



Higher Still English

How to improve your Close Reading Skills

ANALYSIS

The second section asks questions on **analysis**. This means you have to examine how the writer has written the passage i.e. the **style**. Questions on analysis will focus on structure and language.

Questions on structure might be on:

- sentence structure
- punctuation
- repetition
- sentence length
- paragraphing
- ordering of material.

Questions on language might be on:

- word choice
- choice of images
- tone.

Sentence and Clause Structure and Punctuation

You may be asked to comment on the structure of a sentence. The question is not just asking you to explain what the writer means but is asking you to comment on how the sentence is put together. In order to answer a question like this you must have some knowledge of the structure of a sentence.

A sentence may consist of one or more clauses. A clause could consist of one word or more, but a sentence must always make complete sense.

Clause Structure

A clause may have a combination of the following elements:

S:	Subject	the person or thing that the sentence is about <i>Amy, the dog, a disaster or a holiday</i>
P:	Predicator	what the subject is or is doing, traditionally the verb <i>Amy laughs</i>
C:	Complement	includes both object (direct and indirect) and complement. The object is the person or thing that is being done to. <i>The cat drank the milk. The TV programme bored me.</i> When verbs cannot take a direct object they are followed by a complement which can either be an adjective or a noun. <i>My friend is a beautician. or My friend is slender.</i>

N.B. After certain verbs it is quite common to have two objects: the direct and indirect. *Tony gave me some flowers.* The first object (me) is called the indirect object, the second (some flowers) is called the direct object.

A:	Adjunct	usually an adverb or a noun phrase. <i>The TV programme bored me tonight.</i>
-----------	----------------	---

Look at these examples:

S P C A
She/ greeted/ me /with a smile.

P C (ind obj) C (dir obj)
Hand / me / the book.

P S C
Was /she /annoyed?

S P P C
I /want/ to do / it. (Note that a clause can have more than one predicator.)

The usual order in English is SPCA. When a word is not in its usual place it is often done to emphasise or draw attention to the word or ask a question.

Complexity of the sentence

A common way of studying sentences is to divide them into clauses. By this system there are three types of sentence: **simple**, **compound** and **complex**.

Simple John hit the ball into the garden.

Compound John hit the ball into the garden but Mary threw the bat through the window.

i.e. two simple sentences (clauses) linked into one sentence and given equal importance - usually joined by *and*, *but* or *or*.

Complex Because he was tired, the boy hit the ball into the garden
i.e. one sentence consisting of two or more clauses linked together by conjunctions, *although*, *because*, *so that*, *when*, *after*, *where*, etc.

At least one of the clauses should make sense on its own and it is known as the **main** or **principal** clause, '*the boy hit the ball into the garden*'.

Clauses which cannot stand on their own are known as **subordinate** clauses, '*Because he was tired*'.

Being able to identify the principal clause will help you identify the main point of a sentence.

Task 1

Try to write down the pattern of the following sentences using the symbols **SPC** and **A** and notice the effect if the usual order is not followed:

- 1 The girl hit her friend accidentally.
- 2 Suddenly the boat sank.
- 3 I feel sick tonight.
- 4 He wants to do his homework quickly.
- 5 I offered him a cup of tea.
- 6 Frequently she forgets to turn off the lights.

Task 2

Identify whether the following sentences are simple, compound or complex, and which clauses are principal or subordinate:

- 1 The girl ran across the road.
- 2 Run!
- 3 The cat jumped onto the wall but the dog stayed on the ground.
- 4 Alison washed her hands before eating the meal which had been specially prepared for her since it was her birthday.
- 5 Since the boat was not properly moored it slowly drifted out to sea while the owner looked on helplessly.
- 6 In spite of a broken finger the pianist played well because the pain killer given to him by the doctor had taken effect.

Length of the sentence

Sentence length may be appropriate to the subject matter. If the sentence is long, it could be because the subject matter is serious and the writer wants to create a heavy ponderous effect.

'Now, then, Maggie, there are but two courses for you to take; either you vow solemnly to me, with your hand on your father's Bible, that you will never have another meeting or speak another word with Philip Wakem, or you refuse, and I tell my father everything; and this month, when by my exertions he might be made happy

once more, you will cause him the blow of knowing that you are a disobedient, deceitful daughter, who throws away her own respectability by clandestine meetings with the son of a man that has helped to ruin her father.'

