

# Vive la publicité!

## The Task

This task consisted of creating an ad campaign for the launch of a revolutionary new product. Students had to research the facts and then create an advertisement (an oral presentation that was later videotaped), accompanied by a poster. The purpose of the campaign was to create awareness and to persuade consumers to buy the new product. The advertisement had to speak to the advantages, the quality, and the utility of the new item. The task included the use of *le comparatif* and *le superlatif*, *le futur simple*, *l'impératif*, and *le subjonctif présent* with *il faut que* in the oral presentation or the poster. Students worked individually.

At the end of the task, students were to deliver a 45-second advertisement (oral presentation) and an accompanying poster depicting the new product. The advertisement and the poster were to include a product name or brand, a slogan, a description of the product and its advantages, and the language structures specified in the description of the task.

The presentations of students whose work is included in the samples provided in this document may be viewed on the videotape that accompanies the document.

## Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from the Oral Communication and Writing strands.

*Students will:*

1. use appropriate language conventions during oral communication activities;

2. recognize and use appropriate language structures;
3. use different forms of writing to suit the purpose of the task;
4. communicate ideas and opinions clearly and coherently, choosing a form appropriate to the context;
5. write in a variety of forms, adjusting the language to suit the audience.

## Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills relating to:

- research techniques, including the use of computers, to obtain information;
- the elements of effective advertisements as established through the detailed analysis of an advertisement supplied by the teacher;
- agreement and position of adjectives;
- the use of *le comparatif* and *le superlatif* of adjectives and adverbs;
- the formation and use of *le futur simple*;
- the formation and use of *l'impératif*;
- the formation of *le subjonctif présent* and its use with *il faut que*.

*For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 69–74 of this document.*

## Task Rubric – Vive la publicité!

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/Understanding</b>					
<b>The student:</b>					
2, 4	<ul style="list-style-type: none"> <li>– demonstrates knowledge and understanding of advertising conventions</li> <li>– demonstrates knowledge of specified language structures</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates limited understanding</li> <li>– demonstrates limited knowledge</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates some understanding</li> <li>– demonstrates some knowledge</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates considerable understanding</li> <li>– demonstrates considerable knowledge</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates thorough understanding</li> <li>– demonstrates thorough knowledge</li> </ul>
<b>Thinking/Inquiry</b>					
<b>The student:</b>					
3, 5	<ul style="list-style-type: none"> <li>– uses critical and creative thinking skills to produce the advertisements (e.g., organizational skills, logical progression)</li> </ul>	<ul style="list-style-type: none"> <li>– uses critical and creative thinking skills with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>– uses critical and creative thinking skills with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>– uses critical and creative thinking skills with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>– uses critical and creative thinking skills with a high degree of effectiveness</li> </ul>
<b>Communication</b>					
<b>The student:</b>					
4, 5	<ul style="list-style-type: none"> <li>– communicates ideas with clarity (e.g., comprehensible pronunciation, coherent delivery)</li> <li>– demonstrates a sense of audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>– communicates ideas with limited clarity</li> <li>– demonstrates a limited sense of audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>– communicates ideas with some clarity</li> <li>– demonstrates some sense of audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>– communicates ideas with considerable clarity</li> <li>– demonstrates a considerable sense of audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>– communicates ideas with a high degree of clarity</li> <li>– demonstrates a strong sense of audience and purpose</li> </ul>
<b>Application</b>					
<b>The student:</b>					
1, 2, 3	<ul style="list-style-type: none"> <li>– applies knowledge of language conventions effectively</li> <li>– uses the specified language structures correctly in the advertisements</li> <li>– incorporates the established elements of advertisements effectively</li> </ul>	<ul style="list-style-type: none"> <li>– applies knowledge of language conventions with limited effectiveness</li> <li>– uses few of the specified language structures correctly</li> <li>– incorporates few of the established elements, with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>– applies knowledge of language conventions with some effectiveness</li> <li>– uses some of the specified language structures correctly</li> <li>– incorporates some of established elements, with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>– applies knowledge of language conventions with considerable effectiveness</li> <li>– uses most of the specified language structures correctly</li> <li>– incorporates most of the established elements, with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>– applies knowledge of language conventions with a high degree of effectiveness</li> <li>– uses all/almost all of the specified language structures correctly</li> <li>– incorporates all/almost all of the established elements, with a high degree of effectiveness</li> </ul>

\* The expectations that correspond to the numbers given in this chart are listed on page 46.

*Note:* A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.