

When discussing the effects of literary or linguistic choices, students might be asked to consider questions such as:

1. How is the overall tone of the piece achieved?
2. What are the features which characterise this text as a ...?
3. What is the intention of the text? How do you know? How successful is it in achieving this?
4. To what extent does the writer create a sense of personality in the text? How is this achieved?
5. How has the text been crafted to meet the expectations of the audiences?
6. How the text is structured to read like a novel or work of non-fiction, i.e. as essays/chapters of a book, with a (long?) paragraphed layout.
7. How the text is permeated with negative/positive descriptions and judgements.
8. How the text addresses the reader and functions as a ...; how the author engages with the audience in this way.
9. How the text maintains a clear, linear narrative structure, divided by, and progresses through, discourse markers,
10. Conversational tone developed through discourse markers?
11. Use of the passive voice and the effects in doing so,
12. The use and effect of reported speech, asides and rhetorical questions
13. Semantic fields of colour and/or descriptions of appearances drawn from a lexis of negativity/positivity,
14. Triadic structures
15. Use of humour through play on words/stereotyping and phonology
16. Use of irony and ironic description
17. Use of (inter-)cultural references /intertextual features
18. How mood and register is built via semantic fields consistent with the tone of the language, genre and subject matter