

National 5 English

Reading for
Understanding,
Analysis and Evaluation

Ayr Academy

OWN WORDS



Own Words - refers to questions that ask you to find information/answers in the passage and then say the same thing, but using your own words as much as possible.

Wording Of Own Words Questions

Specific

Using your own words...

In your own words...

Using your own words as far as possible...

General

Explain...

Summarise...

Identify...

Things To Remember/How to Answer:

- Find anything you can use in the passage and **underline** it.
- Then, from what you have underlined, select JUST enough to answer the question (paying careful attention to the marks available), and translate what is written into your own words, without losing the original meaning.
- Many of these questions will ask you to summarise points made in the passage. It is essential your answers are concise (to the point), as you don't have enough time to write huge paragraphs. Bullet points work well.

OWN WORDS: EXAMPLE ANSWERS

Passage

Wilson had a range of objections to the proposals for the new Visitor Centre. He considered them as suffering from an ignorance of the local culture. In addition, he viewed the motives behind the ideas as having their foundation purely in the realms of commercial interests. Another major problem was the fact that the building itself was planned for an area which would quickly become congested if a lot of cars attempted to head in its general direction. Following on from that, any additional parking facilities would encroach on the Town Commons, an area of stunning natural beauty. In fact, he could only see problems if the Planning Committee approved the scheme.

Question

Using your own words, explain Wilson's objections to the proposals for the new Visitor Centre. (4)

Bad Answer

Wilson thought that the proposals were ignorant about the town's culture. He also thought they were for commercial reasons and there would be a lot of congestion with cars if the plans were approved. He also felt that the park which had a lot of natural beauty would be messed up by additional parking facilities.

Good Answer

Wilson's objections were:

- The Visitor Centre did not show enough awareness of the town's traditions and customs.*
- The proposals were only interested in making money.*
- There would be traffic jams due to more people heading to the Centre.*
- More parking spaces would be needed and they would have to use space from the picturesque parklands in the town.*

OWN WORDS: PRACTICE QUESTIONS

1. Many of the commentators I hear on television expressing their opinions about football games leave me cold. I cannot be bothered with their ill-informed, pompous and often irrelevant contributions. I usually watch the games with the sound turned down.

Explain two reasons why the writer does not like football commentators. (2)

2. The most worrying thing about Big Brother is it has turned the boredom of others into entertainment. It worries me that there seems to be a demand for 24 hour coverage from "The House" and there is constant footage of incredibly dull activities like housemates sleeping, cooking or sitting on their own staring into space. What sort of nation have we become when we are prepared to give up our own time to watch others who are even more bored than we are?

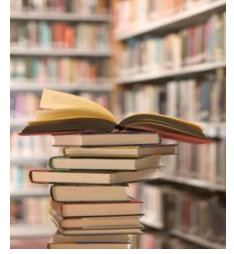
Using your own words, explain why the writer finds Big Brother "worrying"? (2)

3. Scottish football went from a high – Aberdeen winning a European trophy and the national team qualifying for five World Cup Finals in a row – to a definite low. The reasons for the deterioration in the nation's standing in the footballing world? Chronic lack of investment in youth football was one factor. The other is more profound – our unhealthy diet and obsession with alcohol started to catch up with us as a nation, particularly in terms of the athleticism (or lack of it) in our professional footballers.

In your own words, describe the reasons for Scotland's decline as a footballing nation. (3)

CONTEXT

Context – this basically refers to what is round about a word or phrase in the passage. Context questions ask you for the definition of a word or phrase. You then have to quote from round about the word/phrase and explain how the words you have quoted helped you understand what it meant.



Wording Of Context Questions - Specific

Supply a definition for _____ and explain how the context helped you arrive at its meaning.

Explain how the context helped you arrive at the meaning of ...

How do lines 1-3 help you arrive at the meaning of...

Things to Remember/How to Answer:

- Underline or highlight the word/phrase in the passage to help you focus on the words immediately before and after it.
- Give the meaning of the word
- Quote a word or a phrase from the context
- Explain how this word/ phrase helps you understand the meaning of the original word.

