

## APPROACH TO READING

### READING FOR AN OVERVIEW OF INFORMATION

- . Read the introduction to each passage, the part in italics.
- . Look at any headline given to each passage.
- . Read the questions on both passages at the end of the paper.
- . Then ask yourself 'what am I likely to find' , ' what am I looking for in general terms?
- . What is the TONE of the passages?
- . Now read the passages.

[ REMEMBER TAKE THE TIME TO DO ALL OF THE ABOVE]

### READING PARAGRAPHS

- . Identify the topic sentence or main idea in each paragraph.
- . Look at a sequence of these paragraphs and see how the argument of the article is developing.

### READING SENTENCES

- . Try to identify the main subject of the sentence.
- . Note what you are being told about the main subject.
- . To simplify the sentence you can [temporarily] ignore parts in parenthesis, or long lists of similar items.

### UNDERSTANDING

#### . TYPES OF QUESTIONS.

- a. Meaning
- b. Identifying points
- c. Following arguments and tracing developments
- d. summarising a number of points
- e. linking

#### MEANING QUESTIONS OFTEN START WITH

- . Explain what the writer means by
- . Explain the significance of the word
- . Show how you are helped towards the meaning of
- . How does the context help you to understand the meaning of
- . Explain this expression in your own words.

SO to answer the above

- a. Make sure that you try to TRANSLATE the difficult words.

- b. If you are asked to consider a context give BOTH the MEANING AND its relationship to the CONTEXT.

#### IDENTIFYING POINTS OFTEN START WITH

- . What are the three reasons for
- . What four things, in your view, do they expect
- . What three main reasons does the writer give for
- . What other ways of looking at

SO to answer these

- Put the answers into your own words
- You must paraphrase the central idea ie you must put the phrase into your own words to show you have understood.
- You must put each understanding of each part in your own words and at this point you can put bullet points to make clear where each understanding stops and begins.

SO MAKE SURE YOU ARE LOOKING AT THE CORRECT SECTION  
USE YOUR OWN WORDS WHERE POSSIBLE AND IN PARTICULAR  
WHERE YOU HAVE BEEN INSTRUCTED TO DO SO.

#### FOLLOWING ARGUMENTS AND TRACING DEVELOPMENTS.

. The purpose of this type of question is to see if you can understand the line of thought through a section of the passage. [you may be directed to a long complex sentence or a paragraph or a section] usually started with 'explain' or 'why' or 'explanation'

. Be AWARE that there are often TWO parts to this type of question which MUST be answered. The second part is often to do with DEVELOPMENT of the argument.

SO . take account of all the material within the references.

. EXPLAIN FULLY suggests that you don't just stop at the first idea – follow through to the end of the section you have been given.

#### SUMMARISING A NUMBER OF POINTS

. WAYS OF ASKING THIS QUESTION ARE;

- . Identify a number of benefits
- . Outline briefly the main effects
- . Briefly summarise the main points
- . Summarise the main reasons
- . What do you think are the key reasons Find out from the extract what you're looking for before you read these quite lengthy extracts.
- . Check you are being asked to list or to give reasons.

- . Make sure you are working within the correct area of the passage – don't go too far.
- . Use your own words.
- . Marking off ideas on the paper can help.

## LINKS QUESTIONS

- . RECOGNISE THE TOPIC SENTENCE OF A PARAGRAPH WHICH WILL HELP YOU KNOW THE DEVELOPMENT OF THE ARGUMENT.
- . RECOGNISE THE LINK WORDS USED IN THE DEVELOPMENT.  
[Now, Later, On the contrary, But, even more so, etc.]
- Eg. How does the first sentence in the second paragraph perform a linking function in the line of thought.
- Eg. Referring to specific words or phrases explain how the sentence.....acts as a link in the writer's line of thought.
- So. Remember that link answers should usually have FOUR specific parts.

## ANALYSIS

### RECOGNISING THE ANALYSIS QUESTION

- . A == Analysis
- . The naming of a particular feature or technique in the question. Eg Show how the writer uses imagery is
- . Show how...with a list of possible features which you might try..
- . Show how the writer conveys his feelings .... Refer to tone, point of view, onomatopoeia, imagery[metaphor, simile, hyperbole, personification, irony, euphemism and others.....]
- . Look at the writer's language... [go through your list of techniques... long/short sentences...descriptive language, punctuation, word choice and others] NOTE LANGUAGE DOES NOT SIMPLY MEAN MEANING.

### LOOK OUT FOR THE PLURAL AT TIMES IN Show how the writer's FEATURES.....

SO. Make sure you recognise what you are doing in analysis questions  
You are being asked to refer to

- . named features
- . a closed list of features
- An open list of features

The writer's language and make your own list

## WORD CHOICE

. Look out for denotation ie plain meaning and connotation ie. Meaning of how the word impacts or effects. Writing the words down or writing them down and saying what each means = no marks. You **MUST** explain their impact or effect.

SO. Quote the word[s] but give their impact or effect not just their meaning.

