S2 Reading Analysis Skills Booklet

2020-2021

Pupil Name:

Teacher’s Name-

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**Introduction**

During S1 and throughout Primary school you have been building your personal, functional and close reading skills. Our aim in S2 is to develop these skills and help you to use them more independently as you work through the BGE.

In this booklet and unit of work you will be looking at close reading skills- sometimes referred to as Reading for Understanding, Analysis and Evaluation (RUAE).

This unit focusses on the ANALYSIS part of RUAE which means being able to recognise techniques and explain why they work well.

There are 4 sections in the booklet each covering a key language skill. You will have tasks to complete in each section. There is a self -evaluation table for each task at the end of the booklet to help you chart your own progress.

There are three assessment passages to complete in a separate booklet as you develop your skills.

**4 Key Language Skills-**

**Section 1 Word Choice.**

**Section 2 Formal/Informal Language**

**Section 3 Imagery**

**Section 4 Sentence Structure**

**Section 1 Word Choice**

When we think about a writer’s use of language one of the first techniques to look at is **word choice-** the words and phrases that the writer uses.

The use of specific words help us to understand the key ideas in the passage AND the writer opinion.

Word choice can also help us see how the reader is being entertained, informed or even manipulated by the writer.

When we look at how word choice works or is **effective** we are **analysing** language and the writer’s style.

What do you need to **think** about to analyse word choice?

It is helpful to know the **DENOTATION AND CONNOTATION** of words. This can help you to figure out the **mood** or the writer’s **attitude** to the topic. This attitude is called the **TONE**.

The **DENOTATION** means the literal definition of a word.

The **CONNOTATION** is the ideas we connect or associate with the word.

The **TONE** is the feeling or attitude suggested by the word choice.

**More about TONE**

Just as we can figure out the **speaker’s** tone by how they speak so we can figure out the **writer’s** tone by how they write. The tone could be **positive**, **negative** or **neutral** tone but is could also be angry, supportive, bitter, generous… the list is endless.

Look at the words in the table below that describe a changing tone ranging from furious to pleased.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| furious | angry | annoyed | calm | satisfied | pleased |

TASK 1

Find 4 words that describe a changing tone from miserable to ecstatic.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Miserable |  |  |  |  | ecstatic |

What do you need to **do** to analyse word choice?

To **analyse** word choice you should-

* **quote** the word choice
* comment on the **connotations** of the word(s).
* explain why word/phrase gets across the **idea/tone** **effectively**

For example the words below all have the same basic meaning (denotation) but have different connotations. Each word suggests a different tone.

|  |  |  |  |
| --- | --- | --- | --- |
| **Word choice** | **Denotation** | **Connotation** | **Tone** |
| The mob | A group of people who join each other for a purpose | A violent or angry crowd | Negative/angry |
| The gathering | A group of people who join each other for a purpose | A group of people who collect together | neutral |
| The congregation | A group of people who join each other for a purpose | A group of people who gather together in a spiritual way | Positive/spiritual |

Now try this-

TASK 2

Look at three different headlines explaining the same event: -

***Headline 1***

***“School pupils attend Climate Action gatherings in city centers across the UK.”***

***Headline 2***

***“Determined school children march at Climate Action protests across UK cities.”***

***Headline 3***

***“Rebellious youths refuse school to besiege UK city centers in Climate Action strikes.***

Complete the connotation and tone columns in the table below-

|  |  |  |  |
| --- | --- | --- | --- |
| Word/phrase | Denotation | Connotation | Tone |
| **School pupils** | Young people who  attend school |  |  |
| **Determined school children** | Young people who  attend school |  |  |
| **Rebellious youth** | Young people who  attend school |  |  |
|  |  |  |  |
| **attend** | are present at an event |  |  |
| **march at** | are present at an event |  |  |
| **besiege** | are present at an event |  |  |

Look at the following sentence and analysis question.

***“The mob entered the main town square shouting loudly and waving their flags.”***

Question.

What does the word “mob” suggest about the people who entered the town square? Why is it effective word choice?