CONTEXT: GOOD AND BAD EXAMPLES

Explain how the context helped you arrive at the meaning of “insubordination” in line 43 (2)

Good Response

The word “insubordination” means not following the orders given to you by someone in a position of authority or command over you.

The words “loved to display his rebellion” helped me arrive at this meaning because it suggests that the soldier likes to rebel against his commanding officers and, therefore, it suggests that “insubordination” involves not doing what they told him.

Bad Response

The soldier obviously likes showing off in front of his friends and messes around on a regular basis so he mustn’t like the officers much.

Bad Response

The word means to have a laugh because the soldier is always having fun and messing around.

Bad Response

The context helped me guess that “insubordination” is not doing what your officers tell you to do.

CONTEXT: PRACTICE QUESTIONS

1. 1968 was, I suppose, the most traumatic year of my life. After my parents' separation we moved into a smaller house, but for a time, because of some sort of chain, we were homeless and had to stay with our neighbours; I became seriously ill with jaundice; and I started at the local grammar school.

Show how the context helped you understand the word 'traumatic'. (2)

2. Saturday afternoon is a festive day with the natives. The girls put on all the finery they can on Saturday afternoon – silk robes, hats trimmed with fresh flowers and home-made necklaces of vermilion tinted blossoms.

What does the word 'finery' mean? How did you work this out? (2)

3. There are many ordinary happenings which have frightened or startled people into believing they were caused by ghostly means. Subterranean movements of earth and rock in old mine-workings, for instance, can cause very odd noises, and miners hearing tappings and rumblings in the underground darkness used to be sure they were made either by earth spirits or by the spirits of other miners long dead.

Show how the context led you to the meaning of the word 'subterranean'. (2)

4. In a sense, our whole society has become hyper-masculinised, with a generation of young professional women in spiky haircuts and severe suits outbidding even the most competitive of men for aggression, abrasiveness and control-freakery...

How do lines 1-4 help you understand what is meant by "hyper-masculinity"? (2)

LINKING



Linking – this type of question directs you towards a sentence, almost always at the start of a paragraph. You normally have to quote (AT LEAST) twice from this sentence.

- One quotation should be connected to the **previous** paragraph/section of the passage.
- The other **quotation** should introduce what comes next in the paragraph/section following on from the linking sentence.
- Look for CONJUNCTIONS (and, but, however, yet, also ...) to quote and comment on whether they mark a continuation (for and, also...) or turn (for but, however, yet...) in the line of discussion.

Your answer should have two sentences, each with a quotation.

One sentence has a quotation and explanation of how it connects to what came **before** the linking sentence.

The other sentence should have a quotation and an explanation of how it connects to what comes next.

Wording of Linking Questions

Explain how the sentence performs a linking function in the passage. (2)

Comment on the function performed by the sentence (3)

Things to Remember/How to Answer:

- You should always quote from the linking sentence, the one you are directed to in the question.
- Quote the words that link back to ideas in the previous paragraph.
- Explain how this connects with the argument or ideas in the previous paragraph.
- Quote the words which link to the following paragraph or move the argument forward.
- Explain what the author goes on to write about in the following paragraph.

LINKING: GOOD AND BAD RESPONSES

Comment on the function performed by the sentence *“These social problems did not prevent Smith having a successful career in the music industry”* (3).

Good Response

The sentence performs a linking function in the passage.

The words “These social problems” connect to the previous paragraph which described how Smith struggled to make friends and never attended parties during his time as a student.

The words “successful career in the music industry” introduce the rest of the paragraph which is about the awards he won with his band, including the Brit for best newcomer and it also tells the reader about the money he made through huge record sales.

Bad Response

The sentence describes how Smith was not very good socially but he was also a success in the music industry so it lets us know what the passage is about.

Bad Response

The sentence is a linking one as it tells us about how he had social problems and then it also lets us know about his success as a musician so it is basically telling the reader what the passage has been about and how it is going to change.