The Mill on the Floss - George Eliot

If the sentence is short, the writer may be wanting to create tension or describe a fast-moving action.

'The girl paused. She listened intently. Nothing. She ran on. She stopped. This time she heard footsteps.'

What function do sentences serve?

The function of a sentence can be:

- to make a statement
- to ask a question
- to issue a command
- to utter an exclamation.

A statement will have a full stop at the end.

My hands are freezing.

If it is a question, it will have a question mark at the end.

Are your hands freezing?

Commands (depending on how polite they are) can end with a full stop or an exclamation mark.

Please close the door. Get out of here!

Exclamations are emphatic statements (and are often incomplete or minor sentences) but always end with an exclamation mark.

The cheek of him! What red hands you've got!

Punctuation

Punctuation is interesting in the way it affects style and meaning. It is a useful guide as to how a sentence or phrase or word should be emphasised as in the above examples. Apart from the above examples you should know the function of the following:

A colon: usually introduces a quotation, a list or an explanation of the previous statement.

The witches in 'Macbeth' said: 'Fair is foul and foul is fair.'

The room was a shambles: litter, dirty clothes, filthy dishes and half-eaten pizzas covered the floor.

The garden was extensive: there were broad lawns and wide flower beds.

A semi-colon ; is generally a 'finishing' pause. It often comes between two statements that are closely connected, or which balance or contrast one another. It can also be used to separate a list of phrases.

The first present she opened was a CD; the second was a book.

The weather was showing its most wintry face; dark storm clouds that rode fiercely across the sky; gusts of violent wind that rattled the window panes; the touch of ice in the air that made the flesh shiver.

A single dash - can be used to add on an extra piece of information very much as a colon does. It can also be used to indicate a breaking off in a sentence.

A series of dashes might be used informally to convey an outpouring of ideas or emotions.

The judge announced his verdict - innocent.

The boy felt fantastic - he couldn't sleep - he couldn't eat - he couldn't think - he was in love.

Two dashes - - can mark off an extra, non-essential piece of information in the middle of a sentence - a technique known as parenthesis.

That day - many years ago - will always stay in my memory.

Inverted commas ' ' are used to enclose a quotation, to enclose direct speech, to indicate the title of something (a book, a film, a TV programme), or to enclose a particular word or phrase in a sentence.

Macbeth said: 'So foul and fair a day I have not seen.'

'Have you completed your work?' my mother asked.

'Friends' is a popular TV series.

He was 'inferior' to his brothers.

In answering a question on sentence structure you should think about the following and comment on the effectiveness of them:

- the complexity of the sentence: simple, compound, complex
- the function of the sentence: a statement; a question; a command; an exclamation
- the punctuation
- the length of the sentence: short, long
- whether it is a balanced sentence (antithesis)
- whether it is a rhetorical question
- any repetition
- the order of words within the sentence: is there inversion?

Question

Look at this extract from a passage about a travel article. It asks about sentence structure and the use of parenthesis.

'Travelling is bad, tourism is disastrous' - so asserted John Rentoul in this space yesterday. But going on holiday can do the world some good, as well as doing you a power of good, too. The real surprise is why so few of us take advantage of the world's best travel bargains: only 14.5 million of us - one in four of the UK population - will this year take a package holiday. For my money (and you don't need much of it) a place in the sun is a product that Britain makes better than any other country.'

Comment on:

- (a) the structure of the first two sentences in the opening paragraph 2
(b) the use of parenthesis in the opening paragraph. 2

Answer

- (a) Sentence 1 starts with a quote, followed by a dash and an explanation; (identification) (identification)
the normal word order is reversed to place emphasis on the opening quote. (identification) (effectiveness)
The second sentence starts with the ungrammatical 'But' for emphasis that this is refuting the opening sentence and the rest of the sentence states the counter suggestion. (identification) (effectiveness)
- (b) Dashes are used to show additional information 'one in four of the UK population'.
Brackets are used to show an aside (you don't need much of it).

Quite apart from thinking about how punctuation affects style and meaning, observing punctuation on the first reading of a passage is always useful. A first glance at a piece of prose might help you in deciding its purpose.

- A piece of prose that contains many full stops is full of statements and is probably an informative piece that is matter of fact in tone.
- A piece of prose that is full of questions and exclamation marks is usually dramatic in tone and likely to be persuasive.
- A piece of prose that has a number of question marks is likely to be an argumentative piece of writing, which may be also persuasive.

