



- ✓ How to analyse any article and visual
- ✓ How to use different types of essay structures
- ✓ Includes A+ annotated essays



Lisa's
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HOW TO WRITE A KILLER LANGUAGE ANALYSIS

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Start Here

A lot of people think they're terrible at English simply because they don't have that natural 'English' gift others have. Maybe you didn't read as much when you were younger, or maybe you just aren't as into English as much as Mary over there, who quotes Shakespeare when she talks to her English teacher (seriously, who does that?).

I was what you'd call an average English student. I didn't write essays that scored aces, didn't participate in class discussions (because I had nothing to say), and overall, wasn't particularly interested in the subject. I would've never guessed that by the end of Year 12, I - the self-proclaimed Maths and Science student - would achieve a raw study score of 45 out of 50, placing me in the top 2% of the VCE cohort.

How did I do it?

I always struggled with English because it had no singular answer to questions like my Maths subjects. However, over time, and with many experimentations, I came to develop my own method for English. I realised that despite English being a humanities subject, one can still adopt a process so that a killer essay is created. In this book, I'll share with you that secret recipe.

Don't get ahead of yourself though. I won't be teaching you a rigid formula that commands you to per body paragraph and to have exactly 5 sentences in your conclusion so you can achieve A+ (which, just to set the record straight is not my recommendation). I firmly

believe that English exists in the equilibrium between analytical and creativity.

What this book will do is offer you the right tools to get you started. I will show you the inner workings of my brain when I come across a new Language Analysis article - what I think, how I think about it, and why I think about it in a certain way. By showing you the why, I hope to guide you to take a step in the right direction, and to be confident with your skills so you can keep venturing beyond this book's philosophy.

I strongly believe it's important for all students to understand that a method (like SIMPLICITY AND SPECIFICITY discussed in this book) is not the be all and end all. It took me a long time to develop this recipe for myself, and I'll be continuously improving and refining it even after this book is written. This may be a great starting point for you, or perhaps you have your own method and will incorporate some of my techniques into your own, but ultimately it's essential that you create something that works for you. Develop and refine your own method for success, because everyone has unique recipes that work for them.

Let's kill it.

- Lisa Tran



The golden rule of **SIMPLICITY** and **SPECIFICITY**

PART 1 - SIMPLICITY

I'm not going to lie, by the time I was in Year 11, I was getting As in Language Analysis. Being a high achiever however, meant that I really wanted to break through that A+ barrier.

But no matter how hard I tried, I just couldn't do it.

It was only one or two extra marks I needed, but I just couldn't seem to figure out the magic trick. I tried adding in more complex language techniques into my essays - no improvement. I tried changing up my essay structure - no improvement. I tried to stand out by choosing less obvious points of discussion - still no improvement.

So what was I doing wrong?

Turns out there was nothing particularly 'wrong', but it was my mindset that needed changing. It turns out that the Language Analysis section of English rewards **SIMPLICITY**.

Yep. Forget trying to memorise super cool sounding language techniques, that's not what's going to help you write a killer essay. In fact, these complex language techniques will often only make it harder for you to analyse the article clearly, making your essay that much harder for your assessor to read and understand.

When I started to **SIMPLIFY** things, that's when I started getting 90%+ on my practice essays, SACs, and the exam.

So what do I mean by **SIMPLIFY**?

Let me give you an example. Here's a typical scenario where a student tries to explain emotive language to me:

'The emotive language, 'how dare you', aims
to persuade the reader because...it makes us...emotional?'

At this point the student will tend to overcomplicate things, stumbling on their words, and ultimately have no strong point of reasoning.

Rather than forcing yourself to say something that you think the teacher wants to read, rely on your own personal experiences. This immediately **SIMPLIFIES** things because your thoughts are

relevant and real to you.

Ask yourself - if someone said 'how dare you' to your face, how would that make you feel? What would you think?

There's no one correct answer, so it's okay if your answer is different to mine. If someone would say 'how dare you' to me, I'd feel as though I had done something wrong, and then to think that I need to do something to fix my behaviour.

If we're to use this real-life scenario in our essay writing, a better written response would be:

‘The emotive language, ‘how dare you’, provokes readers to feel as though they are in the wrong, and as a result, urge them to reconsider their position on the issue.’

Notice how this second example is just **SIMPLE**? It's beauty is in the fact that it just makes sense. No fancy vocabulary, no fancy language techniques - just pure clean and concise writing that delivers my intended message.

PART 2 - SPECIFICITY

See that **SIMPLE** example we have above? We can actually improve it one step further. **SPECIFICITY** and **SIMPLICITY** come hand in hand.