LINKING: PRACTICE QUESTIONS

1. The playground was full of acts of premeditated violence. The building was dilapidated. The morale amongst the teachers was poor, with many objecting to acts of intimidation directed at them by the pupils they tried to teach. The cleaners had given up trying to deal with the debris, which lay scattered in every corridor and stairwell at the end of morning interval or the all too brief lunchtimes. Local drug dealers had taken to hanging about the school gates, finding too many willing customers exiting through the school gates.

Yet, these terrible problems did not deter the new Rector, as he put a variety of strategies into operation. Firstly, he and the Board Of Studies began regular patrols in the playground during times when the pupils were using it, and motivated pupils were sworn in as prefects to help enforce the law. A new Staff Social Committee was set up and the staffroom was redecorated. New litter patrols were initiated using the pupils who wanted to have pride in their school. Money was spent installing a new security system and a more effective and hard-hitting anti-drugs education pack was used during Social Education lessons.

Explain how the sentence "Yet, these terrible.....into operation" performs a linking function in the passage. (2)

2. During his time at High School, Harding became a cause for concern. His behaviour with female students was intimidating and there were many complaints about his inappropriate comments to them, often of a violent or sexual nature. He also found it impossible to relate to his peers and he was an isolated figure in the playground or corridors as he actively sought to separate himself from the other children. Most problematic was his art work and he produced images of the bizarre fantasies spewing forth from his dark imagination. One depiction of a war-time massacre was so horrific that his Art teacher refused to teach him any more.

Despite the psychological problems that were becoming increasingly obvious in his words and actions, Harding had undoubted academic potential. He won a Creative Writing competition during his first year at the school. Moreover, his performance in Science and Mathematics tests at the end of second year was so much more advanced than his classmates that he won Awards in both subjects.

Explain how the sentence "Despite the psychological problems...academic potential" performs a linking function in the passage. (2)

WORD-CHOICE



Word-Choice – refers to when an author chooses to use certain words or phrases to create a particular effect, e.g. to suggest mood or create an impression of someone. Questions usually identify an effect created and ask you to quote words and help explain how they create this effect.

Wording Of Word-Choice Questions

How does the writer's word-choice...

Comment on the effect created by the writer's word-choice in lines...

Explain how the word-choice in lines _____ help create an impression of...

How does the writer's use of language.../Analyse how the language...

Things To Remember/How to Answer

In your answer you should:

- Have *single word quotations* wherever possible.
- Have an *individual explanation* for *each quotation* used.
- Quote a word/ phrase
- Give the connotations of the word or phrase (what it makes you think of/ what you associate with the word).
- Explain what this suggests about the writer's argument or what they are describing.

WORD-CHOICE: GOOD AND BAD EXAMPLES

Example Question

How does the writer's word-choice in lines 1-3 help the reader understand that the event suffered from a lack of organization?

Good response

The writer's word-choice of "shambles" emphasizes how much of a disaster the event was as we associate this word with chaos and lack of organisation.

The use of the word "mayhem" also suggests how badly organized the event was as it has connotations of lack of order and chaotic scenes.

Bad Response

The writer tells us that the event was badly organized because there was mayhem and it seemed a bit of a shambles.

Bad Response

The writer uses "shambles", "chaos" and "mayhem" to emphasise that the event was badly organized.

Bad Response

The words "shambles" and "mayhem" show it was badly organized because we associate these words with being badly organized.

Bad Response

The use of "little" suggests that the event was badly organized because it suggests there was not much happening.

WORD-CHOICE: PRACTICE QUESTIONS

1. The **miserable** town began to **dampen** his spirits – often quite literally! Not a day went by without at least a few hours of drizzle, the sort of rain that **seeped** into the bones, making it hard to even consider doing anything, leaving the holidaymakers **huddled** round fireplaces staring **blankly** at the board games they really didn't want to play.

Explain how the word-choice in lines 1- 5 helps create an impression of the mood of the holidaymakers. (4)

2. How did Ali, the icon of world sport, come to this? It was a cavalier attitude to money when it was plentiful, an almost childlike trust in the untrustworthy and, throughout, an utterly reckless generosity.

