



GOBIERNO DE PUERTO RICO

DEPARTAMENTO DE EDUCACIÓN  
Subsecretaría para Asuntos Académicos

# ***REMEDIAL MODULE***

# **English**



**Ninth Grade**

**January 2020**

**Student's Name:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**SIE number:** \_\_\_\_\_

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## ***Dear Student:***

*We are providing you with this module as a tool to assist you with the skills you need for your English. In it, you will find multiple choice exercises for you to choose the right answer.*

*The Puerto Rico Department of Education will validate your participation and effort in answering the exercises contained in this module. The scores obtained will be added to your grades and academic progress report.*

*We hope that, once you complete your ninth grade, you will obtain the same satisfaction that we've had creating these exercises to help you.*



**9.R.1 Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/ supporting details from the texts.**

**9.R.1a** Make inferences and draw conclusions from text to support analysis.

**Fact and Opinion**

**Definition of fact-**The definition of a fact is something that is true or something that has occurred or has been proven correct.

**Definition of opinion-**The definition of an opinion is a belief, impression, judgment or prevailing view held by a person.

Basis for Comparison	FACT	OPINION
Meaning	Facts refer to something that can be verified or proved to be true.	Opinion refers to a judgment or belief about something.
Based on	Observation or research	Assumption or personal view
What is it?	Objective Reality	Subjective Statement
Verification	Possible	Nor Possible
Represents	Something really happened	A perception about something
Change	Universal	Differs from person to person
Words	Shown with unbiased words	Expressed with biased words
Debatable	No	Yes
Influence	Facts have the power to influence others	Opinion does not have the power to influence others

## Examples of facts and opinions

### Facts:

The capital of Ukraine is Kiev/Kyiv.

The third president of the United States was Thomas Jefferson.

Bali tigers are extinct.

Sir Ian Mc Kellan played Gandalf in the Lord of the Rings and the Hobbit franchises.

Puerto Rico is in the Caribbean.

### Opinions:

The cake tastes delicious.

She looks sad.

Our island has the best beaches in the world.

My history teacher hates me.

The movie was boring.

Now it is your turn! Identify if the statements is a fact or an opinion.

1. Lebron James is a famous basketball player.

- Ⓐ Fact
- Ⓑ Opinion

2. I enjoy watching Netflix series.

- Ⓐ Fact
- Ⓑ Opinion

3. Abraham Lincoln was President of the United States.

- Ⓐ Fact
- Ⓑ Opinion

4. English is an easy language to learn.

- Ⓐ Fact
- Ⓑ Opinion

5. All the students should have a cell phone in the classroom.

- Ⓐ Fact
- Ⓑ Opinion

6. Donald Trump is the President of the United States.

- Ⓐ Fact
- Ⓑ Opinion

7. Reading is important to become a good professional.

- Ⓐ Fact
- Ⓑ Opinion

8. Ricky Martin is a famous Puerto Rican singer.

- Ⓐ Fact
- Ⓑ Opinion

9 In Puerto Rico most people eat rice and beans.

- Ⓐ Fact
- Ⓑ Opinion

10 “La Borinqueña is Puerto Rico's national anthem”

- Ⓐ Fact
- Ⓑ Opinion

**9.R.4I** Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**9.R.8** Delineate and evaluate the argument and specific evidence in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of

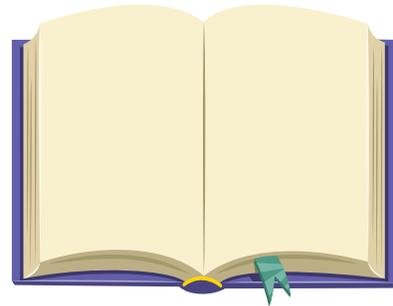
### ***What is an informational text?***

**Informational text** is nonfiction writing, written with the intention of informing the reader about a specific topic.

#### **Types of informational texts:**

Dictionary  
Encyclopedia  
Magazines  
Documents  
Letter  
Autobiography

Thesaurus  
Manuals  
Newspaper  
Speech  
Biography  
Text books



#### **Examples of informational texts: Theme-Donating Blood**

When you woke up this morning, did you think today would be the day you save a life? In fact, it's quite easy to save a life and it only takes a little bit of your time. You don't even need to be a paramedic or firefighter. All you have to do is set aside approximately one hour to donate blood. This essay will explore how to donate blood, whom it benefits, and how often you can contribute to these life-saving measures.

