

Unit 3_ Lesson 1: Connotative and Figurative language

Exercise 1: Decide whether the boldfaced word is used with its Denotation (D) or Connotation (C)

- a) That **red** flower is so pretty. ____
- b) I am **green** with envy at your new watch. ____
- c) Our maths exam was a **nightmare**. ____
- d) Petrus is the **backbone** of his team. ____
- e) I like the shade of **yellow** you painted the room. ____

Exercise 2: The following words are all related to the **sense of smell**, but they have different connotations.

Write (**P**) for words with a **positive** connotation and (**N**) for words with a **negative** connotation:

stink ____

stench ____

smell ____

odour ____

aroma ____

fragrance ____

scent ____

Exercise 3: Highlight five words in the essay “Sweatshops at Sea” and indicate whether they have positive or negative connotations. What is the author's purpose in using each of these words?

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Exercise 4: Identify which meaning is literal (**L**) and which is figurative (**F**) in the following sentences.

1. The plane is ready to take off.

Please take off your coat and sit down.

2. I was cut off when I was on the phone.
Please cut off a big piece of meat.
3. Pick up your pen.
I hope to pick up some study tips.
4. Amanda says I should look out the window.
Look out! That dog's going to bite you!
5. The can is full of beans.
The youngsters are full of beans.

Exercise 5: In the sentences below, the figurative expression has been written in *italics*. Draw a line between the expression and the right definition:

Definitions

1. To ignore a person or treat them with neglect
2. To secretly gossip about someone
3. To accept the unpleasant consequences
4. To say what is upsetting you
5. To take a chance or risk on another's behalf

Figurative expressions

- a) Pieter has to *face the music* after he bunked school.
- b) Good friends always *stick out their neck* for you.
- c) Mario gave me *the cold shoulder* after our fight.
- d) We need to *get things off our chest* if we are upset.
- e) Tania always *speaks behind people's backs*.

Exercise 6: Discuss how the writer of the following passage uses figurative language to create a specific impression:

If parenting is like an endurance race, senior year should be the section where parents triumphantly glide toward the finish line with a smiling graduate-to-be alongside. Instead, it's often more like Heartbreak Hill at the 20-mile mark of the Boston marathon, the bump that leaves parents exhausted and wondering what they were thinking 17 years ago.

- Dunnewind, "Launching Kids to Independence," Seattle Times

Difficult terms:

1. Endurance race: A long and difficult race that requires strength, patience, and energy over time. Example: a marathon.

2. Senior year: The final year of high school before graduation.
 3. Triumphantly: In a way that shows success, victory, or happiness after difficulty.
 4. Glide: To move smoothly and easily, without effort.
 5. Graduate-to-be: A student who is about to graduate.
 6. Boston Marathon: A famous long-distance race in the United States.
 7. Bump: a small raised part of the road.
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Exercise 7: Give three examples of figurative language from the reading “Sweatshops at Sea,” identify their type, and explain how the author uses them to create a mood or an impression.

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