How does the writer's use of language help explain the reasons for Ali's financial problems. (2)

3. The rest were relatives, friends of relatives, old pals of Ali who had fallen on hard times, and outright leeches. Daily they plundered the hotel's shopping mall, amassing clothes, jewellery and tacky souvenirs all charged to Ali's account.

How does the author's word choice in lines 1-4 help create a negative impression of the people who surrounded Ali? Refer to one example in your answer (2)

4. The 20th century won itself a ghastly reputation in many areas, from genocide to the creation of ever more horrific weaponry.

How does the author use word choice to add impact to her argument in lines 1-2? (2)

IMAGERY



Imagery – these questions ask you to identify an image in the passage. Then you have to comment on the ideas associated with the image and explain how these ideas are connected to the main idea in the question.

Imagery encompasses three different techniques: simile, metaphor and personification.

Wording Of Imagery Questions

Any question with the words “image” or “imagery” in it.

OR

How does the writer’s use of language...

Things To Remember/How to Answer:

- **STRUCTURE YOUR ANSWER**
- State the type of imagery (Simile, Metaphor, Personification)
- Identify the image (what is being compared to what?)
- Give the literal meaning of the image (Just as...)
- Explain the connection between the two (so too...)
- Explain the effect of the image

IMAGERY: GOOD AND BAD RESPONSES

Passage

Many schools today are terrifying. Adults who are unfortunate enough to wander by one when the bell goes for lunch, find themselves forced to cower against a wall, as hordes of savage barbarians charge into the streets, claiming new territory in their endless campaign to turn the world into a less pleasant place.

Example Question

How does the writer use imagery to make his displeasure with schoolchildren clear to the reader? (3)

Good Answer

“hordes of savage barbarians” – metaphor

Just as an army consist of many soldiers and is destructive, so too are there a lot of children and they are violent and dangerous. This implies the writer’s disapproval of school children.

“claiming new territory” - metaphor.

Just as an army takes a territory over and destroys the peace that used to exist there, so too are the pupils destructive, frightening and invasive of space other people once felt was theirs. This implies the writer’s displeasure.

Bad Answer

The writer makes the reader think that the children are really nasty and horrible because they are running out into the streets and taking them over. The writer obviously feels scared of the children if he is caught up in the middle of them during lunch-time.

Bad Answer

The writer tells us that the children are like “barbarians”. It is obvious that this makes him afraid of them and he doesn’t like it when they rush out of school like barbarians.

Bad Answer

An image is created of the children being like “hordes of savage barbarians”. Because he describes them like this, it is clear that he is using an image to make them seem unpleasant.

IMAGERY: PRACTICE QUESTIONS

1. He would never have a party again. They descended upon the house, almost instantly consuming everything in their path, before leaving it bare and lifeless after they departed.

Comment on the use of imagery in lines 1-3 (2)

2. When he discovered her, Sheila was in a terrible state. She bit his shoulder savagely, tearing her claws down his back and hissing at him when he tried to approach her. Every time he beat her off, she leapt at him once more, drawing blood with each furious attack.

Explain how the author uses imagery in lines 1-4 to draw the reader's attention to the way Sheila was behaving. (2)

3. As fuel costs escalate, and they inevitably will, there will be more and more discontent. The public in this country have been the victims for too long, with the oil companies holding a gun to our heads, and callously robbing us. Unfortunately, there is no-one to protect us from this crime as our government is just as bad and they get their cut through increased tax revenues.

Show how the writer's use of language helps to express her discontent at both the oil companies and the government (2).

4. It is clear that his time in Scandinavia was vital in Casey's intellectual development. During his discussions with university colleagues, ideas took root, grew and blossomed spectacularly in the Summer of 1963 and became a thing of beauty. I refer of course to the publication of his masterpiece, "Life and How Not to Live It".

