

THE CONE

Think about it like this... Just as we need a fairly tasteless, dry cone to enjoy an ice cream so we need fairly dry linguistic and literary terms and approaches to help us explore the meaning of a text. Most of us don't buy an ice cream for the cone, and most of us don't read a text simply to describe its linguistic or literary features. Always relate what you find in a text to how meaning is created. Do try to eat the whole cone though! Use all the approaches and terms available.

GOOD LUCK

When we analyse texts we are primarily exploring meaning. Without keeping the focus on meaning, you will be feeding the examiner a dry cone of frameworks. But without the cone, you are likely to end up with meaning melting and running through your fingers. Yuk!
Remember: you can get ice creams with different scoops of flavour: always try to explore different ways of reading a text.

Style
Your own written and spoken expression has an impact on how your ideas are perceived by others. Always use an appropriate style and register for the context in which you are writing or speaking. Punctuation and vocabulary need to be used accurately.



MEANING

C C A A P P V V T T

FORM AND STRUCTURE

SENTENCE LEVEL

WORD LEVEL

**PHONOLOGY
TYPOGRAPHY**

Overview
CONTENT; CONTEXT; AUDIENCE;
ATTITUDES; PURPOSE; TEXT TYPE;
TONE; THEMES

Form and structure/Discourse
Genre, narrative stance (first person, third person, second person address), narrative voice, dialogue, verse type e.g. sonnet (Petrarchan/Shakespearean), ballad, lyric, free verse, epistolary form, prose/verse

Order of content; development of ideas/argument, chronology, juxtaposition of content, chapters, flashback, stanza structure (couplet; quatrain, sestet, octave, enjambment, caesura, volta) rhyme scheme, metre, scansion, enjambment, turn-taking, pausing, non-fluency, overlapping, latching

Sentence level/Grammar
Sentence types
Syntax (word order) (especially: parallelism, foregrounding; end focus; non-standard features)
Mood (Declarative, Interrogative, Imperative)
Tense
Standard/Non-standard features/Dialect
Ellipsis

Phonology
Accent/Pronunciation e.g. elision, phonemes //, plosives, fricatives, sibilants, IPA, Received Pronunciation, regional accents.
Prosodic features (loudness, stress, pitch, intonation, etc.)
Sound alliteration, assonance, rhyme (couplets, masculine, half-rhyme, eye rhyme), rhythm, iambic and trochaic feet, sound effects, onomatopoeia,)
Typography
Font
Punctuation
Orthography
Graphemes <>
Pictorial elements
Use of colour

Word level/Lexis
Modifiers
Register
Word classes (e.g. pronouns, verbs, abstract nouns)
Lexical sets
Connotations
Standard/Non-standard features/Dialect/Idioms/Archaisms
Literary and Rhetorical techniques including: metaphor, simile, allusion, imagery, symbolism, personification, anthropomorphism, pathetic fallacy, listing, antithesis, paradox, oxymoron, juxtaposition, tripling, repetition, hyperbole, litotes, anastrophe

Remember you don't have to follow the order above, but you should always have a clear plan and structure.
DON'T FORGET: ANSWER THE QUESTION SET