## IMAGERY

. 3 figures of speech metaphor, simile, personification, and metonym and symbolism

. Try and work out which sense is being appealed to.

. To work with a metaphor/simile you need to identify a metaphor/simile

. To show how the connotations of the metaphor help to enlarge or refine your idea of what is being described,

. To show the link between the connotations which you have chosen and the literal meaning of the words used in the metaphor.

SO . Identify the metaphor/simile

. Show how the literal and the figurative come together for effect

. Say what the effect is.

## PERSONIFICATION

. Identify the personification

. Show how the connotation of the personification helped to refine or enlarge your idea of what is being described

. Show the link between the connotations and the literal meaning

METONYM works with association. Ie He was fond of the bottle.

SO. You identify the metonym

. You look at the difference between the literal and the figurative meanings

## SYMBOLISM [IE A ROSE IS A SYMBOL FOR LOVE]

. A symbol can be there to represent an attitude, or an emotion, or a concept.

## STRUCTURE

. First words in paragraphs can act as signposts ie In the past... But now.... However, in the future..

. The topic sentences of the paragraphs will help you through the argument of the passage

. The links between paragraphs [ which might be first words or topic sentences] are also helpful.

## SENTENCE STRUCTURE

- . Key . Punctuation and lists
  - . Length of sentence
  - . Use of climax or anticlimax
  - . Repetition
  - . Word order

IDENTIFY but YOU MUST MUST ALWAYS COMMENT ON THEIR EFFECTIVENESS. IDENTIFY ===== NO MARK

## KNOW YOUR PUNCTUATION AND THEIR USE

Colon – introduction of list

Semi-colon - divide long list of items

Inverted commas – identifies titles

Dash- to add information but these must be explained.

SO. Identify the list

- . Say what effect the list has on the reader
- . The effect will often be created by the cumulative nature, or the monotony, or the shape of the list.

## SENTENCE LENGTH

- . Easy to spot hard to comment on.
- . In a paragraph of long complex sentence a short sentence will stand out. It may be that a short sentence creates tensions and suspense, fear excitement, effect of someone's fear. Or it may be that it indicates anti-climax or climax Or a point of view. Look for the position of the sentence. Lengthy sentences could indicate a length of time, or a long felt emotion or relationship or time spent.

## REPETITION

- . In sentence structure I came. I saw. I conquered.
- . Expression
- . Sounds
- . Words

## WORD ORDER

- . Gives more impact to writing
- . Stresses ideas or feelings

## SO OVERALL

- . Punctuation
- . Length of sentence
- . Use of climax or anti-Climax
- . Repetition
- . Word Order.

## TONE, MOOD AND ATMOSPHERE

. Tone is the 'voice' which would be used to say the sentence or word. [hint: try to read the section 'aloud' inside of your head and try to hear the voice that it would be said in] Same words used to describe voice ie happy, angry, tongue in cheek, serious, sarcastic, doom-laden, ironic, hectoring, critical, self-deprecating, mocking

So when you choose your tone also quote the part that backs it up.

SO. Identify the tone

- . Give the evidence for your choice
- . comment on its effect.

MOOD; IN MOOD YOU ARE LOOKING FOR AN EMOTIONAL DIMENSION TO THE VOICE

SO. Identify

- . Evidence to back up
- . Comment

ATMOSPHERE LIKE TONE, MOOD BUT WITH AN INVOLVEMENT WITH THE SENSES. [TOUCH, TASTE, SMELL, SOUND SIGHT]

So Tone = voice

Mood = emotion

Atmosphere = senses

Questions will be to name a tone, mood or atmosphere AND to comment on how your example contributes to the creation of the tone, mood or atmosphere.

## OTHER TECHNIQUES.

Point of view/stance

Contrast

Use of questions

Use of anecdote

Use of examples and illustrations

Sound

Writer's stance == the writer stands on one point of view and doesn't budge.

Contrast == two aspects of an argument are presented and reader asked to see what the differences are.

The use of questions == Rhetorical questions draws the reader in to think of the issue, speech making device. Acts as a way to convince.

Questions == to provoke an answer, create an atmosphere, openings for topic.

Use of examples and illustrations === to explain difficult points, abstract ideas can be given a concrete example and so explained easier.

Anecdotes ===== Used to give another parallel or dimension to the point being made.

Sound ===== Alliteration, Rhyme and Rhythm

## EVALUATION

- . Effectiveness of a technique. This involves analysis
- . Effectiveness of an example/illustration/anecdote.
- . Effectiveness of a conclusion. Usually the passage as a whole is mentioned. So rethink/reread.

## QUESTIONS ON BOTH PASSAGES.

- . Look at the code at the end of the question is it E/EA or E/U
- . Break the question down

## READ THE QUESTION CAREFULLY

Is It . Style and ideas E

- . Style or ideas E
- . Style and/or ideas E
- . Style alone E/A
- . Ideas alone E/U

SO. Discuss the effectiveness of the various techniques in persuading you, or clarifying the argument, or convincing you of the writer's stance.