**Connotation and Denotation**

**Section 1**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: Let's revisit the lesson question at the top of your screen. It reads, how do words with strong connotations help authors achieve their purpose? Now let me direct you to the image. You have just thought about how specific shades of colors have different names. Remember that in this lesson you're |
| 00:00:16 | going to look at how different words are used in different situations because they have certain shades of meaning. Next, you'll learn about connotations or shades of meaning between words. |

**Section 2**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: Let's have a discussion about shades of meaning. A word's dictionary definition is called its "denotation." A "denotation" is the literal meaning of the word, and it's wise to remember that a word can have several denotations. A denotation is not all there is to using a word. Words may have similar denotations and, yet, not be used in exactly the same way. |
| 00:00:24 | Just as the blue colored pencils you saw have different shades of color, words have different shades of meaning. The feeling or shade of meaning associated with a word is called its "connotation." Just like an artist might use a certain shade of blue for a sky, a bird, or a sweater, writers carefully pick their words with the right shades |
| 00:00:46 | of meaning for their writing. So words with the same denotation can have different connotations and connotations can be positive, negative, or neutral. Let's take a look at different shades of meaning a word can have. Let me direct your attention to the synonyms for the word "loud." |
| 00:01:09 | Each word has a different connotation. "Loud" is a more general word that can describe many types of noisy situations. The other words have specific connotations that affect what kind of loud might be used to describe a situation you're in. Let's take a look at these words one-by-one, and let's begin with "boisterous." |
| 00:01:30 | "Boisterous" has the connotation of happy, such as children playing on a playground. And then, we have the phrase "ear-splitting." "Ear-splitting" describes a noise that is too loud and it hurts your ears. And we also have "piercing." "Piercing" is often used to describe some type of sharp or high-pitched loud sound. |
| 00:01:53 | And then, finally, we have "booming." "Booming" describes a deep, loud, thunder-like sound. Next, you'll see if you understand the different meanings of another word. |

**Section 4**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: Let's have a discussion about emotions and connotations. Connotations often include negative or positive emotions that are associated with a particular word. On the screen we have synonyms for the word interested. Interested itself is a general or neutral word because there is no strong emotion connected with it. And then we have the word curious and the word nosy. |
| 00:00:30 | What do you think of when you hear curious or nosy? Well for me, curious has a positive connotation because it makes me think about somebody being interested in something in a good manner. And then we have the word nosy here. Well nosy for me has a negative connotation because it makes me think that somebody's interested in something that is none of their business. |
| 00:00:55 | Now you'll try sorting words based on their connotations. |

**Section 7**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: At the top of your screen is the lesson question. Read along with me. It says, "How do words with strong connotations help authors achieve their purpose?" You just learned about how to understand denotations-- or a word's dictionary meaning-- and you've learned about connotations-- or the emotional meaning of a word. |
| 00:00:20 | You've also seen this image before and remember that artists choose between different shades of colors. Coming up, you'll learn why authors choose certain words over others to achieve a purpose. |

**Section 8**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: Writers can have many different purposes for writing. Think of the different types of writing that you've encountered, such as in books, in magazines, encyclopedias, or even internet blogs. Some purposes for writing are to argue-- or to give reasons for or against a certain position-- to persuade-- or to convince readers to do something-- to inform-- to tell readers information-- |
| 00:00:25 | to investigate-- or to look for answers about a certain topic-- maybe the purpose is to narrate or to tell a story-- and, finally, to describe-- this could be to tell about a person, place, or event. The writer's purpose for writing can determine the words he or she chooses. Writers may choose certain words in order to affect the reader's in certain ways. |
| 00:00:48 | Arguments and persuasion are very similar, but their purposes are slightly different. Let's take a closer look now. Argumentative and persuasive texts try to convince the reader to believe something or to do something. Argument relies on logic and persuasion involves emotions. An argument usually describes both sides of an issue |
| 00:01:14 | fairly and often uses words with neutral connotations. We just saw that persuasive writing may not present both sides fairly because it works on peoples' emotions. Persuasive writing may include appeals to emotion, rather than logic, and often use words with strong connotations. Usually, the word "argument" is used in everyday language |
| 00:01:40 | to imply a quarrel or a heated disagreement. Let's examine the argument and persuasion examples that we have on the screen. Let's begin with the argument first. "Everyone should brush their teeth at least two times a day. Studies show that more frequent brushing, especially after every meal, leads to fewer cavities." And now, let's read the persuasive writing. |
| 00:02:07 | "It is vitally important to brush your teeth two times a day. If you do not, it can have embarrassing consequences for your teeth and horrible effects on your health." Notice the differences in tone and word choice between these two examples. The argument uses neutral words and references studies while the persuasive example uses |
| 00:02:32 | more dramatic and emotionally-charged words, such as "embarrassing" and "horrible." Next, you will try to distinguish between arguments or persuasion. |