Rather than using a broad technique like 'emotive language', which could cover any range of emotions - from angry, sad, to overwhelmed, choose a **SPECIFIC** emotion to describe what's happening, and this will help your deliver a stronger analysis:

‘The author’s **fear-mongering approach** when expressing ‘how dare you’, provokes readers to feel as though they are in the wrong, and as a result, urge them to reconsider their position on the issue.’

As we move through this book, I'll share with you more examples on how to keep things **SIMPLE and SPECIFIC**. I have no doubt it'll ease the pressure you've got leading into your next SAC and exam. It's worked for all my students over the past 10 years of my tutoring career. Let's get started!

What is Language Analysis?

WHAT IS LANGUAGE ANALYSIS?

In Language Analysis you will be asked to read ‘cold material’ (meaning that you won’t have seen the piece before, i.e not had the chance to study it prior to your SAC and exam). This ‘cold material’ will be 1-3 articles and/or images (we’ll just refer to all articles/images as ‘texts’ for simplicity) written for the media, whether it be an opinion piece for a newspaper, or an illustration for a political campaign.

You will usually study Language Analysis (officially known as Analysing Argument, although your school may call it Argument Analysis, or an array of other names) in Unit 1 (Year 11) and Unit 3 (Year 12), as highlighted in the table below.

Note: ‘Analysing & Presenting Argument’ also refers to Oral Presentations. You’re expected to do one Oral Presentation each year in VCE (which is incredibly daunting for most!). This SAC is covered in my How To Write and Present A Killer Oral Presentation.

	UNIT 1	UNIT 2	UNIT 3	UNIT 4
AOS 1	Reading & Creating	Reading & Comparing	Reading & Creating	Reading & Comparing
AOS 2	Analysing & Presenting Argument	Analysing & Presenting Argument	Analysing Argument	Presenting Argument

REWIRING THE BRAIN - UNDERSTAND WHAT’S EXPECTED OF YOU

The most difficult part for majority of students is understanding *how* an author uses words to persuade readers into thinking and feeling a certain way. I can hear you saying:

‘How am I supposed to know what someone else is thinking?’.

I know, it can feel like a massive guessing game. Rest assured - it’s not as complicated as it appears to be. At the end of the day, you just need to make educated assumptions on the

author's intent, then back yourself up with evidence. Let's imagine this scenario for a moment.

You're in a SAC. You're trying to explain the author's intent in this sentence:

“You are my smartest friend, I'm really stuck on this question and I need help!”

Unsure? Stressed over the answer? Twiddling your thumbs? Don't be.

Remember that with Language Analysis, you've got life-skills!

Let's pull this in a situation away from the pressure of a VCE SAC assessment, and remember the rule of **SIMPLICITY**, where you apply imagine those same words being said to you by a close friend.

At some point in your life, you would have used persuasive techniques on others (think about the last time you persuaded your parents to allow you out!), and had others use them on you (think about the last time your parents convinced you against an idea).

So don't overthink Language Analysis, because a lot of what you'll be reading can be easily translated into a persuasive tactic that you've personally used!

A good assumption to make with the above example is that your friend is trying to make you feel good because they've complimented you and your intelligence. Since they've given you a compliment, you're naturally more inclined to help (because you want to do something nice back). In other words, your friend has successfully persuaded you to help them.

Pretty straight forward right? Now, let's convert this into an analysis:

Analysis: The compliment, “you are my smartest friend, I'm really stuck on this question and I need help!” encourages the listener to feel a sense of pride and this in turn, can encourage them to assist their friend.

HOW TO APPROACH LANGUAGE ANALYSIS LIKE AN A+ STUDENT

The ultimate goal is to demonstrate your understanding of how the author attempts to persuade the audience to agree with his or her contention.

You can achieve this by using the **TEE** rule:

Technique (what?) – **persuasive technique** is used

Example (where?) – **text** that shows it

Effect (how?) – **intended impact** on audience's attitudes

“Technique is used in Example to create Effect”

Different teachers will teach different versions of ‘TEE’, whether it’s ‘TEA’, ‘APAP’ or otherwise. However, all these rules have the same foundations in what you need to do in an essay. Feel free to experiment and find the right rule for you.

The most challenging part for most students is describing technique’s ‘effect’ on the audience. To make things easier, I always ask myself these three ‘what’ questions when trying to describe the effect.

1. What readers may feel (emotions)
2. What readers may think (thoughts)
3. What readers may want (wishes)

This helps **SIMPLIFY** the effect into questions we can answer, and also helps us be more **SPECIFIC** in our analysis.

Example 1: “You are my smartest friend, I’m really stuck on this question and I need help!”

- **T**echnique (what?) - Compliment
- **E**xample (where?) - “you are my smartest friend, I’m really stuck on this question and I need help!”
- **E**ffect (how?) - Feeling proud and as a result want to assist your friend
 - What readers may feel (emotions) - prideful, happy, pleased
 - What readers may want (wishes) - to return the favour and assist your friend



TIP: Notice how I only two out of the three ‘what’ questions. These questions should be used as prompts to springboard your answers, rather than an absolute necessity with each analysis.