Suggested answer-

The word ‘mob’ has connotations of an angry and possibly violent gathering of people. This is effective because it suggests the angry mood of the people in the crowd.

***Quote***

***Connotations***

***Effective* *tone***

TASK 3  
Now read the following sentences and answer the following questions on word choice: -

***“Determined school children march at Climate Action protests across UK cities”***

Q1.What does the word choice suggest about the pupils who attended the Climate Action event? Why is it effective word choice?

The word(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_has connotations of \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ This is effective because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***“Rebellious youths refuse school to besiege UK city centers in Climate Action strikes”***

Q2.What does the word choice suggest about the pupils who attended the Climate Action event? Why is it effective word choice?

The word(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_has connotations of \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ This is effective because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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TASK 4  
Now read the two different accounts on the climate change rally and answer the following questions on word choice: -

***“Today hordes of youngsters caused gridlock in the city center as they descended on Georges Square for a climate change rally.”***

Q1. What does the word choice suggest about the writer’s attitude to the youngsters attending the rally?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***“Today groups of youngsters from around the country gathered in Georges Square to take part in a climate change rally.”***

Q2. What does the word choice suggest about the writer’s attitude to the youngsters attending the rally?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 2** **Formal and Informal Word Choice**

Something else to be aware of with word choice is the use of formal or informal language.

**Formal** English is sometimes referred to as Standard English. This means the grammatically correct use of words and sentence structures that can be used and understood by anyone who learns English anywhere in the world. When we speak or write formally we may use more complex words and structures.

**Informal** English involves using slang and colloquial words which might be understood by people living in a particular area or people of a particular age group. Informal English will also include abbreviations, e.g. short versions of words, like ‘you’ve’ instead of ‘you have’. It is more chatty and personal.

A writer may use formal or informal English or a mixture of both depending on the audience or the purpose of the writing.

Look out for formal and informal language or a mix of each when you are asked to analyse word choice.

For example, look at the passage below on obesity.

Let adult fatties eat themselves to death. The kids we can save.

If the government really wants to tackle obesity, it should channel all its resources into getting the young fit and healthy.

For some time now politicians have employed the same terminology to talk about health issues as they do about waging wars. Obesity is talked about as an ‘epidemic’ or a ‘battle’ that must be fought, just like a military operation. It may seem a bit rich to use such emotive language to describe something that seems like nothing more than a plethora of flabby bellies but being fat is no laughing matter.

Yet spending millions of pounds on campaigns telling adults what they should know already- if you eat too much you pile on the pounds- is a waste of money. It’s time to get down with the kids to deal with this problem.

Notice how the title includes informal language (‘fatties‘ and ‘kids’). This suggests a light-hearted tone and shows the writer’s attitude to the issue of obesity.

The word ‘fatties’ is informal for overweight people but has connotations of being insulting and suggests a critical attitude.

The word ‘kids’ is informal but is less insulting.

The connotation of fatties’ reinforces the uncompromising attitude introduced in title: that obese adults should be left to their fate and children should be targeted to deal with the problem.

TASK 5

Look at two sentences from the passage in more detail:-

***“Obesity is talked about as an ‘epidemic’ or a ‘battle’ that must be fought, just like a military operation.***

***It may seem a bit rich to use such emotive language to describe something which seems like nothing more than a plethora of flabby bellies but being fat is no laughing matter.”***

Write down examples of formal and informal word choice (individual words or phrases) from the sentences in the tables below: -

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Formal |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Informal |  |  |  |  |

What do you need to **do** to analyse formal and informal word choice?

To **analyse** formal and informal word choice you should-

* **quote** the formal and /or informal word choice
* comment on the **connotations** of the word(s) or what the informal words mean.
* explain why the use of formal and/or informal word/phrase gets across the **idea** well or **effectively**

Look at the following sentence and analysis question

***“It may seem a bit rich to use such emotive language to describe something which seems like nothing more than a plethora of flabby bellies but being fat is no laughing matter.”***

Question

How does the writer use informal word choice to get the point across? Why is it effective?

