

Cambridge International AS & A Level Literature in English 9695

Introduction to Literature – Lesson 8: Textual analysis		
Learning objectives:	By the end of this lesson learners will be able to: <ul style="list-style-type: none"> analyse ways in which the author of the text creates meanings and effects to engage the reader. analyse the ways in which choices regarding form, structure and language interact to create a distinctive style. 	
Lesson objectives:	<ul style="list-style-type: none"> Learners will evaluate and explain different ideas in a text. Learners will support their analytical ideas with relevant embedded quotations. 	
Vocabulary:	close critical analysis, personal response, evaluation, explanation, form, style, literary features, embedded quotations, purpose, common threads, unifying ideas, cause and effect, idiolect, dialect, accent, assonance, dissonance, syntax, accent, and intonation.	
Previous learning:	Learners have explored aspects of context, character, plot, themes, language, narrative aspects and drama texts in earlier lessons.	
Plan		
	Activities	Guidance
Beginning	<p>Give learners a short story or textual extract to read. In pairs / small groups, learners highlight, annotate and discuss any of the key concepts, e.g. language, form, style, literary features which they think appear in the text.</p> <p>Discuss the most effective way of taking notes in lessons. Learners may develop shorthand or code to make note-taking quicker.</p> <p>Give learners the phrase ‘close critical analysis.’ As a class, discuss what these words might mean:</p> <ul style="list-style-type: none"> close: detailed, thorough, comprehensive, in-depth critical: judgemental, important, essential, key, analytical. <ol style="list-style-type: none"> What is this text about? What is the writer’s attitude to this? How does the writer convey this attitude to the reader? <p>The answers to these three questions involve in turn: subject, tone and language/form.</p> <p>Resources: Short story or textual extract including descriptive sections on character or place, and dialogue that demonstrates contrasts in language between the characters.</p>	<p>Underlining key words is an important part of the planning process. It keeps learners focused on the text in front of them and means they are selecting quotations. This section should focus on the differences between personal response and informed opinion.</p> <p>Three questions can be helpful to learners when first approaching a text.</p>
Middle	<p>Ask learners: What effect does this text have on a reader and how does the writer achieve these effects? Discuss the effect a text has, but more crucially, the techniques and critical tools applied to create this impression.</p>	<p>Give learners a clear definition of the following terms, so that they are not confused, or the ideas are not conflated:</p>

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In groups, learners examine the extract/short story to find out the writer's central concerns/themes in the text. Learners write a list of their chosen themes on the board for the rest of the class to see and discuss. Learners explain how they reached their conclusions. Is there a consensus about the concerns/themes they have found in the text?

Writers have their own styles. Discuss what learners understand by style and then as a class try to identify features of the writer's style. Ask learners: How does it affect our reading of a text?

In pairs, learners analyse the text with the following as prompts:

- narrative
- setting
- style
- character
- mood.

Assess learners' findings with class feedback.

Explore the use of quotations with learners. Give learners different ways of embedding quotations in sentences. Explain to learners that they need to argue a point and analyse the effect of language supporting their argument with a relevant quotation.

Learners 'Consider ways in which the writer presents character/place'. Work in pairs and underline quotations they would like to use. Then learners each write a short paragraph blending quotations with analysis/evaluation.

Share the results with the group and discuss effective and less effective use of quotations.

Introduce the terms 'idiolect' (an individual way of speaking), 'dialect' and 'accent' to the class. This is a useful time to review/introduce critical terms to learners to describe the rhythms and patterns of speech: assonance, dissonance, syntax, accent, intonation, etc.

Learners explore a section of the text where more than one character is speaking and contrast the way the writer establishes character through language. Use the critical terms above to help learners focus their work on the details of language.

- purpose: what a writer hopes to achieve.
- themes: ideas a writer tries to emphasise in their writing. Common threads and unifying ideas which run through the text.
- cause and effect are key elements for readers to analyse when studying a writer's use of language.

Stress that each response should be critically framed and objective within the context of writing a literary essay.

Style constitutes an overview of all the introductory lessons so far, as it involves language, tone, narrative perspective and syntax. Learners must be able to align their comments about style with its effect on the text and its readers, rather than just identifying stylistic features.

Learners need many literary tools to use when approaching texts. Remind learners of the need for individuality – where templates or prescribed approaches are used in lessons, emphasise that these are introductory ways of looking at a text, but they are not the only ways.

Choose a descriptive section of the text to explore which describes character or setting.

A section of drama could also be used for this as the differences between characters may be more distinct.

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End	<p>Choose words, phrases or sentences from the text and discuss why the writer uses a particular word, phrase, image, or comparison?</p> <p>Looking at a section of the text, ask learners why does the writer tell us about this information in this particular order? Do we need to be told this information?</p>	
Additional information		
Differentiation		Assessment
<p>Select extracts that are more accessible or more challenging in terms of language choices for learners. Different pairs/groups can work on different extracts or different sections of an extract.</p> <p>Select from the activities suggested based on your learners' current understanding.</p>		<p>Imagine you are describing the text you have analysed today to a friend. What six key points would you make about the writer's presentation of the main character (protagonist) in the text? Write these down using full sentences.</p>
Follow-up work		
<p>Explore a range of quotations considering the effects of language, form, style, and structure. Write a short paragraph exploring each quotation ensuring that they are embedded within the analysis.</p>		