



Task-based Activity Cover Sheet

Task Title: Identifying Figurative Language

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes ___ No ___	
<b>Goal Path:</b> Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
<b>Task Description:</b> The learner will watch a job profile video to identify figurative language used by the presenters.	
<b>Competency:</b> A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	<b>Task Group(s):</b> A3: Extract Information from films, broadcasts and presentations A1: Read continuous texts B2: Write continuous texts D: N/A
<b>Level Indicators:</b> A3.2: Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors A3.3: Listens/watches broadcast for more than one piece of information and integrates that information A1.1: Read brief texts to locate specific details B2.1: Write brief texts to convey simple ideas and factual information D.1: Perform simple digital tasks according to a set procedure	
<b>Performance Descriptors:</b> see chart on last page	
<b>Materials Required:</b> <ul style="list-style-type: none"> <li>• Computer with Internet access capable of playing Adobe Flash video</li> <li>• <a href="http://www.media.gov.on.ca/3cb0dd8ea53d1822/en/pages/text.html">http://www.media.gov.on.ca/3cb0dd8ea53d1822/en/pages/text.html</a></li> </ul>	
<b>ESKARGO:</b> <b>Skills and Knowledge Required for Successful Task Performance Comprehension</b> <ul style="list-style-type: none"> <li>• Gets the main idea of a film, broadcast or presentation with familiar subject matter</li> <li>• Uses basic strategies to check and increase understanding (i.e., asks for clarification)</li> <li>• Gets main idea(s) and identifies key points of longer forms of oral communication with some unfamiliar aspects</li> <li>• Understands how presentation techniques are used to affect/influence/persuade an audience</li> </ul>	



## A3 and the Employment Path Project by Project READ, March 2015

- Uses strategies to check and increase understanding (e.g., takes notes listing unfamiliar vocabulary and key points, replays audio/video tapes, transcribes information from tapes)
- Identifies the main idea(s) and supporting details and summarizes content of sustained forms of oral communication containing some implicit information and specialized vocabulary
- Identifies the main idea(s) and supporting information; summarizes content of sustained forms of oral communication containing implicit information and specialized vocabulary
- Uses a wider range of complex strategies to confirm and increase understanding (e.g., takes notes to organize and classify, checks interpretation with other listeners, does further research)

### **Interpretation:**

- Draws conclusions about ideas presented in formal situations
- Evaluates information contained in films, broadcasts, formal talks and presentations
- Recognizes that information in films, broadcasts and presentations may be objective or biased
- Evaluates overall content and effectiveness of formal speeches and lectures
- Compares various ideas from films, broadcasts and presentations
- Integrates various ideas from films, broadcasts and presentations

### **Attitudes:**

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following:

- Attitude is not important       Attitude is somewhat important       Attitude is very important



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**Task title:** Identifying Figurative Language

Employment Service agencies will often have job seekers watch videos about aspects of different jobs. Many of the speakers in these videos will use figurative language. Watch the following video:

<http://www.media.gov.on.ca/3cb0dd8ea53d1822/en/pages/text.html>

**Task 1:** One of the speakers, Jennifer Podernski, makes a statement that combines both hyperbole and metaphor. What is that statement and what does it actually mean?

**Task 2:** What is an example of a figure of speech used in the video?



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### Answer Key

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Employment Service agencies have job seekers watch videos about aspects of different jobs. Many of the speakers in these videos will use figurative language. Watch the following video:

<http://www.media.gov.on.ca/3cb0dd8ea53d1822/en/pages/text.html>

**Task 1:** One of the speakers, Jennifer Podernski, makes a statement that combines both hyperbole and metaphor. What is that statement and what does it actually mean?

- ❖ “Every day I put out several fires”
- ❖ Actually means: there are often challenges that need to be taken care of right away

**Task 2:** What is an example of a figure of speech used in the video?

At least one of:

- ❖ Open heart and open mind
- ❖ All the minds coming together



Identifying Figurative Language

<i>Suggested Performance Descriptors</i>		Needs Work	Completes task with support from practitioner	Completes task independently
<b>A3.2</b>	<ul style="list-style-type: none"> <li>Listens/watches broadcast for more than one piece of information or one piece of information with a low level inference or with many distractors</li> </ul>			
<b>A3.3</b>	<ul style="list-style-type: none"> <li>Listens/watches broadcast for more than one piece of information and integrates that information</li> </ul>			

This task: was successfully completed\_\_\_ needs to be tried again\_\_\_

<b><i>Learner Comments</i></b>

\_\_\_\_\_  
Print Instructor's Name

\_\_\_\_\_  
Learner Signature