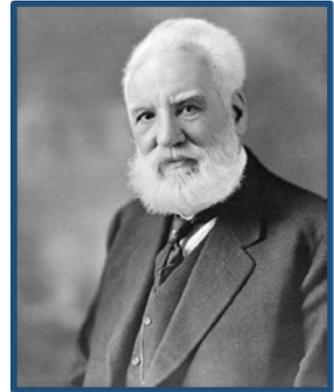
The process of donating blood is decidedly simple. Many people carry out the process while reading a chapter from a new book or watching an episode of their favorite TV show. Indeed, the small amount of time it takes to donate blood can transfer into a lifetime of happiness for the recipient. Remember to bring juice or something sugary to keep your glucose levels high at the end of the procedure. Then, hold your head up high, knowing there's a life out there that's about to be saved by you.

Retrieved from: <https://examples.yourdictionary.com/examples-of-informative-essays.html>

### An Unusual Gift

Alexander Graham Bell was the man who invented the telephone. He was born in Scotland in 1847. When Bell was born, he was not given a middle name. He disliked not having one and begged his father for one. His two brothers both had one, and he wanted one as well.

Alexander Bell was 11 years old when he got a middle name. The middle name of "Graham" was given to him from his father as a gift for his 11th birthday. The name was chosen to honor a close family friend named Alexander Graham. Many kids his age would have been begging for a bike, so Alexander's birthday gift was unusual. However, it was a gift he kept and treasured for the rest of his life.



Choose the correct answer:

11. What is the passage mostly about?
- (a) How Alexander Graham Bell invented the telephone
  - (b) Alexander Graham Bell's middle name
  - (c) Common birthday presents given to children
  - (d) Why "Graham" was chosen as a middle name
12. Why does the author say that Bell "treasured" his middle name in the last sentence?
- (a) To show that it was important to him
  - (b) To show that he kept it a secret.
  - (c) To show that he felt bad about asking for it.
  - (d) To show that it helped to make him famous

13. What is the main purpose of the passage?

- (a) To instruct people on how to choose a middle name.
- (b) To entertain readers with an amusing story.
- (c) To persuade readers to give special presents.
- (d) To inform readers of an interesting fact.

14. Which sentence shows how badly Bell wanted a middle name?

- (a) When Bell was born, he was not given a middle name.
- (b) He disliked not having one and begged his father for one.
- (c) Alexander Bell was 11 years old when he got a middle name.
- (d) The name was chosen to honor a close family friend named Alexander Graham.

**Read the following informational text and then answer the questions**

### **The Rubik's Cube**

The Rubik's Cube is a three-dimensional mechanical puzzle. It was first invented in 1974. It was designed and created by Hungarian sculptor Erno Rubik. It has six faces covered by nine stickers of six different colors. The challenge is to spin and move the cube until all sides are covered by a single color.

Erno Rubik probably had no idea how popular his toy would become. The cube was licensed to be sold by Ideal Toy Corp in 1980. It has since become one of the world's most successful toys. It has sold over 350 million units.

The Rubik's Cube looks like a simple puzzle to solve at first, but it is actually quite difficult. There is a trick to it and it takes some time to master. Once you learn



how to solve the puzzle, the fun is just beginning. There are plenty of ways you can keep challenging yourself.