Suggested answer-

The writer uses the informal phrase “flabby bellies” which suggests something funny but “no laughing matter” is a less formal way of getting across that this is a serious matter. The use of informal language is effective because it emphasises that obesity is not something to laugh at but should be taken seriously.

***Quote***

**Connotations**

**Effective idea**

TASK 6

Now look at the final sentence from the passage and answer the question: -

***“It’s time to get down with the kids about this problem.”***

Q1. Explain how the writer uses informal language in this sentence to get across the main point of the passage. Why is it effective?

The writer uses the informal phrase\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This phrase means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The use of informal language is effective because it emphasises that \_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 3 IMAGERY**

‘Image’ is another word that means the same as ‘picture’. When writers use imagery, they use language in a way that creates pictures in our mind, or that helps us to imagine and picture more easily what the writer is writing about. There three main types of imagery.

|  |  |  |
| --- | --- | --- |
| SIMILE | METAPHOR | PERSONIFICATION |
| A comparison using ‘like’ or ‘as’ suggesting a resemblance between two things | A direct comparison which states that one this IS another to show a resemblance between two things | Describing something that is non-human or not living as if it were human and alive |
| Her bedroom in winter **was like** a refrigerator. | Her bedroom in winter **was** a refrigerator. | The **frost spread out** its **fingers of ice** on her bedroom window in winter. |

Read the passage below.

The White Jewels of the Atlantic

We were on a summer cruise along the Greenland coast, nudging our way past lumps of floating ice ranging from ‘growlers’\* the size of a car to bergs almost as large as ships. It was the white jewels of ice floating serenely past the ship that most commanded our attention. Some, like vast uncut diamonds, were almost transparent.

*\* ‘growlers’ are smaller icebergs that rise 1 to 3 feet out of the water. When trapped air escapes from the iceberg it can make a sound like the growl of an animal.*

TASK 7

Find the imagery used by the writer in the paragraph

|  |  |  |
| --- | --- | --- |
| SIMILE | METAPHOR | PERSONIFICATION |
| ‘like’ or ‘as’ | one this IS another | non-human/not living as if human / alive |
|  |  |  |

What do you need to **think** about to analyse imagery?

Imagery is sometimes referred to as an example of figurative language because it involves going beyond the actual meanings of words to get the reader to gain a clearer image or think more deeply about the thing being written about.

When explaining imagery, you need to be able to spot the things that are being compared ( sometimes called the literal root). What is the original object or idea that the writer wants to describe and what imagined object (idea) is used to compare to the original object?

Using clue words such as ‘like’ or ‘as’ can help to spot similes.

Think about the original object (denotation), the qualities of the compared object (connotation) and what the two may have in common.

For example, in the simile ***“ice… like vast uncut diamonds”,*** “ice” is the original object and “the vast uncut diamonds” is the comparison***.***

***Ice*** *or the iceberg -the* ***original******object*** *(denotation)*

***Vast uncut diamond****-the comparison-* ***large jagged clear*** *(connotation)*

What do you need to DO to analyse imagery?

To **analyse** imagery you should-

* **quote** the image
* **identify** the type of image it is
* comment on the **connotations** of the compared image
* explain why the comparison gets across the **idea** well or **effectively**

Look at the following sentence and analysis question.

***“Simon was a lion in battle.”***

Question

How does the writer use imagery effectively in this sentence?

Pick out the original and compared objects.

**“Simon was a lion in the battle”**

Original object (Simon) Compared Object (lion)

Look at the compared object and think about its qualities-connotations.

**A lion is a powerful, strong, fierce**

Identify the type of image and explain what it tells us about the original object.

**This metaphor suggests that Simon is strong and will fight with courage**.

Suggested answer-

The writer compares Simon to “a lion” which is a strong and fierce animal.

This metaphor is effective because it suggests Simon is strong and will fight with courage.

***Quote***

***Connotations***

***Identify image type***

***Effective* *comparison***

You can also use the “just as” and “so” framework to answer imagery questions.

***Just as*** *a lion is powerful, strong and fierce* ***so*** *this metaphor suggests Simon is strong and brave. This is* ***effective*** *because it gets across his courage.*

***Just as-*** *explain the qualities of the compared object*

***So-*** *the impression given of the original object*

***Effective****- why the comparison helps the reader to understand the original object -*

TASK 8

Read the iceberg passage which has 2 more paragraphs added.