Explain how the writer uses imagery to make us aware of the way that Casey's ideas developed during his time in Scandinavia (2).

SENTENCE STRUCTURE



Sentence Structure - refers to when a writer tries to emphasise certain words or ideas through the way that sentences are set out, e.g. short sentences, use of colons, lists, etc.

The question will usually ask you to:

- identify unusual sentence structure features;
- explain which words or ideas are emphasized because of them;
- connect what is emphasized with the question.

Wording of Sentence Structure Questions

Specific

Any question with the words “*sentence structure*” in it.

Look out for specific questions on the use of *italics*, *repetition*, *word order*, *brackets/dashes/parenthesis*, *questions*.

General Questions that include sentence structure

Show how the writer...

How does the writer’s use of language...

Things To Remember/How to Answer

- The words “*to emphasise*” should be present in your response to sentence structure questions, in the first sentence of your answer.
- Identify a sentence structure technique and where it occurs in the passage (you may put the line number or quote the words)
- Explain the impact of using the sentence structure technique/ how it adds to the writer’s argument.

SENTENCE STRUCTURE: FEATURES

Almost all sentence structure features are designed to create emphasis. In other words, to make words or ideas stand out more.

Short sentences draw our attention to and emphasise the words/ideas in them. Suggest something is sudden, abrupt, final.

Long sentences often build up to a **climax**, drawing our attention to and emphasizing what is at the end of them, which is therefore emphasized. Sometimes used to suggest an idea/process is drawn out or complicated.

Varied sentence length is used to add emphasis to ideas, usually in the short sentences, e.g. if you have a few long sentences then all of a sudden there is a short snappy sentence, you pay attention to the words/ideas in the shorter sentence.

Lists often draw our attention to what is actually listed, often to emphasise how much of something there is.

Colons often create a **pause for emphasis**, drawing our attention to what follows immediately after the colon. They are also used to **separate** sentences into two equal parts, allowing us to **compare** or **contrast** different ideas or qualities mentioned in each half. They sometimes introduce a list.

Brackets or **dashes** are used to separate something from the rest of the sentence, thus emphasising what is in **parenthesis**, e.g. example, additional information, change of tone, important ideas.

The use of **exclamation marks** emphasises how passionately a writer feels about something.

Questions - Using a series of **questions** might emphasise confusion. The use of questions that **directly involve the reader** can help emphasise the ideas in the question, as we pay more attention to them due to an increased sense of involvement. Look out for **rhetorical questions**, which are used to make a point and do not need an answer.

Repetition - any word or phrases which are repeated, automatically stand out, emphasising certain ideas.

Word Order - Another name for word order is **syntax**. Look out, in particular for a technique called **inversion**, which takes what would usually be at the end of a sentence and places it at the start, e.g. "Horrorified I was." or "Being two-faced was the thing she was best at". We pay attention to the word "Horrorified" in the first example and "being two-faced" in the second. This is mainly due to the fact that they are so clearly placed in a strange position within the sentence.

SENTENCE STRUCTURE: GOOD AND BAD RESPONSES

Example Question

How does the writer use sentence structure to reveal his concerns about the attitudes displayed towards immigrants? (4)

Good Answer

“an unnecessary level of paperwork” – sentence structure, colon – used to introduce his judgment about the level of paperwork demanded so highlights the bureaucracy facing new arrivals into this country, he feels the paperwork is not needed.

“racism” – repetition - by emphasizing this word, it is clear that he is concerned about the prejudice being displayed against immigrants which he feels are based on our intolerant attitude towards other cultures.

Bad Answer

The writer uses repetition to emphasise that he feels that the people who are protesting against the arrival of immigrants are racist. He is concerned about this.

The writer also uses brackets to show that the people coming into the country are not really welcomed.

Bad Answer

The writer uses brackets round “waiting with clenched fists rather than open arms” to show he is concerned about the way we treat immigrants upon their arrival in this country.

He also tells us that he is concerned about the “racism” because he repeats this word.