Solving a Rubik's Cube has become almost like a sport. World championships are held where people compete to solve the puzzle in the shortest amount of time. In 2013, Mats Valk set the record at 5.55 seconds. There are also special categories where people compete to solve the puzzle blindfolded, one-handed, underwater, or with their feet!

**Choose the correct answer:**

15. Which sentence best supports the idea that the Rubik's Cube is popular?
- (a) The Rubik's Cube is a three-dimensional mechanical puzzle.
  - (b) It was designed and created by Hungarian sculptor Erno Rubik.
  - (c) The cube was licensed to be sold by Ideal Toy Corp in 1980.
  - (d) It has sold over 350 million units.
16. Mark all the sentences below that are facts:
- (a) It was designed by Erno Rubik.
  - (b) Erno Rubik had no idea how popular it would become.
  - (c) It was invented in 1974.
  - (d) It has six faces.
  - (e) It is difficult to solve.
  - (f) It has sold over 350 million units.
17. Which sentence tells how to solve a Rubik's Cube?
- (a) The Rubik's Cube is a three-dimensional mechanical puzzle.
  - (b) The challenge is to spin and move the cube until all sides are covered by a single color.
  - (c) Once you learn how to solve the puzzle, the fun is just beginning.
  - (d) Solving a Rubik's Cube has become almost like a sport.

**9.R.1** Use in-depth critical reading of a variety of texts, to explain ideas, and relationships within and across texts, using increasingly detailed sentences, and an increasing variety of general academic and content-specific words. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts. **Make inferences and draw conclusions from text to support analysis.**

## Making Inferences and Drawing Conclusions

### Inferences:

Making an inference is the **process of figuring out missing information from information that IS included**. Inferences can be made with pictures, with characters, with plot, with the setting, and even with vocabulary. To infer is a thinking process of reading between the lines. We can use pictures and text clues to infer, and inferences are more situational.

### Conclusions:

Conclusions are the **judgments or decisions reached based on information learned. It requires reasoning or deep thinking and observation skills**. I think of drawing conclusions as solving a mystery. Drawing conclusions is deeper than an inference. In fact, making inferences helps us draw conclusions.

### Example of an inference:

- Norman sees cookie crumbs on the floor and chocolate around his son's mouth. Norman can infer that his son got into the cookie jar.

## Making Inferences and Drawing Conclusions

Drawing conclusions refers to information that is implied or inferred. This means that the information is never clearly stated.

Writers often *tell* you more than they say directly. They give you hints or clues that help you "read between the lines." Using these clues to give you a deeper understanding of your reading is called **inferring**. When you **infer**, you

go beyond the surface details to see other meanings that the details suggest or **imply** (not stated). When the meanings of words are not stated clearly in the context of the text, they may be *implied* – that is, suggested or hinted at. When meanings are implied, you may *infer* them.

**Inference** is just a big word that means a **conclusion** or **judgement**. If you infer that something has happened, you do not see, hear, feel, smell, or taste the actual event. But from what you know, it makes sense to think that it has happened. You make inferences every day. Most of the time you do so without thinking about it.

Suppose you are sitting in your car stopped at a red signal light. You hear screeching tires, then a loud crash and breaking glass. You see *nothing*, but you *infer* that there has been a car accident. We all know the sounds of screeching tires and a crash. We know that these sounds *almost always* mean a car accident. But there could be some other reason, and therefore another explanation, for the sounds. Perhaps it was not an accident involving two moving vehicles. Maybe an angry driver rammed a parked car. Or maybe someone played the sound of a car crash from a recording. Making *inferences* means choosing the most likely explanation from the facts at hand.

**There are several ways to help you draw conclusions from what an author may be implying. The following are descriptions of the various ways to aid you in reaching a conclusion.**

**Examples of Inferences:**

1. A character has a diaper in her hand, spit-up on her shirt, and a bottle warming on the counter. You can infer that this character is a mother.
2. A character has a briefcase, is taking a ride on an airplane, and is late for a meeting. You can infer that this character is a businessperson.
3. When you enter a house, you see backpacks by the door, small shoes scattered near them. You see an art easel, and a room with a doll house and a toy box. You can infer that there are children in this family.
4. Your friend walks past you without smiling. Her head is hanging down. She wipes a tear away from her eye, and looks at her report card. You can infer that your friend did not have good grades on her report card.