**Highlight** the **similes**, **metaphors** and **personification** in different colours.

(Look back to TASK 7 to help you with paragraph 1.)

The White Jewels of the Atlantic

We were on a summer cruise along the Greenland coast, nudging our way past lumps of floating ice ranging from ‘growlers’\* the size of a car to bergs almost as large as ships. It was the white jewels of ice floating serenely past the ship that most commanded our attention. Some, like vast uncut diamonds, were almost transparent.

It seemed easy to pull up alongside, leap across and explore these sleeping giants. Then a berg the size of our boat rolled completely over. The resultant waves made us hold on to the boat’s rail.

Eventually, as a floating white blanket of ice blocked our course, the engine was cut and a profound silence descended.

TASK 9

Answer the following questions on the passage.

Q1.

How does the writer use imagery in paragraph 1 to suggest the size of the icebergs?

(Two approaches to answering the question have been given for question 1 to help you to do this. Choose the one that suits you best)

The writer compares\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is effective because it suggests­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

OR

Just as­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is effective because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q2. How does the writer use imagery in paragraph 1 to suggest the beauty of the icebergs?

(Choose the approach to answering the question that suits you best)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q3. How does the writer use imagery in paragraph 2 to suggest the potential danger of the icebergs?

(Choose the approach to answering the question that suits you best)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q4. How does the writer use imagery in paragraph 3 to suggest the shape of the ice?

(Choose the approach to answering the question that suits you best)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 4 Sentence Structure**

Being able to analyse sentence structure is as important as any other feature of language. Like word choice and imagery how sentences are written can help us understand the writer’s ideas. It can help us see **how** we are being entertained, informed or even manipulated by the writer.

Sentence structure means the way sentences are put together. We know that a sentence starts with a capital letter and ends with a punctuation mark such as a question mark, an exclamation mark or a full stop. The most important feature of a sentence is that it makes sense and is grammatically correct and to do this it should contain a verb.

What do you need to **think** about and **know** to analyse sentence structure?

**Sentence Type**

**Patterns**

**Punctuation**

**Sentence Length**

**Sentence Types**

It can be easier to write about sentence structure if we know the words used to describe the basic purposes and structures of sentences. In English this is some of our specialist language.

|  |  |  |
| --- | --- | --- |
| **Type and Purpose of Sentences** | | |
| Type | Purpose | Example |
| **Statement** | declarative | We own a dog. |
| **Question** | interrogative | Where is the dog? |
| **Command** | imperative | Walk the dog. |
| **Exclamation** | exclamative | Stop the dog! |

**The rhetorical question** is a question that does not expect an answer. Rhetorical questions are there to make the reader, or the listener, think. Writers and speakers use rhetorical questions to get us to connect more with what they are writing or saying. Sometimes the writer or speaker might go on to answer his or her own rhetorical question.

For example a politician may start a speech with a rhetorical question to make the answer that follows more noticeable; -

**“What does the public want from a government? People want their children to get a good education. They want to see a doctor as soon as they get ill. They want a safe place to live and they want to drive to work on a road that’s not full of potholes. They expect their government to provide these things.”**

|  |  |
| --- | --- |
| **Basic Sentence Structures** | |
| **Simple** | one independent clause-contains a subject and one verb about and event or action |
| Example | The dog chased the ball. |
|  | |
| **Compound** | two or more independent clauses(simple sentences) joined together. Connected by but, and, then |
| Example | The dog chased the ball and he brought it back. |
|  | |
| **Complex** | one independent (main clause )plus one or more dependent clauses (which won’t make sense without the main clause). Connected by because, although, if, since, after, until, that, where, whose, who, when |
| Examples | The dog chased the ball until it was exhausted.  The dog, which had chased the ball for hours, was finally exhausted. |
|  | |
| **Minor** | does not necessarily contain a verb and is grammatically not a sentence but can be understood as a unit of meaning- |
| Examples | Good dog.  Here boy! |

TASK 10

Look at the passage below and find the following four kinds of sentences: statement, question, command and minor sentence. **Annotate** the passage by:

* Draw a **line** under **4** **statements**.
* Draw a **circle** round **5** **questions**.
* Draw a **dotted line** under **2 commands**.
* Draw a **wiggly line** under **5** **minor sentences**.

