

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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