouns as common or proper, concrete or abstract

GLOSSARY

advertising - to make a product known to people so they will want to buy it

alliteration - the repetition of the initial sound of words

appeal - the power to interest or attract

dash - a horizontal mark, twice as long as a hyphen, that is used to set off words that break into the main idea

hyphen - a short horizontal mark used in some compound nouns and with certain prefixes and suffixes

onomatopoeia - the use of words sounding like the object named

repetition - the act of repeating sounds, groups of sounds, or rhythmic patterns

rhyme - the similarity of sounds in words

rhythm - the uniform recurrence of a beat

semicolon - signals a pause longer than a comma; can be used to separate two complete thoughts when **and**, **but**, or **or** are not used (The thoughts must be closely related.)

simile - a comparison using the words *like* or *as*

target audience - the group of people to whom an advertisement is aimed

W1 - Lesson 3: Literary Techniques and Advertising

Nouns

Proper nouns name particular places or things. They always begin with capital letters.

Examples:

- Cory Jones
- Barrhead Elementary School
- Atlantic Ocean

The names of the days of the week, the months, and special holidays are proper nouns.

Examples:

- Monday
- June
- Labour Day

Common nouns do not name specific persons, places, or things. They do not begin with a capital letter unless they are part of a title or at the beginning of a sentence.

Examples:

- mother, dog, jet

Some words can be used as both proper and common nouns.

Example:

- “**M**other, can we go to the lake?”
- “Do you want to come with us, **F**ather?”
- My **m**other and **f**ather went to the beach with us today.

Activity 1

On the lines below each sentence, write the common nouns and the proper nouns that are used in that sentence.

1. The vegetable garden was a beautiful sight.

common nouns _____

proper nouns _____

2. Jordan will deliver the Edmonton Journal in Riverside this summer.

common nouns _____

proper nouns _____

3. My mother lives in New Brunswick.

common nouns _____

proper nouns _____

Concrete nouns are the names of people, animals, places, and things. They name things that can be seen or touched.

Abstract nouns are the names of ideas and emotions.

Activity 2

On the lines below each sentence, identify the concrete and abstract nouns.

1. The runner was in a great deal of pain.

concrete nouns _____

abstract nouns _____

2. The children ran across the beach and screamed with joy as they jumped into the water.

concrete nouns _____

abstract nouns _____

3. Jamie could see the excitement in their eyes.

concrete nouns _____

abstract nouns _____

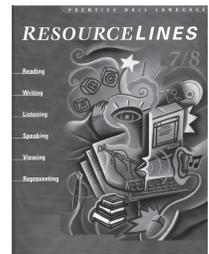
Advertising

Advertising is all around us. It is on television, radio, and the Internet. It appears on billboards, walls, and buses. It arrives in the mail, over the phone, and with the newspaper. It is not confined to commercials or paid advertising. The soft drink sitting on the counter in the background of your favourite sit-com is advertising. So is the snowboard and goggles used by each of the top racers in the X-Games.

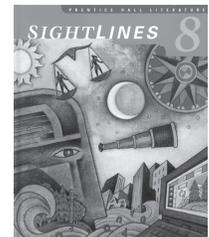
As consumers, we need to learn to understand and deal with all these messages. We need to recognize what the advertiser is trying to accomplish and learn how to make our own decisions about the services and products advertised. To do this, we need to understand how advertisers make their services and products appealing.

Activity 3

Turn to page 200 in your *ResourceLines 7/8* text . Read the article “Advertising” on pages 200 – 202.



When you are finished, turn to pages 88 and 89 in your *SightLines 8* text. Working with a partner if possible, examine the advertisement “Barbie Collectibles” and answer the following questions:



1. What is the purpose of this advertisement?

2. Who do you think is the target audience? How do you know?

Activity 4

Think about your favourite advertisements, commercials, or jingles. As a group if possible, discuss the following questions:

1. What makes these particular advertisements memorable?

2. What techniques do these advertisements use?

3. What is the purpose of advertising?

4. Can an advertisement be effective even if people dislike it? Explain.

5. Do you remember more clearly—the images or the words of an advertisement?

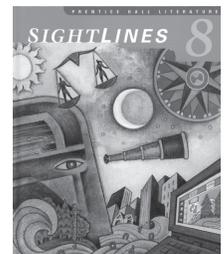
6. Why are advertisements sometimes easier to remember than material from school?

7. What is similar and different between poetry and advertising?

Activity 5

Evaluating Advertising

Turn to page 85 in *SightLines 8*. Read “Tricks of the Trade”. You may choose to read this in groups.



1. In Preview/Review Language Arts 8, Lessons 1 and 2, you learned about the literary techniques discussed in this essay. Write a sentence to explain each of the following techniques. (You may want to review.) Give an example from “Tricks of the Trade”.

a. Rhyme is the similarity of sounds in words.

b. Rhythm is uniform recurrence of a beat.

c. Repetition is the act of repeating sounds, groups of sounds, rhythmic patterns, or entire commercials.

d. Alliteration is the repetition of the initial sound of words.

e. Onomatopoeia is the use of words sounding like the object named or words whose sound is like the sound indicated.

f. Simile is a comparison using the words *like* or *as*.

Learning Log

Take time to reflect on and record your learning process for this lesson.

1. What do I know about advertising?

2. What else would I like to learn about advertising?

3. How can I learn more?



