

## Close Reading Skills

Understanding  
Analysis  
Evaluation

---

---

---

---

---

---

---

## Factual Questions

- You will often be asked for **your own words**
- Often it is your vocabulary that is being tested

---

---

---

---

---

---

---

## More Factual Questions

- **Explain** means use your own words
- If more than one piece of information is requested, number your points
- Pay close attention to the marks allocated, this often indicates how many points are required

---

---

---

---

---

---

---

### Meanings of Words

- You will be asked to show how **context** helps you to understand **meaning**
- There are two clear steps
  1. Give the meaning
  2. Quote the words that provide clues

---

---

---

---

---

---

---

### Analysis

- Questions which test your knowledge of techniques and their effect
- Both these are equally important
- Critical terminology is also being tested
- Aspects of style, sentence structure, punctuation, expression and word choice, figures of speech, structure of argument and tone may be analysed.

---

---

---

---

---

---

---

### Sentence Structure

- Look for the type of sentence used, e.g. statement, question, command, exclamation, minor sentence
- Consider the length and complexity of the sentence
- Consider word order
- Look for patterns e.g. lists, repetition or climax

---

---

---

---

---

---

---

### More Sentence Structure

- Look for the punctuation used
- A number of commas may indicate a list
- A colon indicates a quotation, list, explanation, elaboration or summing up
- A semi-colon finishes of a part of a sentence and is often used in place of a conjunction
- Remember to describe an effect

---

---

---

---

---

---

---

---

### Expression and Word Choice

- Look for informal or colloquial language
- Look for the use of dialect
- Look for connotations or shades of meaning
- Look for atmospheric words
- Look for emotive language
- Look for figures of speech
- Remember to describe an effect

---

---

---

---

---

---

---

---

### Structure of a Text

- Look at the way the topic/theme etc is introduced
- Look for links and how they are managed (usually, you should identify the two ideas or arguments linked)

---

---

---

---

---

---

---

---

### More Sentence Structure

- Look for unusual use of parts of speech
- Look for links (conjunctions) or transitional words
- Look for unusual use of or changes in tense
- Be precise when describing effects

---

---

---

---

---

---

---

### More Sentence Structure

- Look for parenthesis (extra information inserted into a sentence)
- Can be enclosed in commas, brackets or dashes
- The plural of parenthesis is parentheses
- Remember to identify the **effect**

---

---

---

---

---

---

---

### More Sentence Structure

- Look for unusual use of person (first, second or third)
- Although not strictly structure, credit is often given
- Remember to identify the effect

---

---

---

---

---

---

---

## Tone

- **Humorous** or light hearted tone is created by jokes or techniques such as hyperbole or euphemism
- **Ironic** or tongue-in-cheek may be used to criticise or mock something in a humorous way (sarcasm)
- **Emotive** tone aims to stir emotions such as anger pity or sympathy
- **Colloquial** or chatty tone is created by slang, abbreviations, short sentences or personal comments
- **Persuasive** or argumentative tone created by superlatives, emotive language, rhetorical questions or the use of first person

---

---

---

---

---

---

---

---

## Evaluation

- Questions which look for a **personal response**
- It is always best to be positive if you can be
- Evaluation is closely linked to analysis (i.e. you describe the effect techniques have on **you**)

---

---

---

---

---

---

---

---

## Evaluative Vocabulary

effective    moving    satisfying  
exciting    interesting  
amusing    humorous    convincing  
persuasive    shocking  
disturbing    entertaining    enjoyable

---

---

---

---

---

---

---

---

### Evaluating Technique

- Use sub headings to clearly identify the techniques evaluated
- Check how many techniques you should evaluate
- Provide a balanced response
- **Always** provide examples from the passage

---

---

---

---

---

---

---

### Evaluating Technique

- Use sub headings to clearly identify the techniques evaluated
- Check how many techniques you should evaluate
- Provide a balanced response
- **Always** provide examples from the passage

---

---

---

---

---

---

---