Analysis: The compliment, “you are my smartest friend, I’m really stuck on this question and I need help!” encourages the listener to feel a sense of pride and this in turn, can encourage them to assist their friend.

Example 2: “The pet puppy was stuck inside a car on a 32 degree summer day, with no windows left open, and no room for fresh air.”

- **T** - Appeal to sympathy
- **E** - “The pet puppy was stuck inside a car on a 32 degree summer day, with no windows left open, and no room for fresh air.”
- **E** - Think that it is unfair for the puppy to be in such a horrendous and potentially life-threatening situation

What readers may feel (emotions) - guilty, sympathetic, shocked

What readers may think (thoughts) - that’s a life-threatening situation!

What readers may want (wishes) - to save the puppy

Analysis: Through the appeal to sympathy, “the pet puppy was stuck inside a car on a 32 degree summer day, with no windows left open, and no room for fresh air”, readers may believe that it is unfair for the puppy to be subjected to such a horrendous and potentially life-threatening situation and thus, may be persuaded to take action to prevent further harm to pets.

SAMPLE PRACTICE LANGUAGE ANALYSIS ARTICLES

In Language Analysis, you may be asked to analyse one article, or multiple articles simultaneously. Sometimes, these will not only be written articles, but can be visuals (such as cartoons and illustrations). The following three samples are used as focus pieces for the remainder of this How To Write A Killer Language Analysis Study Guide. I have offered you a mix of the different ways Language Analysis can be presented to you, so you can be as best prepared as possible.



Exercise: Feel free to read and identify your own contentions and language techniques, then read on to see my interpretation!



Practice #1 - Opinion piece (including visual)

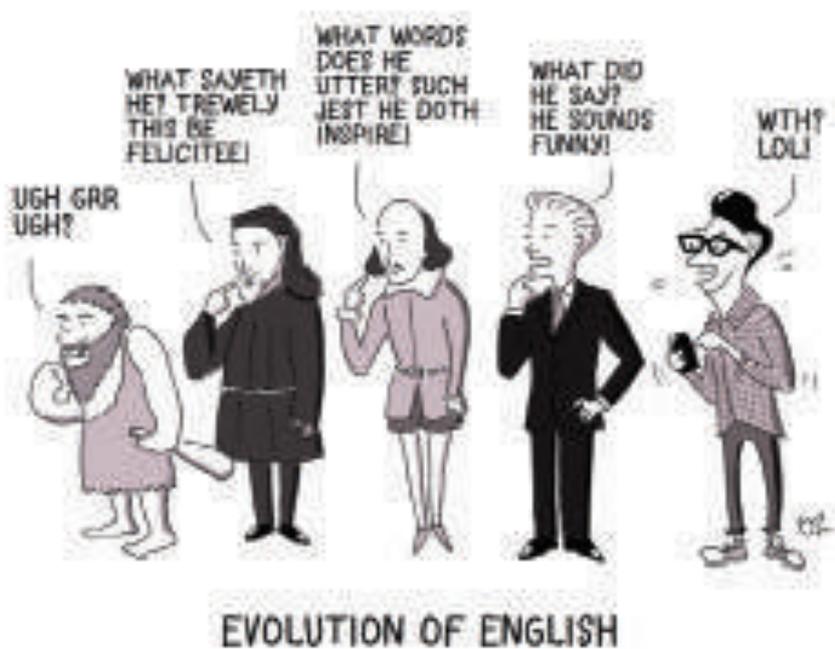
What’s wrong with using online lingo in everyday life?

The Conversation, 28/01

I’ve grown up in the ‘internet age’. I’ve seen the technological development from our parents used those brick-sized mobile phones with antennas, to the iPad where you can practically carry

around your laptop contents in the size of your palm. Wi-Fi has cropped up in numerous places, it's not hard to access the internet anymore. With our daily use of the internet, and always having access to the internet whether it be via our phones, laptops, or iPads, we're always using internet lingo at all times throughout the day.

It's common to have your friend text you asking 'what r u up 2?' And you respond. '#yolo!'. Many critiques of the internet slang have slammed the younger generation stating that 'the usage of made-up words is destroying the English language.' But tell me this, when has the English language ever ceased to develop? At what point do we decide that we have enough words in the dictionary and put all new words to a halt? I'm certain that most people of this day and age would rather not be speaking in Elizabethan language. Imagine walking down the street and bumping into a friend, 'Good greetings, where art thou to?' and ending the conversation with, 'may you be



Having new words does not mean that my schooling throughout primary school or secondary school was redundant. I agree that it is important that we do not mix everyday English slang with formal language, however this comes down to education. I still am well aware of my grammar and syntax. I can carry formal conversation if I desire. But I am also able to express myself colloquially with my peers if I wish. It's only natural that something as big as the world wide web become integrated into our real lives. After all, what's the point of all this technology if we're not going to embrace all the changes it comes with? #YOLO!