5. You walk into the room and the teacher tells you to clear your desk and get out a piece of paper and a pencil. You can infer that an assessment will occur soon.

**Identify the inferences in the following sentences:**

18. James almost wished he hadn't listened to the radio. He went to the closet and grabbed his umbrella. He would feel silly carrying it to the bus stop on such a sunny morning. What will probably happen?
- Ⓐ James had heard the weather forecast that predicted rain.
  - Ⓑ James was planning to trade his umbrella for a bus ride.
  - Ⓒ James promised himself to do something silly that morning.
  - Ⓓ James realized that he sometimes acted in a strange way.
19. No, honey, I don't want you to spend a lot of money on my birthday present. Just having you for a husband is the only gift I need. I'll just drive my old, rusty car and buy myself a little present. And if the old car doesn't break down. I'll be back soon! What is the message?
- Ⓐ I don't want a gift.
  - Ⓑ Buy me a new car.
  - Ⓒ The mall is fun.
  - Ⓓ I'll carry a bucket for you.
20. Bill and Jessica were almost done taking turns choosing the players for their teams. It was Jessica's turn to choose and only Kurt was left. We can infer that \_\_\_\_\_.
- Ⓐ Kurt is not a very good player.
  - Ⓑ Jessica was pleased to have Kurt in her team.
  - Ⓒ Kurt wanted to play with Jessica.
  - Ⓓ Jessica could not pick anyone else.

21. Susie was playing very roughly with her cell phone and later that day her friends saw her in the office. They heard the principal say that she shouldn't have been swinging it around in the first place. What happened to Susie?

- Ⓐ The principal took the cell phone away from her.
- Ⓑ The cell phone fell on the floor.
- Ⓒ Susie was sent to the office.
- Ⓓ The principal called Susie's mother.

**9.R.4L** Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### Connotations and Technical Meanings of Words:

#### Definition of Connotation

Connotation refers to a meaning that is implied by a word apart from the thing which it describes explicitly. Words carry cultural and emotional associations or meanings, in addition to their literal meanings or denotations.

#### Examples

“**Wall Street**” literally means a street situated in Lower Manhattan, but connotatively it refers to wealth and power.

“He’s such a **dog**.” In this sentence, the word *dog* connotes shamelessness, or ugliness.

“That woman is a **dove** at heart.” Dove implies peace or gentility.

“There’s no place like **home**.” While *home* may refer to the actual building connotatively, it most often refers to family, comfort, and security.

“What do you expect from a **politician?**” *Politician* has a negative connotation of wickedness and insincerity.

“That woman is so **pushy!**” *Pushy* refers to someone who is loud-mouthed, insisting, and irritating.

“My **mom and dad** worked hard to put me through college.” The words *Mom* and *Dad*, when used in place of *mother* and *father*, connote loving parents, rather than simply biological parent.

Example of how words with similar denotations can have positive, neutral or negative connotations:

Positive Connotation	Neutral Connotation	Negative Connotation
interested	questioning	nosy
employ	use	exploit
courageous	confident	conceited

**Connotations Exercise: Identify which connotation is more positive?**

22. Our trip to the amusement park was\_\_\_\_\_.

- Ⓐ fine
- Ⓑ wonderful

23. \_\_\_\_\_people rode on the roller coaster.