*(You might need to use two of the markings at once.)*

They stood at the top of the steep slope, peering at the river far below. Hannah could feel herself wobbling, as if something was pulling her downwards. Horrible. She shuddered.

‘What should we do?’ Jamie’s words broke into her thoughts.

‘I don’t know.

‘We have to get away from those people.’

‘Do you think I don’t understand that?’ Hannah snapped.

‘Then do something!’

She looked at him, staring up at her. Her little brother. Wee Jamie, though not so wee now. It was her job to protect him. Then she turned and looked back, over her shoulder. There was something there. What? A cloud? Mist rolling in? No, it was smoke. Billowing, racing, choking smoke. And it was

coming closer.

‘Will you do something for me Jamie?’ She took hold of his hand as she said it. He hated holding her hand; he said ten was far too old for hand-holding. She didn’t just take his hand, she gripped it.

‘What do you want me to do?’ He hadn’t seen the smoke yet.

‘Run!’

**Patterns, Punctuation and Sentence Lengths**

It can be very useful to look at the visual picture that sentences can make on a page. Look for patterns, different types of punctuation and sentence lengths. This can reveal a great deal about how the text has been written and its purpose. Tick the punctuation marks you know how to use.

**Punctuation Marks and their Basic Functions**

|  |  |  |  |
| --- | --- | --- | --- |
| Punctuation mark | Name | Function | ✓ |
| **.** | Full  stop | Used to mark the end of a sentence |  |
| **,** | Comma | Used as separating mark, often for items in a list |  |
| **,** | Apostrophe | Used to show ownership or for an abbreviation |  |
| **…** | Ellipsis | A series of three dots used to tail off a sentence or to show an unfinished idea/thought |  |
| **?** | Question  mark | May indicate simple or RHETORICAL question |  |
| **!** | Exclamation  mark | Used at the end of a sentence to show surprise or force |  |
| **“ “** | Inverted Commas/  Speech marks | Used around speech, quotations OR can imply that something is ‘so called’ and not genuine |  |
| **-** | Hyphen | Used to join two words together to create compound words |  |
| **\_\_** | Dash | may be used to introduce an additional idea or instead of ellipsis or to signal a more abrupt/sudden break |  |
| **( )** | Brackets | Can take the form of pairs of commas OR dashes also. Used to separate extra but non-essential information from the rest of the sentence. |  |
| **:** | Colon | Often used to introduce a list, a quotation, an explanation or a statement or to elaborate on an idea |  |
| **;** | Semi-colon | may be used to separate items on a list instead of commas |  |

In the passage in Task 10 the punctuation and layout has been used to show the dialogue (conversation) between the characters. The punctuation and the layout creates a certain pattern on the page which makes it easier to figure out who is speaking and when. The mixture of sentence lengths also help create drama and tension. The short sentences reinforce the tension and anxiety of the characters.

TASK 11

Look at the extracts below.

**Annotate** the extracts by:

* circling noticeable and useful punctuation,
* underlining noticeable sentences lengths
* highlighting any repeated patterns/words/phrases.

**Extract 1 ‘Thief’ by Malory Blackman**

“Anne, I can’t do it. It’d be stealing.” Lydia Henson stared at her friend. Then she smiled uncertainly. “You’re joking – right?”

Anne narrowed her eyes. “I might have guessed. I said to the others you’d be too much of a coward. You London folk are all the same. All talk and no action.”

“That’s not fair,” Lydia protested.

The two girls watched each other. The silence in the assembly hall was deafening.

Is there anything about the punctuation in this extract that helps you make better sense of the event described?

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Is there anything about how the use of punctuation and sentence lengths in this extract that helps you to understand the main points about teenagers and sleep?