Style can be affected by the type of sentence structure used, which in turn is affected by the order of words and the use of punctuation.

- A series of statements **punctuated by semi-colons**:

This can give the impression of a rapid sequence of connected actions in a narrative.

The fox scuttled from its hiding place; out over the meadow it sped; the dogs bounded after it, their tongues lolling, their breath trailing along their backs; they were gaining; the fox darted to the left, wheeled away to the right; a scuffle and a short scream; the chase was over.

This kind of sentence is also effective in descriptive writing.

- A sentence **beginning with an adverb** or adverbs or an adverbial phrase: This can be effectively used to emphasise a certain point.

*Slowly, stealthily, the cat inched forward.
With a roar, the wave shattered onto the rocks.*

- **Inversion** (where the normal word order is changed): This can be useful in creating suspense when the subject is only introduced at the end of the sentence.

Eerily, from the mist on the moor, came a low whistle.

It can emphasise a word at the beginning of a sentence.

*Down swept the axe.
A sad day it will be for everyone.*

- **Repetition** of the same sentence construction: This can be used to drive home a point effectively. It is often used in public speaking; it is an effective rhetorical device.

We will not be dictated to by the government. We will not be satisfied with any compromises. We will not be satisfied until our demands are met.

- **Rhetorical question**:

This is also a feature of public speaking and consists of a question to which no answer is called for as the speaker assumes that all are agreed on the answer.

*Have you ever heard such an absurd question?
Who would disagree with such a simple plan?*

- **Balanced sentences (Antithesis):**

In such a sentence the structure of the first part of the sentence is repeated in the second part. It is often used to contrast ideas.

The intention of the Bill was to reduce the number of unofficial strikes; the effect of it was to increase the number of official ones.

It is better to reign in Hell than serve in Heaven.

Question

Look at this example by Dickens. Comment on the effectiveness of the sentence structure.

A kind of resigned distraction came over the stranger as he trod those devious mazes, and giving himself up for lost, went in and out and round about and quietly turned back again when he came to a dead wall or was stopped by an iron railing, and felt that the means of escape might present themselves in their own good time, but to anticipate them was hopeless.

Answer

This sentence is very effective because Dickens is trying to convey the hopeless repetition of the stranger's attempt to escape the mazes and he uses this structure to mirror the attempt. It is a very **long** sentence which imitates the length of the journey. It is a **compound** sentence: the **repetition** of the word 'and' gives a feeling of monotonous repetition as if each new clause is a fresh attempt to escape. It is **structured loosely** - with no feeling of progress or climax- thus giving a feeling of continual wandering with no hope of an end. It is structured to give a repetitive **rhythm**: 'in and out and round about'.

When you analyse prose you need to recognise that someone's style is affected by his/her sentence structure. Perhaps the writing is difficult to understand because there are a number of subordinate clauses in a complex sentence. Perhaps it is very dramatic because it uses short sentences with a Subject - Verb style. Perhaps the tone seems matter- of- fact because there are a number of statements.

Task

Comment on the sentence structure of the following extracts:

You will not only have to identify the features of the sentence structure but say what you think the writer achieves by using these techniques; in other words describe how effective they are.

1. The girls were creating havoc in the classroom; the boys were quietly studying in the library.
2. Who does not believe that education must have priority? Who does not believe that our schools and colleges have been underfunded? Who does not believe that the time has come to invest in the future? And that future is our children.
3. Weaving from side to side, the man staggered down the road.
4. But there was this about his humour, which is probably unique - it never made him an enemy.
5. The weather was showing its most wintry face; dark storm clouds that rode fiercely across the sky; gusts of violent wind that rattled the window panes; the touch of ice in the air that made the flesh shiver.
6. Slowly and hesitantly the mouse crept out from behind the cupboard.
7. Fog everywhere. Fog up the river, where it flows among green aits and meadows; fog down the river, where it rolls defiled among the tiers of shipping, and the waterside pollutions of a great (and dirty) city. Fog on the Essex marshes, fog on the Kentish heights. Fog creeping into the cabooses of collier-brigs; fog lying out on the yards, and hovering in the rigging of great ships; fog dropping on the gunwales of barges and small boats. (Charles Dickens, *Bleak House*)

Structure of a passage and ordering of material

Structure, when applied to a whole passage, is basically the order in which the writer arranges or organises his/her ideas and how his/her organisation affects his/her meaning.