- Ⓐ brave
- Ⓑ foolish

24. We saw \_\_\_\_\_ animals in the animal house.

- Ⓐ fascinating
- Ⓑ weird

25. Some of the monkeys made \_\_\_\_\_ faces.

- Ⓐ hilarious
- Ⓑ amusing

26. Everyone had a \_\_\_\_\_ on his or her face on the way home.

- Ⓐ smile
- Ⓑ smirk

**Which connotation is more negative?**

27. We bought \_\_\_\_\_ souvenirs at the amusement park.

- Ⓐ cheap
- Ⓑ inexpensive

28. I ate \_\_\_\_\_ sandwich.

- Ⓐ soggy
- Ⓑ moist

29. Mike \_\_\_\_\_ us to go to the funny house.

- Ⓐ begged
- Ⓑ reminded

30. I did not like the \_\_\_\_\_ on the jester's face.

- Ⓐ smirk
- Ⓑ grin

31. It made me feel \_\_\_\_\_.

- Ⓐ uneasy
- Ⓑ frightened

**Which is the best answer?**

32. Which is worth more?

- Ⓐ something old
- Ⓑ something antique

33. Which is better?

- Ⓐ to be skinny
- Ⓑ to be slender

34. Which would you rather be called?

- Ⓐ thrifty
- Ⓑ cheap

35. Which would a vain person be more likely to do?

- Ⓐ stroll
- Ⓑ parade

36. Which is more serious?

- Ⓐ problem
- Ⓑ disaster

**Which is more polite?**

37. Which is more polite?

- Ⓐ sip a drink
- Ⓑ gulp it

38. Which would you be if you had not eaten for several days?

- Ⓐ hungry
- Ⓑ starving

39. How would you be after a walk in the mud?

- Ⓐ filthy
- Ⓑ dirty

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**9.R.4L** Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### Distinguish between relevant and irrelevant information

**Relevant information** is the details in the text that helps to support the authors ideas. **Irrelevant information** tells extra **information** about the main idea that is not really important to the main idea.

#### Effective strategies to distinguish between relevant and irrelevant information:

- To distinguish relevant from irrelevant information~ follow these steps:
- Identify the main topic of the material.
- Determine which supporting ideas are directly related to the topic.
- Identify sentences or ideas that do not seem to be related to the
  - main topic.
- Sort through the information you think might not be relevant.
  - Try to connect it to the main topic.
- If you cannot make a connection, then it is probably irrelevant.

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#### Choose the *irrelevant* sentence:

40.   Ⓐ Football is a popular sport.
- Ⓑ Football can be played in two formats: tackle football and flag football.
- Ⓒ Both types of football require special equipment.
- Ⓓ Snack food at stadiums is expensive.

41. (a) At one time in the history of education, one had to be wealthy to attend school.
- (b) At other times, women were kept from attending school, despite their standing in finances.
- (c) Financial aid was widely available to aid those less fortunate.
- (d) Today, this is not the case because school attendance is obligatory.
- (e) The law requires students who are between six and 16 years of age to attend school.
42. (a) May 10, 1996 was the deadliest day in Everest history.
- (b) A storm stranded many climbers near the summit and killed eight people.
- (c) Among those who died were Rob Hall and Scott Fischer.
- (d) Both were experienced guides and were leading paid expeditions to the summit.
- (e) Everest can be climbed without supplementary oxygen, but this requires special fitness training.
43. (a) It is estimated that 15% of worldwide water use is for household purposes.
- (b) These include drinking water, bathing, cooking, and sanitation.
- (c) Basic household water requirements have been estimated at around 50 liters per person per day, excluding water for gardens.
- (d) In some areas of the world irrigation is necessary to grow any crop.
- (e) Most household water is treated and returned to surface water systems.

Retrieved from: <https://www.grammarbank.com/reading-skills-worksheet.html>

**9.R.4L** Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### Elements of Poetry

Poetry is a type of literature based on the interplay of words and rhythm. It often employs rhyme and meter (a set of rules governing the number and arrangement of syllables in each line). In poetry, words are strung together to form sounds, images, and ideas that might be too complex or abstract to describe directly.