**Extract 2 Teenagers and Sleep**

Teens love to label themselves ‘night-owls’, trading stories of all-nighters and sleeping away an entire Saturday. Though teenagers and their sleep habits may be maddening to parents, they’re partly in response to physical changes that occur during puberty. “Teens experience a natural shift in circadian rhythms,” says sleep expert Laura Sternie M.D. This makes it more difficult for them to fall asleep before 11pm. Add in early school start times, an increase in homework, extra-curricular activities and sometimes a part-time job, and sleep deprivation in teens becomes common.

(Source-John Hopkins University)

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Is there anything about the use of repeated patterns, words or phrases in this extract that makes the speakers points more powerful?

**Extract 3 from Martin Luther King Jnr ‘I have a dream’ speech at the Lincoln Memorial 28/8/1963**

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

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What do you need to **do** to analyse questions on sentence structure?

To **analyse** sentence structure questions you should-

* **identify** the feature of sentence structure that stands out (patterns, punctuation, types and length).
* explain what is **noticeable about that feature** of sentence structure - use a quote or feature of the structure to do this
* explain why that feature of sentence structure gets across the **idea** well or **effectively**

Look at the sentences below.

**Example 1**

***“I sat in the hospital waiting room and waited, watching the clock, shuffling my feet, drumming my fingers anxiously on the plastic seat rests and pacing the floor until finally the doctor called my name.”***

To answer an analysis question you would need to comment on the **length** and **amount of detail in the long complex sentence** and explain what is suggests.

Question-

How does the writer use sentence structure in the extract?

Suggested answer-

The writer uses a long complex sentence with a detailed list of actions to show how time passes slowly. It is effective because it emphasises the writer’s anxiety

***Identify***

***Noticeable***

***feature***

***Effective***

***idea***

**Example 2**

***“I sat in the hospital waiting room and waited, watching the clock, shuffling my feet, drumming my fingers anxiously on the plastic seat rests and pacing the floor until finally the doctor called my name. I jumped up immediately.”***

To answer an analysis question, you would need to comment on the **different sentence lengths** and how they show a change of pace. Then to explain why this is effective show how it gets across the writer’s reaction.

Question-

How does the writer use sentence structure in the extract?

Suggested answer-

The writer starts with a long sentence with a detailed list of actions to show time passing slowly. This is followed by a short sentence which shows sudden action. It is effective because it shows relief that the waiting is over.

***Identify***

***Noticeable***

***Features***

***Effective***

***idea***

TASK 12

Now use the same approach to answer the questions on each extract below.

**Extract 1**

The hunters had passed me by only minutes before, pulled forward by their dogs straining on their leashes, thrashing through the undergrowth as they searched along the bank of the rushing river where I hid in the shallows waiting for the snarls and yelps to move off into the distance. I had to make a run for it. My life depended on it.

Q1. How does the writer use sentence structure to show the determination of the hunters?

The writer uses\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is effective because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Q2. How does the writer use different sentence lengths to suggest danger?

The writer starts with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is effective because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Extract 2**

Running through the woods, I darted between the trees, one eye always over my shoulder peering into the darkness and the threatening shadows. Suddenly my foot caught in the undergrowth. I thudded to the ground. Shocked and exhausted.

Q3. How does the writer use sentence structure to show a change of pace?

The writer uses\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is effective because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Self-Evaluation Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| Task | Skill | Tick | How did I do? |
| 1 | Tone words |  |  |
| 2 | Connotation /tone table |  |  |
| 3 | **Word choice analysis questions** |  |  |
| 4 | **Word choice analysis questions** |  |  |
| 5 | Formal/informal words |  |  |
| 6 | **Formal/informal**  **Analysis questions** |  |  |
|  | | | |
| 7 | Imagery table |  |  |
| 8 | Annotating passage for imagery |  |  |
| 9 | **Imagery analysis questions** |  |  |
|  | | | |
| 10 | Annotating passage for sentence structure |  |  |
| 11 | Annotating passage punctuation etc |  |  |
| 12 | **Sentence structure analysis questions** |  |  |

|  |  |
| --- | --- |
| Most confident  In understanding |  |
| Future  targets |  |