

The Pixi Collection

Pixi about **fiction**

What to do if my text falls in this category:

Excerpts from novels, short stories etc.

- Plot/ Structure (chronological/flashbacks/in media res etc)
- Characters – round/flat, static/dynamic, STEAL model, description etc
- Setting – geographical, social, political, historic
- Narrator/Point of View – 1st, 3rd, omniscient/limited, reliable/unreliable
- Images, metaphors, symbols
- Style and Language - formal/informal, colloquial/slang, word choice & phrases
- Theme(s)
- Message - what can we learn/what does the author want to tell us with the text?
- Title - is there a meaning to it?
- Author? Do I know anything about this author? Have I read them before?

To interpret a text you need to look at the separate parts of your analysis and combine your findings into a comprehensive understanding of the text as a whole and thereby the 'deeper' meaning of the text. What is the author's intention and message? What do you as a reader understand from reading the text? **The interpretation of the text is, therefore, the second step to understanding the text and cannot be done without a thorough analysis.**

Putting the text into perspective:

- to texts (material) from *the same* subject (similarities/differences, author)
- to texts (material) from *other* subjects (similarities/differences, author)
- to any relevant material (similarities/differences, author)

Pixi about **non-fiction** - fx articles and speeches

What to do if my text falls in this category:

Article:

- Summary/outline (brief!)
- Sender/channel/receiver - Shannon & Weaver model
- Purpose of the text - inform, entertain or persuade
- Message/theme
- How does the sender engage with the reader? (ethos, pathos, logos etc)
- Comment on - have you been given a topic to focus on? Look at the first page!
- Discuss - are there opposing views in the article? Use quotes.
- In what media was the article published? Discuss. Bias?
- Compare to other texts/put the text into perspective

Speech:

- Sender/channel/receiver - Shannon & Weaver model
- Purpose of the text - inform, entertain or persuade
- Message/theme
- Pathos (evoking certain emotions) - explain how
- Ethos (convey the writer's credibility and authority) - explain how
- Logos (appeal to the audience's sense of reason or logic) - explain how
- Contrasts
- Puzzles and questions
- List of 3
- Other rhetorical devices, for example:
 - Alliteration - rhyme on the first letter/sound
 - Allusion - a Reference to something the audience is believed to be familiar with
 - Antithesis - Opposition or contrast of words.
 - Anaphora - Repetition of a word or a phrase in successive sentences.
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 - Anacoluthie - sudden change of topic/idea
 - Antanagag - uses a negative and positive statement in one
 - Chiasmus - the speaker changes the order of the words or phrases in a sentence to invoke a sense of powerful emotion
 - Euphemism - rewording something negative to sound more positive
 - Metaphors/similes -similes use "like" or "as" (e.g., "life is *like* a box of chocolates"), while metaphors directly state one thing **is** another (e.g., "life *is* a rollercoaster").

- Rhetorical question - Asking a question which will not be answered by the audience but very often by the speaker him/herself.
- Onomatopoeia - The creation of words that imitate a natural sound.

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Pixi about **songs**

What to do if my text falls in this category:

The LYRICS (what, how and why):

- Title
- Speaker
 - Who is he/she addressing?
 - What is he/she speaking about?
- Where and When (what are the circumstances?)
- Structure
 - Verses and Chorus
- Tone and Mood
- Language
 - Repeated phrases
 - Dominating words/word classes (and their meaning in the song)
 - Conflict (and Contrasts)
 - Symbols
 - Message

The MUSIC (what, how and why):

- Genre
- Mood
- Speed (does it build up to a climax?)
- Singing style
- Instruments

Ask, finally, *What is the relationship between the lyrics and the music* – does it underline the mood/content of the lyrics or does it stand in contrast to it?

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Pixi about **poems**

What to do if my text falls in this category:

Poems:

- Title
- Subject
- Situation
- Paraphrasing the poem
- Comparison or analogy?
- Author's attitude
- Allusions
- What do you know about this poet?
- The sound and rhythm of the poem
- Divisions within the poem
- The form and genre
- One way to see the action in a poem is to list all its verbs
- Difficult or confusing words
- Mood
- Is the language in the poem abstract or concrete?
- Patterns of words
- Figurative language?

Ask, finally, about the poem, "So what?" What does it do? What does it say? What is its purpose?

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Pixi about **movies**

What to do if my text falls in this category:

Movies:

Film Contents

- Film Facts
- Genre
- Setting
- Plot and structure
- Conflict
- Characterization
- Narrator and point of view
- Imagery
- Theme

Cinematic Effects

- Soundtrack
- Use of the camera
- Lighting
- Editing

Putting the text into perspective:

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Pixi about **Style of writing**

What to do if I am asked to analyse style of writing:

The list below includes some of the most significant features, but you can comment on any choice of language in the passage that you find relevant. Use a dictionary to make sure you fully understand the words you want to comment on.

Words and phrases that stand out to you, for instance:

- words and phrases that suggest something important about a character
- writer's personality, background, feelings or attitude
- words and phrases that create a particular mood or set a specific tone
- words and phrases that are strikingly formal or informal
- word classes used for effect

Language features, for instance:

- imagery used for effect; metaphor, simile or personification
- repetition used for effect
- punctuation used for effect, for instance –, ..., !, ? to convey a range of emotions
- sound devices used for effect, for instance onomatopoeia, assonance, alliteration

Sentence forms, for instance:

- fragments or short sentences used for effect
- longer, more complex sentences used for effect
- use of declarative, interrogative, imperative or exclamatory sentences for effect

Whenever you spot a choice of language that you think is interesting, ask:

- Why did the writer/speaker make this choice of language?
- What is the effect of this choice?

What effect is the author after? Do they succeed?

Once you have looked closely at the passage, consider:

- How do the choices of language in this passage fit together with the text as a whole?
- How do they contribute to your analysis and interpretation of the text?