Literary Terms and their definitions:	
Poetic Device	Definition
<b>Onomatopoeia</b>	It is a poetic structure of words to convey how something sounds. <b>Examples:</b> slam, splash, bam,
<b>Personification</b>	It gives human traits and qualities, such as emotions, desires, sensations, gestures and speech, often by way of a metaphor. <b>Personification</b> is much used in visual arts. <ul style="list-style-type: none"> <li>• Example: Justice is blind.</li> <li>• Her heart skipped a beat.</li> <li>• The sun smiled down on them.</li> </ul>
<b>Stanza</b>	It is a group of lines forming the basic recurring metrical unit in a poem; a verse. Example: Stanzas with two lines that rhyme
<b>Rhyme scheme</b>	1. The ordered pattern of rhymes at the ends of the lines of a poem or verse. <ul style="list-style-type: none"> <li>• Example: <b>End Rhymes</b>. Rhyming of the final words</li> <li>• <b>Internal Rhymes</b>. Rhyming of two words within the same line</li> </ul> <b>Slant Rhymes</b> called imperfect, partial, oblique.
<b>Anthology</b>	A book or other collection of selected writings by various authors, usually in the same literary form, of the same period, or on the same subject. Example: a collection of poetry called The Poets Laureate <b>Anthology</b> . Also, an <b>anthology</b> is a book that contains many of Shakespeare's plays. An <b>anthology</b> is a collection of music from one artist.

Poetic Device	Definition
<b>Alliteration</b>	<p>The repetition of identical or similar sounds at the beginning of words or in stressed syllables.</p> <ul style="list-style-type: none"> <li>• Peter Piper picked a peck of pickled peppers. ...</li> <li>• A good cook could cook as much cookies as a good cook who could cook cookies.</li> <li>• Black bug bit a big black bear. ...</li> <li>• Sheep should sleep in a shed.</li> <li>• I saw a saw that could out saw any other saw I ever saw.</li> </ul>
<b>Assonance</b>	<p>The repetition of the sound of a vowel or diphthong in nonrhyming stressed syllables near enough to each other for the echo to be discernible.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• "Hear the mellow wedding bells" by Edgar Allen Poe.</li> <li>• "Try to light the fire"</li> <li>• "I lie down by the side fo my bride"</li> <li>• "Fleet feet sweep by sleeping geese"</li> <li>• "Hear the lark and harken to the barking of the dark fox gone to ground" by Pink Floyd.</li> <li>• "It's hot and it's monotonous." by Sondheim.</li> </ul>
<b>Simile</b>	<p>A <b>simile</b> is a figure of speech that makes a comparison, showing similarities between two different things. Unlike a metaphor, a <b>simile</b> draws resemblance with the help of the words "like" or "as." Therefore, it is a direct comparison.</p> <p>Examples:</p> <p>"She looks like you" is a comparison but not a <b>simile</b>. On the other hand, "She smiles like the sun" is a <b>simile</b>, as it compares a woman with something of a different kind- the sun.</p>
<b>Metaphor</b>	<p>A figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them (as in drowning in money)</p> <p>Example: "My brother is the black sheep of the family.</p>
<b>Cinquain</b>	<ol style="list-style-type: none"> <li>1. a five-line stanza. example:  Look up...  From bleakening hills  Blows down the light, first breath  Of wintry wind...look up, and scent  The snow!</li> <li>2. <i>By Adelaide Crapsey</i></li> </ol>