A **narrative** passage will usually have a structure which is chronological although there may be a flashback or digression.

An **argumentative** passage will probably have a structure which breaks the argument up into a series of logical points supported by examples or illustrations which could be interviews, statistics or quotations.

A **descriptive** passage will often have a structure which uses a sense by sense development or has a general description followed by a description of particular features.

Paragraphs may therefore change the focus from one section to another; be used to contrast a particular point or illustrate it; build up to a climax or anti-climax; or build up tension. The linkage between paragraphs will be very important in signposting this.

Paragraphing/Linkage

A common question which not only tests your understanding but also makes you appreciate structure is a question which asks you to explain how a sentence, usually at the beginning of a paragraph, acts as a 'link'. You have to find the words in the sentence which refer to the topic in the previous paragraph, **quote** them, and then explain how the words and topic connect. Likewise you have to find the words that refer to the new topic, **quote** them, then explain how they look forward to the new topic. The sentence may begin with a word like 'but' or 'however' which suggest a change in direction and you should comment on this.

Question

Look at the following example. Show how the first sentence of paragraph 2 acts as a link.

There are many delights to be found in the city of Barcelona: magnificent architecture, interesting museums, delightful parks, an Olympic stadium, a rehabilitated waterfront, not to mention the famous, bustling 'Las Ramblas' where everyone, tourist and local alike, mingle.

However, the pleasure to be enjoyed in Barcelona is short-lived if you lose your purse or wallet. Barcelona is renowned for pickpockets who mix in with the happy crowds ready to take the first opportunity to relieve unsuspecting visitors of their hard earned cash.

Answer

The word 'however' suggests a change in direction from the 'delights' of Barcelona mentioned in paragraph 1 to a less agreeable side to Barcelona. The words 'the pleasure' refer to all the enjoyable things connected with Barcelona mentioned in paragraph 1 while 'short-lived if you lose your purse and wallet' refer to the pickpocketing mentioned in the rest of the paragraph.

Task

Show how the underlined sentence or phrase acts as a link in the following:

- 1 In Britain, visitors to Westminster Abbey have to pay an entrance fee to the main nave, a measure introduced recently in order to deter the hordes of visitors who were damaging the building.

But the problems associated with mass tourism are not unique to Britain.

The mayor of Venice, a city which attracts about 10 million visitors annually, is calling for a limit to the numbers allowed to celebrate the New Year there, amid fears of further damage to its historic buildings.

- 2 A car is an enormous convenience. But it is also a lethal weapon. At 35 mph, a family saloon is 90 times more dangerous than a shotgun blast. At 40 mph, a car that hits a pedestrian will almost always kill.

But most drivers who kill are prosecuted for minor offences such as careless driving. Earlier this year, at Paisley Sheriff Court, a driver was convicted of careless driving. He had killed two people in a crash on the M8. He was fined £500, with £250 costs and given 6 penalty points.

- 3 We may still call it pocket money, conjuring the enduring image of coins rattling around with escaped toffees, prized marbles, and bits of chewed pencil. But the reality is children are the custodians of serious money. In the UK children between the ages of 5 and 15 are estimated to have direct control over well over £1 bn. In commercial terms, they are a distinct, lucrative and growing market.

In addition to their direct impact on the marketplace, youths exert secondary influence on many of their parents' product and brand choices. Research reveals three out of four teens actually influence their parents' purchasing decisions although their influence was strongest for considerations such as style, colour and make or model of the product and weakest for the crucial decisions, such as where and when to purchase and how much money to spend.

Word choice

Often a question will ask you to comment on the writer's word choice and its effectiveness. A writer may select a particular word to show approval or disapproval.

Denotation/Connotation

The meaning which any given word has for us may be composed of a number of different levels or layers. A word like 'pig' may simply refer to an animal you find in a farmyard and this straightforward meaning is called the word's **denotation**.

However the word 'pig' may mean something else if used in a different context. A man could be called 'a male chauvinist pig' as an insulting term or a person could be called 'a pig' to imply he or she is greedy. Here we are dealing with the associations that the word has for us and how it affects our mind or emotions. This is known as the **connotation** of the word i.e. the extra meanings a word has for us.