SENTENCE STRUCTURE: PRACTICE QUESTIONS

1. *That was 1966 and Muhammed Ali seemed not simply the best boxer of the day but the best boxer who could possibly be imagined – so good that it was an inspiration to see even a picture of him. My body shivered when I saw him as if an electric shock had pulverized my ability to feel. No fighter could touch him.*

How does the writer use sentence structure in lines 20 – 25 to emphasise how strongly he felt about Ali? (2)

2. *But then, like the cavalry regrouping, they set off once more, ground their way back up to speed, beat a path through the final verse and ended again. Simon's flourish sounding a little more sheepish this time. After that, they were gone. And no encores.*

Show how sentence structure is used in lines 18 – 21 to emphasise:

- i) the energy of the live performance (2)
- ii) the effect that the group's performance had on the audience (2)

3. *Ahead of us a woman screams. Panic runs through the line, you can feel it jumping from body to body, there's a surge backwards: in a minute we'll be stampeded, crushed. Then comes the rumour, the whisper: it was only a spider. We're caught anyway, the tunnel's jammed, we can't move, we stand in the dead air listening to our hearts, and now we know the answer...*

Explain how the author uses sentence structure to emphasise the way the author feels as people flee along the tunnel. (3)

4. *The scientists say that even if the world's governments and industries meet international goals on reducing greenhouse gases – which they probably will not – it still won't be enough to prevent severe changes to the world's weather. Their advice to governments, businesses and private citizens about this is grim: get used to it.*

How does the author's sentence structure in the second paragraph emphasise her concern about the future? (2)

5. *Storms are coming; the water is rising. We – and our descendants – will have to learn to live with it.*

How does the author use sentence structure to try to get the reader to take the issue of global warming seriously? (2)

tone



Tone – is the mood or attitude of the writer towards the subject matter. A question on tone involves you writing a sentence in which you clearly identify the tone.

Then, depending on the marks available, you should have one or two quotations with a clear explanation of how the tone is created through the words you have quoted.

Wording Of Tone Questions

Specific

Comment on the writer's tone in...

Describe the tone of...

What is the tone of the writer in... and how is it created?

How does the writer's tone...

Identify the writer's tone...

General Questions that include tone

Show how the writer...

How does the writer...

How does the writer's language...

Examples of Tone

Formal/Informal

Sarcastic	Ironic	Depressed	Cynical	Pessimistic	
Optimistic	Angry	Disappointed	Humorous	Gloomy	
Concerned	Apologetic	Disbelieving	Doubtful	Negative	
Bitter	Irritated	Mocking	Scathing	Serious	
Enthusiastic	Hopeful	Critical	Confused	Hostile	Lighthearted

Things to Remember/How to Answer:

- Identify the tone (try to select from the above list)
- Quote a word/expression as evidence
- Explain how the word/expression creates the tone

TONE: GOOD AND BAD ANSWERS

Example Question

Comment on the writer's tone in lines 10-12 and how it helps develop his argument. (3).

Good Response

"catalogue of let-downs"- disappointed tone.

The idea of a catalogue suggests that there have been a series of things that have disappointed or "let down" the writer.

This helps develop his argument because he has already explained how he had high hopes that the government would take some action to cut harmful emissions but the disappointed tone helps emphasise how little has been done to deal with the issue.

Bad Response

The writer's tone is clearly fed up and this helps develop his argument as he has not been impressed by the lack of action taken to stop polluting the atmosphere.

Bad Response

The writer creates an angry tone. He is obviously angry because he tells us about the fact the government has done nothing to stop the atmosphere being destroyed.

Tone: Practice Questions

1. The day had gone brilliantly. I crashed my car in the morning, got sacked by an unsympathetic boss for being late and found my wife kissing my best friend in my living room, when I returned home early from what used to be my work.

Describe the tone of lines 1-4 and explain how it is created. (2)

2. I am fed up listening to scaremongers about the E-coli virus, telling me my child should never visit a farm or come into contact with animals. I am weary of organizations that are dedicated to promulgating the idea that threats and dangers to children lurk everywhere. I am sick of charities who on the one hand attack overprotective parents and at the same time say children should never be left unsupervised in public places.

