

# How to: Non-Fictional Text Analysis

## 1. INTRODUCTION

The introduction of your text analysis contains an **introductory sentence**

- > \_\_\_\_\_
- > \_\_\_\_\_
- > \_\_\_\_\_
- > \_\_\_\_\_
- > \_\_\_\_\_

and an **one sentence summary** of the text.

Example:

## 2. MAIN BODY

According to the exercises you will analyse your text in the main body.

- > style: SYNTACTIC DEVICES
- > register: WHO IS THE ADDRESSEE? WHERE WAS THE TEXT PUBLISHED?
- > tone: COLLOQUIAL OR FORMAL SPEECH

To describe the word choice of a text you can use the following expressions:

- to use /an expression in the literal/figurative sense
  - to use technical terms from the field of
  - to use formal/slang expressions
- a word alludes to sth

The author's/ narrator's tone can be...

detached  
factual  
matter of fact  
objective  
biased  
cynical

Good to know!

- structure your analysis
  - use linking words
- use the present tense
  - stay neutral

## Stylistic devices

| stylistic device    | definition   | effect  | Example   |
|---------------------|--|---|---|
| anaphora            | Sentences start with the same word                           | Emphasis, creation of rhythm  | Stay safe. Stay well. Stay happy.                             |
| exaggeration        | Strong overstatement   | To create a serious or comic effect                                       |   |
| Irony               | Often by saying the opposite of what one means               | Playing down the situation  |   |
| Metaphor            | A comparison between two things without using 'as' or 'like' | create a picture in the reader's mind                                     | Love is a battlefield   |
| personification     | Humanization of things or animals                            | Stimulate the reader's imagination  | She didn't realize that opportunity was knocking on her door. |
| repetition          | Use a word or phrase more than once                          | Dramatization or emphasis   | Over and over and over  |
| Rhetorical question | A question to which the answer seems obviously               | Dramatization, makes sb. to feel part of the speech, involve the listener |   |
| Personal pronouns   | We, our, us  | Sense of responsibility, personal relevance                               | Yes, we are! - Barack Obama                                   |

Other stylistic devices I know are (provide examples) .....

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## Linking words

| Sequencing                               | Structure your paragraphs with these words             |
|--|--|
| First/firstly                            |  |
| Second/secondly                          |  |
| Third                                    |  |
| ....                                     |  |
| To begin                                 |  |
| Finally                                  |  |
| in conclusion/to conclude                |  |
|  |  |
| Add information                          | Use these words to make your analysis more interesting |
| In addition / additionally               |  |
| furthermore                              |  |
| Also                                     |  |
| As well as                               |  |
| In the same way                          |  |
| Show similarities                        |  |
| As                                       |  |
| like                                     |  |
| Also                                     |  |
| Both                                     |  |
| Similar                                  |  |
| Contrast two things or show a difference |  |
| However                                  |  |
| Nevertheless                             |  |
| On one hand ... On the other hand        |  |
| Another possibility                      |  |
| On the contrary                          |  |
| Otherwise                                |  |
| Although                                 |  |
| Conclude or summarize                    | Use these words to show the beginning of the end       |
| In short                                 |  |
| To sum up                                |  |
| Therefore                                |  |
| In summary                               |  |
| In conclusion                            |  |