Some connotations are favourable while others are unfavourable. In the sentence, 'The man walked down the road,' the word 'walked' merely suggests the action of putting one foot in front of another and is neutral in connotation. However if the word 'staggered' is substituted for 'walked', then the connotation of the word suggests that the man may be drunk or injured and so this has a negative connotation. Substitute 'skipped' and the connotation is positive suggesting someone in a state of happiness or excitement.

Emotive Language

People frequently use words that have strong connotations for the reader or listener; often this is done quite deliberately to shock or manipulate the feelings of others. Language with powerful connotations which affects our emotions and feelings is called **emotive language**. Emotive language is used to suit a person's own purpose and can often reveal the attitude of the person using it. A 'terrorist' to one person is a 'freedom fighter' to another.

Slang, Dialect and Colloquialism

Dialect is the local language used in one area and has usually been around for a very long time. Colloquial language is informal language that is more commonly used in speech than written language. Slang is very informal language and is often short-lived and affected by changing generations. All are examples of informal English.

VERY FORMAL	FORMAL	INFORMAL	VERY INFORMAL (COLLOQUIAL)	DIALECT (SLANG)
vomit	be sick	throw up	puke	?
Magnificent	Fantastic	Great	Cool	?

Task

Write down a number of local words that you know. Make your own chart starting with these local words (dialect). Think about the different situations when you would use each word and decide which would be most effective in a given situation. What would be the effect of using informal words in a formal situation and vice versa?

Question

Look at the following example:

One of the most disturbing examples of our holidays causing problems for local people is that of Burma. A beautiful country, Burma is described in brochures as 'The Golden Land'. But life for the Burmese is far from golden. Torture, murder and rape are everyday occurrences at the hands of the military junta. Over the past few years the junta has forced hundreds of thousands of Burmese to labour on tourism projects and millions more have been forced from their homes to make way for widened roads, hotel developments and other tourist-related infrastructure. Burma's human rights abuses are therefore directly related to developing holidays.

Show how the author's choice of words in the paragraph reveals her attitude to the effects of tourism on the local people of Burma. 4 marks

Answer

The author uses the word 'disturbing' to show her distaste; contrasts the beauty of Burma with the 'far from golden' life of the population; describes human rights abuses as 'everyday occurrences'; stresses lack of personal freedom by repetition of 'forced'; uses facts to make her points simply but forcefully.

Figurative Language and Imagery

The term **figurative language** is used to describe words that are not used in their **literal** sense. The purpose of the technique is to create for the readers a much more vivid picture of the idea the writer is trying to convey or communicate

The student couldn't afford an expensive car, so she drove a tank.

The student did not literally drive a tank but the writer is using the comparison of a tank to suggest that the car was big, clumsy and probably consumed a lot of petrol.

If a word is being used literally it means that the thing is actually present otherwise it is being used figuratively.

Imagery

An image is:

- a likeness
- a comparison
- a picture.

Look at these examples:

Simile When one thing is said to be 'as' or 'like' another it is a **simile**.
Partick Thistle's goalie is as nimble as a cat.

The goalie is compared to a cat. That does not mean that he looks like a cat. The point of comparison is that the goalie is as quick and agile as a cat.

Jack runs like a hare.

Jack is compared to a hare. Speed is the only appropriate quality which Jack shares with a hare so speed is the point of comparison.

Metaphor A **metaphor** is a compressed simile. Instead of saying one thing is like another, we say that one thing is another.

*The shop was a **goldmine** for its owners.*

The shop is not literally a goldmine but being compared to one because the shop attracted so much custom and its profits were so great that there seemed to be no limit to the amount of money the owners could make from the shop.

*An **army** of football supporters arrived in the town.*

The supporters are being compared to an army so it is suggesting that they were similarly dressed, marched together confidently and perhaps frighteningly.

Personification

Personification is a kind of metaphor in which an inanimate object or a non-human animal is said to have the qualities or emotions of a human being.

The sun smiled down on the earth.

The sun cannot smile but humans do. This is an example of personification to show the happiness that sunshine can bring.

If you are asked to comment on the effectiveness of the imagery, you must find the points of comparison and decide how this helped your understanding of what the writer was trying to say.

Task

Here are some examples of similes, metaphors and personifications. Identify each and explain its effectiveness.

- 1 The surface of the lake mirrored the trees by its edge.
- 2 The tramp looked like a bundle of old rags.
- 3 The rain came down in buckets.
- 4 The wind in the trees crooned softly.
- 5 His remark in class was met with stony silence.
- 6 The pond was so still it was like clear glass.
- 7 The actor gave a very wooden performance.
- 8 The long train journey was a nightmare for the young mother.