**Section 10**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: Informative and investigative texts are also sometimes difficult to distinguish between. So let's go ahead learn more about those now. Informative and investigative texts both provide the reader with information. Informative texts share information while investigate texts explore a question or a problem. Let's go over the similarities and differences |
| 00:00:26 | between informative and investigative texts. An informative text is one that shares information. It uses words with neutral connotations. An investigate text examines a question or a problem in order to find the solution. It also relies on words with neutral connotations. If these two types of writing include words with strong connotations, it's usually a sign |
| 00:00:55 | that the writer is biased or their opinion has crept into their writing in some manner. Let's go ahead and read both of these examples, beginning with the informative example first. "There are health risks associated with not brushing your teeth. Bad breath and cavities are the most common and usually the first to appear." |
| 00:01:16 | And now, the investigative text. "When I learned that the children in the refugee camp had no access to dental care, I wondered what impact it would have on their health. I learned that both their teeth and their overall health we're affected." Notice that both use neutral words and a straightforward tone. |
| 00:01:38 | The informative passage presents just facts. The investigative it investigates a problem, which is that children in the refugee camp had no access to dental care. Next, you'll try to determine the purpose of writing. |

**Section 12**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: Both narrative and descriptive text tell the reader about something. Narrative text tell a story either real or made up. Think of the word narrator, the narrator is the person telling the story and narrative is the story itself. While descriptive text describes a person, place, or event. Both narrative and descriptive writing |
| 00:00:25 | use words with strong connotations to make vivid impressions in the reader's mind. Let's go over the narrative and descriptive examples and we'll begin with the narrative 1 first. "My first visit to the dentist did not come until I was twelve. I stepped slowly into the room, terrified by the shiny implements that would probe my neglected teeth. " |
| 00:00:47 | And now the descriptive example, "The pain in my tooth was piercing. Waves of agony rolled out from my jaw, across my entire head, and even down my neck." Let's look at the words with strong connotations here and explain their effects In the narrative example, we have the words terrified and probe. These words invoke fear that the dentist |
| 00:01:13 | is going to do something that is going to cause pain, and a story is being told. In the second passage, in the descriptive example we have the words piercing and agony. These words describe the intensity of discomfort or pain that the person is feeling. However, no story is being told here. Now, let's see if you could tell the difference |
| 00:01:37 | between narrative and descriptive writing. |

**Section 14**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: Words are carefully chosen to fit an author's purpose. And you've been exploring this topic by answering the lesson question at the top your screen, and it reads-- how do words with strong connotations help authors achieve their purpose? Remember that you just learned about writers' purposes and why writers use certain words to achieve |
| 00:00:21 | their purposes. Next, you'll learn how to analyze connotation or the emotional impact of words. |

**Section 15**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: To analyze word connotations, you must first figure out what type of writing you are reading. You need to determine the writer's purpose. So look for clues to figure out the author's purpose for writing. You must look at the text in which the word appears and determine the writer's purpose. |
| 00:00:19 | And remember that you already practiced this in the previous section, and you can use clues that you learned to figure out the type of writing that you're reading. Also, recall that there are different types of purposes for writing and they include to argue, to persuade, to inform, to investigate, to narrate, and to describe. Once you determine the purpose of writing, |
| 00:00:42 | you will look at the specific words the writer uses and the effects of those words. So when you're analyzing word connotations, you must remember that different types of writing will use different types of words. Next, you'll see if you can determine the writer's purpose in an example passage. |

**Section 17**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: The second step in analyzing word connotations is to identify the words with strong connotations or emotions attached to them in a passage or to see that the text only uses words with neutral connotations. So to identify the words you need to read the text carefully and ask yourself the following questions-- are any of these words associated |
| 00:00:25 | with other words or topics? Do any of the words have a negative or positive emotion associated with them? And finally, does substituting a neutral synonym for the word change the effect of the sentence? Let's see if you can find words with strong connotations. |

**Section 19**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: The final step in analyzing word connotations is to think about the effect the words with strong connotations have on the reader. You should consider why the author chose the word. Was the intent to make something same negative or positive? You also want to ask yourself what effect does the word have on the reader? And finally, for help try substituting a neutral word |
| 00:00:27 | in place of the word used. How does a neutral word change the sentence? Let's review this process with the example from the passage. I want you to consider why the writer chose the word absurd, what effect it has on the reader, and how the substitution of the of a neutral word in place of this one changes the sentence's meaning. Let's go ahead and read it now, "It is absurd |
| 00:00:51 | that this is not commonly done in the United States." So the word absurd here, it makes the idea of not teaching foreign languages seem silly or foolish. It also encourages you to laugh or make fun of the thought that languages are not taught in school. We can substitute with a neutral word how about the word unwise, |
| 00:01:14 | you could read this again and it would read, "It is unwise that this is not commonly done in the United States." Well, the word unwise makes the sentence have a weaker effect on the reader. So the connotation of the word absurd is used to make those who disagree with the writer seem foolish. So the word works because it achieves a particular effect. |
| 00:01:38 | Next, you analyze the persuasive effects of another word. |