Samantha Pearson
University of Melbourne
Masters in English Linguistics



Practice #2 - Letter to the Editor

Samantha Pearson's 'What's wrong with using everyday lingo in real life?' (*The Conversation*, 28/01) is a sure shame to those in the writing industry and also undermines her credibility as a Linguistics major.

Regardless of the change in language occurring in the young generation, this change has not and is unlikely to reach the business corporate industry. As a leader in one of the big 4 companies, I would not hire a person who could only communicate by using slang over a well-informed assistant who is able to speak coherently to other business partners and also myself for that matter. Let's face it, when these Gen Y's enter the workforce, they will most likely be interviewed and if successful, work under an older boss. If they can't communicate with us then there's no point.

How will these young people be able to communicate to others? We are devaluing the English language.

Benjamin Schultz, Melbourne



Practice #3 - Visual



Illustrated by James Birch

TEE RULE IN ACTION

The ultimate goal is to demonstrate your understanding of how the author attempts to persuade the audience to agree with his or her contention.

You can achieve this by using the **TEE** rule:

- **T**echnique (what?) – **persuasive technique** is used
- **E**xample (where?) – **text** that shows it
- **E**ffect (how?) – **intended impact** on audience's attitudes
 - Readers may feel – emotions
 - Readers may think – thoughts
 - Readers may want – wishes



**“Technique
is used in
Example
to create
Effect”**

Example 1:

- **T** - Credentials
- **E** - “Masters in English linguistics”
- **E** - knowledge and academia in this specific field; this is intended to provide a strong incentive for readers, particularly educated ones, to admire and agree with her message.

Analysis: The author commences the article by firmly establishing her status as a reliable, authentic voice relating to this issue and making clear the solid and enduring prevalence of the internet in modern life. Her attached title declares her to have a ‘Masters in English linguistics’, explicitly alluding to knowledge and academia in this specific field; this is intended to provide a strong incentive for readers, particularly educated ones, to admire and agree with her message.

Example 2:

- **T** - Rhetorical question
- **E** - “But tell me this, when has the English language ever ceased to develop?”
- **E** - calls on our common knowledge of language to provide the resounding ‘no’ she aims to prompt in response to this question.

Analysis: Pearson employs several rhetorical questions, firstly asking us when ‘the English language ever ceased to develop’, calling on our common knowledge of language to provide the resounding ‘no’ she aims to prompt in response to this question.

Example 3:

- **T** - Connotations
- **E** - ‘numerous’, ‘daily use’ and ‘always’
- **E** - These terms are notably devoid of either positive or negative connotations, and this is done to present the universality of the web as a simple and unavoidable fact, which encourages readers to acknowledge it as a permanent aspect of modern reality.

Analysis: Pearson also uses terms such as ‘numerous’, ‘daily use’ and ‘always’ in an attempt to give an overall impression of the omnipresence of the internet in everyday life. These terms are notably devoid of either positive or negative connotations, and this is done to present the universality of the web as a simple and unavoidable fact, which encourages readers to acknowledge it as a permanent aspect of modern reality.

Example 4:

- **T** - Tone
- **E** - “empowers”
- **E** - her buoyant, appealing tone in this phrase is designed to pass on the enthusiasm she aims to project.

Analysis: Pearson explicitly states that this expansion of language ‘empowers’ new means of expression, and her buoyant, appealing tone in this phrase is designed to pass on the enthusiasm she aims to project.

Example 5:

- **T** - First person usage
- **E** - ‘if I desire’, ‘if I wish’ and ‘I am still...aware’
- **E** - is intended to bring her back to an informal, friendly and trustworthy level which provides incentive for us to trust her when she asserts that online lingo is not destructive.

Analysis: The usage of phrases such as ‘if I desire’, ‘if I wish’ and ‘I am still...aware’ firstly are intended to empower individual speakers, as we see through the liberal use of first person, echoing her first paragraph. This is intended to bring her back to an informal, friendly and trustworthy level which provides incentive for us to trust her when she asserts that online lingo is not destructive.

You've only learnt part of the **SIMPLICITY** and **SPECIFICITY** strategy...

How To Write A Killer Language Analysis includes:



- 50-pages teaching you how to analyse ANY article or visual
- Know how to find the author's contention, arguments, language techniques and tones
- Know exactly what to ANALYSE about so you can formulate the best possible essay response
- PLUS high vs low scoring essays, fully annotated (what works and what doesn't) so you know exactly what you need to do

Rated 5 stars across all students

Truong

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