Poetic Device	Definition
<b>Diamante</b>	<p>A <b>diamante poem</b> is a <b>poem</b> that makes the shape of a diamond. The <b>poem</b> can be used in two ways, either comparing and contrasting two different subjects, or naming synonyms at the beginning of the <b>poem</b> and then antonyms for the second half for a subject.</p> <p><b>Rules to write a diamante poem:</b></p> <ol style="list-style-type: none"> <li>1. Diamantes are seven lines long.</li> <li>2. The first and last lines have just one word. The second and sixth lines have two words. The third and fifth lines have three words. And the fourth line has four words.</li> <li>3. Lines 1, 4, and 7 have nouns. Lines 2 and 6 have adjectives. Lines 3 and 5 have verbs.</li> </ol>
<b>Hyperbole</b>	<p>Derived from a Greek word meaning “over-casting,” is a <u>figure of speech</u> that involves an exaggeration of ideas for the sake of emphasis.</p> <p>Example: My grandmother is as old as the hills.</p>
<b>Imagery</b>	<p><b>Imagery means</b> to use figurative language to represent objects, actions, and ideas in such a way that it appeals to our physical senses.</p> <p>Example - The concert was so loud that her ears rang for days afterward.</p>
<b>Figurative language</b>	<p>Figurative language uses figures of speech to be more effective, persuasive, and impactful.</p> <p>There are many types of <b>figurative language</b>, including literary devices such as simile, metaphor, personification and others. They are: metaphors, similes, <b>personification</b>, hyperbole, and symbolism.</p> <p><b>Examples include:</b></p> <ul style="list-style-type: none"> <li>• The world is my oyster.</li> <li>• You're a couch potato.</li> <li>• Time is money.</li> <li>• He has a heart of stone.</li> <li>• America is a melting pot.</li> <li>• You are my sunshine.</li> </ul>

<b>Symbolism</b>	Use of <b>symbols</b> to signify ideas and qualities, by giving them <b>symbolic</b> meanings that are different from their literal sense. <b>Symbolism</b> can take different forms. Generally, it is an object representing another, to give an entirely different <b>meaning</b> that is much deeper and more significant. Example: <ul style="list-style-type: none"><li>• A red rose, or the color red, stands for love or romance.</li><li>• Black is a <b>symbol</b> that represents evil or death.</li><li>• A ladder may stand as a <b>symbol</b> for a connection between heaven and earth</li></ul>
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**Exercise: Choose the correct figurative language for each sentence:**

44. My hair does not want to obey my brush today.

- (a) hyperbole
- (b) imagery
- (c) personification
- (d) simile

45. His smile is like a ray of sunshine.

- (a) simile
- (b) metaphor
- (c) hyperbole
- (d) onomatopoeia

46. The earth roared and shook in anger.

- (a) metaphor
- (b) personification
- (c) imagery
- (d) hyperbole

47. 5 “I have told you a million times that you have to clean your room.”

- (a) simile
- (b) personification
- (c) hyperbole
- (d) symbolism

48. The road to the mountains was a ribbon of moonlight.

- (a) personification
- (b) metaphor
- (c) simile
- (d) onomatopoeia

49. She was like an angel dancing around the stage.

- (a) simile
- (b) metaphor
- (c) personification
- (d) symbolism

50. The hot sun cast an orange glare over the farm building.

- (a) hyperbole
- (b) metaphor
- (c) imagery
- (d) personification

**Resources to teach the skills included in the module:**

1. Analyzing Text Structure-Power Point- <https://www.teacherspayteachers.com/FreeDownload/Analyzing-Text-Structure-PowerPoint-1345840>
2. Informational Texts- <https://www.youtube.com/watch?v=7kWGQ-ipBY>
3. Reference Materials- [https://www.youtube.com/watch?v=r\\_NyZq-qDh4&list=PLYSmIny2yrHslcP7XC3uVh8mpBEpy\\_APv](https://www.youtube.com/watch?v=r_NyZq-qDh4&list=PLYSmIny2yrHslcP7XC3uVh8mpBEpy_APv)
4. Elements of Poetry- <https://www.youtube.com/watch?v=JmkgAWAGtbE>
5. Connotations- <https://www.youtube.com/watch?v=nfoDJ769R7I>
6. Figurative Language- [https://www.youtube.com/watch?v=x9\\_F6Ayw8FU](https://www.youtube.com/watch?v=x9_F6Ayw8FU)