How does the writer's tone help convey her strength of feeling about the subject she is writing about? (3)

3. I couldn't believe the cheek of the boy, sitting there with his smug, self-satisfied face and his stupid, malformed ears glowing with pride.

Comment on the writer's tone in lines 1-3 (2)

4. Walking through the rain, I thought wistfully about how I would feel when I eventually got home and managed to change out of my sodden clothes. As grim darkness descended mercilessly upon me, I hoped for a full moon, to illuminate my way along the dull pathway.

What is the tone of the writer in lines 1-5 and how is it created? (2)

5. Ultimately we must ask ourselves whether we find the risk of future impact to be sufficiently great to merit doing something to avoid it. Many dangers posed by living in a modern technological society are far more likely to cost us our lives, but that is not the point. Rare comet or asteroid impacts may cost **all** of us our lives. So how will the threat of comets and asteroids fit into our thinking? We can only answer this question after we have learned a great deal more about the nature of the danger.

What is the writer's tone in lines 1-8 and how is it created? (2)



National 5 Close Reading Formulae

The guidelines below will gain one mark each, if done correctly. If the question is worth 2 or more marks, you MUST work through the formula again for every extra mark available. It is suggested you write in concise bullet points rather than full sentences throughout the paper.

Understanding Questions

ALL understanding questions should be answered **IN YOUR OWN WORDS!** If you lift answers straight from the passage without changing them into **YOUR OWN WORDS** as far as possible, you will lose the mark. This includes general questions you can't assign to a formula below.

Many of these questions will ask you to summarise points made in the passage. It is essential your answers are concise (to the point), as you don't have enough time to write huge paragraphs. Bullet points work well.

Context Question

1. Give the meaning of the word
2. Quote a word or a phrase from the context
3. Explain how this word/ phrase helps you understand the meaning of the original word.

Linking Question

1. Quote the words that link back to ideas in the previous paragraph.
2. Explain how this connects with the argument or ideas in the previous paragraph.
3. Quote the words which link to the following paragraph or move the argument forward.
4. Explain what the author goes on to write about in the following paragraph.

Imagery Question

1. Identify the image (what is being compared to what?)
2. Give the literal meaning of the image (Just as...)
3. Explain the connection between the two (so too...)
4. Explain the effect of the image

Word Choice Question

1. Quote a word/ phrase
2. Give the connotations of the word or phrase (what it makes you think of/ what you associate with the word).
3. Explain what this suggests about the writer's argument or what they are describing.

Sentence Structure Question

1. Identify a sentence structure technique and where it occurs in the passage (you may put the line number or quote the words)
2. Explain the impact of using the sentence structure technique/ how it adds to the writer's argument.
3. Look out for:
 - Statement
 - Question/ rhetorical question
 - Exclamation
 - Command
 - Minor sentence
 - Punctuation
 - List
 - Parenthesis
 - Inversion
 - Climax or anti- climax
 - Antithesis
 - Etc



Language Question

Language questions want you to focus on word choice, imagery, tone and structure. Sometimes the paper will identify specific techniques it wants you to analyse. Remember to keep your **WITS** about you.

1. Identify the language feature you will be dealing with and follow the formula for that type of question.

Final Question

Quite often you will need to explain how the writer uses the expression you quoted to make the conclusion effective for 1 mark. Then explain how that is linked to an idea or a quote that was made earlier in the passage for 1 more mark. See below for helpful phrases:

Useful phrases for conclusion questions

- The writer concedes that ..., a point she has already made... This is effective because... (Think about purpose and language here.)
- The writer returns to the argument that ... by stating ..., which she has discussed throughout the passage: ... (mention idea or quote here). This is effective because... (Think about purpose and language here.)
- The writer concludes by re-asserting... The link to the past idea has already been developed, for example in... This is effective because... (Think about purpose and language here.)

REMEMBER: the more you study and complete past papers, the more familiar you will become with the formulae.

