

Reading for Understanding, Analysis and Evaluation

(Formerly known as Close Reading)

Trigger Words

There are three main trigger words to look out for in the questions.

Identify

Present in brief form. Usually in your own words (unless the question suggests otherwise) but keep it simple. No additional information, analysis or evaluation is needed. *You are only looking at **what** the author has written in the passage.*

Analyse

Explain the ways the writer has used features of language to influence the reader. Demonstrate the way a specified feature of language works. Break down what has been written and make clear why it has been written in that specific way. *You are looking at **how** the author has written the passage.*

Evaluate

Make a judgement on the effect of the language and/or ideas of the passage. You are looking to outline why the author has been successful in putting their point across. *You are looking at **how well** the author has written the passage.*

Other important trigger words/phrases you will find in the questions.

Explain / In what way

Make relationships between things clear.

Features/ Writer's use of language

This can be any of the following: word choice, imagery, tone, sentence structure, punctuation, sound techniques, and so on.

Referring to / Reference to the text

This means you should quote.

Summarise

In your own words give brief details.

Expression

Quote only a few words- not a complete sentence.

Show how

Quote and analyse the quote.

Steps to Follow for Each Type of Question

Own Words

1. Find the answer in the passage and underline/highlight it
2. Consider what the author is saying and reword the idea.

Word Choice

1. Quote the key word.
2. Give the connotations.
3. Explain how those connotations help you to better understand what the writer is saying.

Context

1. Explain the meaning of the word in your own words.
2. Quote something from the surrounding sentences
3. Explain how that quote helps you understand the meaning.

Imagery

1. Name the technique.
2. Quote the word(s) that create the image.
3. Explain the connotations of the word(s).
4. Explain the image created and its effect using 'Just as... So too...' .

Contrast

1. State the two things being contrasted.
2. Explain one side of the contrast.
3. Explain the other side of the contrast.
4. Explain how the two things are different.

Sentence Structure

1. Identify the structure of the sentence.
2. Explain the effect of that structure on the reader.

Tone

1. State the tone (unless given in the question).
2. Follow the word choice/imagery/sentence structure steps to show how the tone is created.

Link

1. Quote from the linking sentence.
2. Explain how that quote is connected to something earlier in the passage.
3. Quote again from the linking sentence.
4. Explain how the second quote is connected to what comes next in the passage.

Continuing an idea

1. Quote something from later in the passage which is similar to the point being made
2. Explain how your chosen quote is similar to the original idea

Effective as a conclusion

1. Quote from the conclusion.
2. Explain how your chosen quote represents one of the features of a conclusion.

Comparison Question

1. State one area upon which the writer's agree or disagree (depending on what you are asked).
2. Quote from passage 1 and explain. Quote from passage 2 and explain.
3. Repeat at least another three times. Aim to find at least four areas of agreement/disagreement.