

*Important Concepts . . .*

# **Preview Review**



***Language Arts Grade 8 TEACHER KEY***

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

## Important Concepts of Grade 8 Language Arts

W1 - Lesson 1 .....	Literary Techniques
W1 - Lesson 2 .....	Poetic Elements
W1 - Lesson 3 .....	Literary Techniques and Advertising
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W1 - Quiz	
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W3 - Lesson 1 .....	Explanatory Writing
W3 - Lesson 2 .....	Persuasive Writing
W3 - Lesson 3 .....	Essay Writing
W3 - Lesson 4 .....	Persuasive Essay Writing
W3 - Quiz	

## Materials Required

### Textbooks:

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

Language Arts Grade 8

Version 5

Preview/Review W1 - Lesson 3 TEACHER KEY

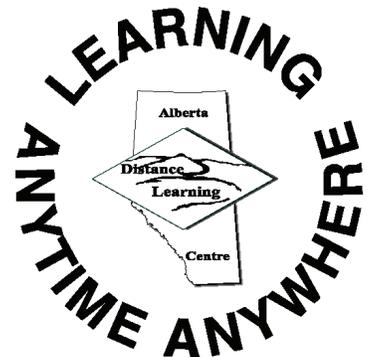
Publisher: Alberta Distance Learning Centre

Author and In-house Teacher: Cheryl Frose

Project Coordinator: Dennis McCarthy

Preview/Review Publishing Coordinating Team: Nina Johnson,

Laura Renkema, and Donna Silgard



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# Preview/Review Concepts for Grade Eight Language Arts

## *TEACHER KEY*



*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   *garden*  *sight*  

proper nouns \_\_\_\_\_

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

common nouns *summer*

proper nouns *Jordan Edmonton Journal Riverside*

3. My mother lives in New Brunswick.

common nouns *mother*

proper nouns *New Brunswick*

**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 *runner, deal*

abstract nouns *pain*

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

concrete nouns *children beach water*

abstract nouns *joy*

3. Jamie could see the excitement in their eyes.

concrete nouns *Jamie eyes*

abstract nouns *excitement*

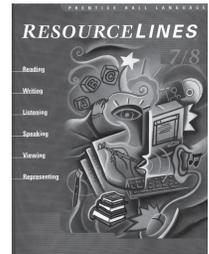
# Advertising

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.

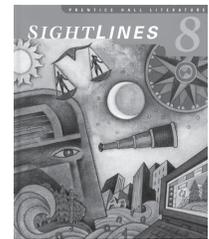
As consumers, we need to learn to understand and deal with all these messages. We need to recognize what the advertiser is trying to accomplish and learn how to make our own decisions about the services and products advertised. To do this, we need to understand how advertisers make their services and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

***The ad is trying to sell Barbie collectible dolls.***

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

***The target audience appears to be adult women. “The child in you...” “The adult in you...” “Inside every woman is...”***

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3. Explain how the advertisement uses **two** of the design principles from page 202 in *ResourceLines* 7/8.

***(1) Contrast: The black and white photo on the left contrasts strongly with the colour picture on the right. This makes the doll the focal point. Also, the woman wears informal clothes, and the doll is dressed formally.***

***(2) Simple shapes: This ad consists of two large rectangular photos with print beneath, and a short sentence to the outside. This makes the message very easy to identify and read.***

***(3) Photographs of people: This ad uses a photo of a woman in a swing, smiling at the camera, which makes the ad seem real and believable. She appears to be enjoying “the child inside”.***

***(4) Use of colours: The black and white photo is classic in appearance. The purple background and clothing of the doll are nostalgic, yet trendy. Purple is also a regal colour, suggesting elegance.***

## 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?

*Answers will vary.*

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2. What techniques do these advertisements use?

*Answers will vary.*

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3. What is the purpose of advertising?

*Answers will vary.*

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

*Answers will vary.*

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

*Answers will vary.*

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

*Answers will vary.*

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

*Answers will vary.*

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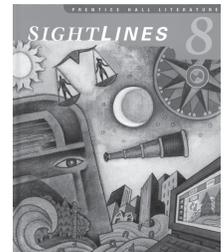
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### Activity 5

#### 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.

*Eg., “Swiss Miss” “Big Mac Attack” “Ace is the place” “The Bread Spread”*

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b. Rhythm is uniform recurrence of a beat.

*Eg., “Dirty...Dingy...Dazzling” “Whose news do most choose?”*

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

***E.g., “Very Lush. Very Lavish. Very Factor”***

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

***E.g., “Peter Pan Peanut Butter” “Relaxed Riders” “Coca-Cola”***

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

***E.g., “Boom, burst, buzz, chortle, click, crash, fizz, grizzle, growl, hiss, luminous, muck, poof, pop, rock, scratch, shriek, smack, spurt, zip.”***

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

***E.g., “It’s like opening a present.”***

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## Learning Log

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

1. What do I know about advertising?

*Answers will vary.*

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

*Answers will vary.*

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3. How can I learn more?

*Answers will vary.*

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