Tone

When asked about the tone of a piece of writing you are often being asked about the **writer's attitude to his/her subject matter.**

The writer's attitude is likely to be closely linked to his/her purpose. Was the piece meant to entertain us, inform us, persuade us, shock us, provoke us or indeed be a combination of these? Depending on the purpose the writer's approach may be quite different. If the purpose is to entertain, the tone may be light-hearted and humorous. The writer's choice of words will reflect this and will often contain informal words and conversational language. If the writer's purpose is more serious, this will be reflected in tone and thus the word choice which is likely to be far more formal. The writer is also likely to use other features of informal or formal writing.

What's the difference between formal /informal language?

Informal

colloquial, slang and dialect words
simple, short sentences
contractions - *I'll, It's, They've*
incorrect grammar

Formal

standard English/ complex vocabulary
complex sentences
no contractions
correct grammar

Thus the formality and tone of a piece of writing may be decided not only by the writer's choice of words but the sentence structure and use of grammar and punctuation.

A writer who feels **angry** and trying to shock the reader will use emotive language: *'the shivering children huddled together covered only by a sour-smelling blanket'*.

A writer trying to be **persuasive** will use a word like *'surely'*.

A **flippant** tone is one where the writer shows an irreverent attitude to something normally taken seriously e.g. joking about death.

Recognising an **ironic** tone is a vital part of commenting on an author's purpose because irony is usually an attempt to make us laugh at something foolish or make a moral comment. It is used to describe a statement that appears innocent on the surface but has a different, and less innocent meaning beneath. It usually works by saying the opposite of what the writer means.

Siegfried Sassoon was disgusted by the attitudes of some people to war casualties and attacked them in the following lines:

*'Does it matter? Losing your sight?
There's such splendid work for the blind:
And people will always be kind'*

In these lines he is expressing ideas that he does not accept and wishes to criticise. He is being ironic. **Sarcasm** is a form of irony.

EVALUATION

The third section asks questions on evaluation.

This means that you have to weigh up **how well** the writer has achieved the purpose that he/she intended. You are therefore required to make a judgement and to back up your judgement with references to the text.

In answering the questions you should build on the answers you gave in the Understanding and Analysis sections as these will inevitably highlight the significant points of the text you have read and will therefore be important in any attempt at evaluation.

You may also be asked to assess the effectiveness of the writer's stance on the issue he/she is writing about. This means that you have to consider his/her position with regard to the likely readership. Very often the title of a piece will inform you of the writer's stance or point-of-view.

Evaluation questions assess your ability to:

- use language that is evaluative (language which shows that you have made a judgement)
- comment on any aspect of the text which reveals that there has been significant research carried out which the writer uses to add strength to the argument
- comment on any weaknesses that you identify in the writer's argument or with the writer's style.

In answering evaluation questions you should:

- use any suggestions that are offered in the question to guide your answer
- justify each evaluation you make with a quotation from, or a reference to, some part of the text
- make use of language and terminology that show you are evaluating, rather than just simply describing
- be guided by the number of marks that are allocated to the question.

Task

Which of these sentences are evaluative and which are descriptive?

	E	D
The writer summarises her argument concisely.	<input type="checkbox"/>	<input type="checkbox"/>
The writer concludes that, 'Big is beautiful'.	<input type="checkbox"/>	<input type="checkbox"/>
He engages the reader with his vivid descriptions of the snow.	<input type="checkbox"/>	<input type="checkbox"/>
It was a disappointing ending.	<input type="checkbox"/>	<input type="checkbox"/>
It is a comprehensive assessment of the issues.	<input type="checkbox"/>	<input type="checkbox"/>
She raises many issues regarding the impact of technology.	<input type="checkbox"/>	<input type="checkbox"/>
His arguments are well supported by the research he undertook.	<input type="checkbox"/>	<input type="checkbox"/>
Her article is designed to raise awareness of the problems facing young homeless people.	<input type="checkbox"/>	<input type="checkbox"/>
The writer's informal style is appropriate for this type of readership.	<input type="checkbox"/>	<input type="checkbox"/>
He uses a mixture of alliteration, metaphor and simile.	<input type="checkbox"/>	<input type="checkbox"/>
I did not learn anything about the subject that I didn't already know.	<input type="checkbox"/>	<input type="checkbox"/>