

Text analysis

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Things to take note of

- Read the data at the end of text on the author and source.
- Take note of a single idea per paragraph.

Topic

- Use a brief phrase with an abstract noun.
- A one-liner.
- Question 3 (writing) can provide good insight.

Basic parts

- Narrative texts
 - Approach
 - Node
 - Ending
- Expositive texts
 - Introduction
 - Expositive body
 - Conclusion
- Argumentative texts
 - Introduction
 - Argumentative body
 - Conclusion

Common examples of each

- Narrative texts
 - Short stories
 - Novels
 - Tales
- Expositive texts
 - Textbooks
 - Manuals
 - Encyclopedias
- Argumentative texts
 - Essays
 - Articles
 - Editorials

Thesis

It is only present in argumentative texts.

- Sintetising
 - Appears in the conclusion.
- Analysing
 - Appears in the introduction.
- Framed
 - Appears in the introduction and conclusion.

Summary

- 3rd person.
- Present tense.
- Use notes on each paragraph taken during reading.

Textual typology

Narrative texts

- They have characters to which a series of events happen.
- They follow a specific structure.
- Time can be linear or not.
- Past simple, periphrastic and imperfect forms; present simple.
- Settings can be real or imaginary.

Argumentative texts

- They follow a specific structure and have a thesis.
- They have a series of arguments that support the thesis.
- They are subjective, and thus have a ton of modal vocabulary.
- They use either the 1st person singular or plural.
- They use some literary devices.

Expositive texts

- They follow a specific structure.
- Enunciation and the referential function of the language prevail.
- Denotation is abundant; abstract nouns are common.
- Clear and simple sentences are used.
- They use the 3rd person singular or plural.

Registres

Formal

- Ideas are perfectly structured in paragraphs.
- Subordination is abundant, and long sentences are common.

Scientific

- Technical vocabulary is abundant.
- Neologisms and words related to the field are common.

Literary

- Literary devices are common.
- Other registres can be used to recreate a specific atmosphere.

Standard

- Uses a neutral vocabulary.
- Ideas are well-structured.
- Grammar and spelling are correct.

Informal

- Errors in grammar and spelling can be present.
- Idioms are common.
- Broad words are used.

Vulgar

- Errors in grammar and spelling are very common.
- Ordre is not present.
- Slang, imprecise words and vulgarisms are common.

Typographical elements

Bold

- Titles.
- Highlight important ideas.

Underline

- Highlight important ideas.

Italics

- Foreign words.
- Quotes.
- Ironies.
- Titles of works.
- Registre changes.

Quotes

- Foreign words.
- Ironies.
- Registre changes.
- Direct speech.

Hyphen - Dash

- Interventions in a dialogue.
- Explanations or examples.
- Ideas in an outline.

Parenthesis

- Explanations or examples.

Literary devices

Alliteration

Repetition of the same sounds.

Onomatopoeia

Words that imitate sounds.

Paranomasia

Wordplay with similar-sounding words. Use of a word in different senses.

Asyndeton

Omission of conjunctions.

Ellipsis

Omission of words.

Enumeration

Listing of elements.

Hyperbaton

Change in the order of words.

Parallelism

Repetition of the same structure.

Polysindeton

Repetition of conjunctions.

Antithesis

Opposition of ideas.

Irony

Saying the opposite of what is meant in a sarcastic way.

Repetition

Repetition of words or structures.

Comparison

Comparison of two elements.

Metaphor

Implicit comparison of two seemingly unrelated elements.

Metonymy

Substitution of a word for another related word.

Personification

Attribution of human qualities to inanimate objects.

Synaesthesia

Mixing of senses.

Voices of speech

Apart from the narrator, there is an enunciator and a speaker. The first is anyone mentioned in quotes, and the second is the one to which the text might be explicitly dedicated.

Narrator

Narrator depending on the POV

- External, 3rd person.
- Internal:
 - Protagonist; 1st person.
 - Witness; 3rd and 1st person.
 - Secondary.

Narrator depending on the knowledge

- Omniscient.
- Identified; unique perspective.
- Objectivist; multiple perspectives.

1st person enunciator roles

There is a modest and an inclusive plural; pretty self-explanatory.

Other enunciators

If there are any changes to the narrator throughout the text, it is important to mention so.

- Direct speech; dialogues or quotes.
- Indirect speech; diction verbs and conjunctions.
- Free indirect speech; no diction verbs but the direct form is kept.
- Internal monologue; thoughts of the character.
- Intertextual references; quotes or allusions.

Modalisation

- 1st person singular or plural.
- Presence of a thesis.
- Use of arguments.
- Assessment vocabulary; verbs, nouns and adjectives.
- Obligation verbs.

Impersonalisation

- Impersonal verbs.
- Sentences with a subject of broad nature.
- 3rd person plural without a specific subject.
- 2nd person singular with an implicit *me* subject.
- Infinitive verbs.

Dialectal varieties - Valencian-Catalan

Morphology

- Singular possessive → *-u-* or *-v-*.
- 1st person singular indicative → *-e -o* or \emptyset *-i -o -u*.
- Subjunctive and imperative → *-a -en* or *-i -in*.
- Present simple indicative, subjunctive and imperative → *-ix -isca* or *-eix -esca*.

Syntax

- Proper nouns → without article or with an article before the noun.
- Negation → *no* or *no pas*.

Phonetics

Deaf sounds

The trick is to identify the sound in either *petaca*, *feixos* or *cotxe*; though if a vowel follows, it is surely sonorous. If possible, try to pronounce it yourself and see whether your vocal cords vibrate or not.

Another formula is to see whether there's a sonorous sound on one word and a deaf one on the next; if so, the sound is deaf.

Open sounds

With the *e*

- In front of a syllable containing *i* or *u*.
- In front of *l*, *r* or *rr*.
- In words stressed on the third-to-last syllable.
- In scientific words.
- In educated terminations; *-ecte/a*, *-epte/a*.
- In words ending in a *-eu* diphthong.
- If the Spanish word ends in a *-ie* diphthong.

With the *o*

- Directly in front of or in front of a syllable containing *i* or *u*.
- In words stressed on the third-to-last syllable.
- In the *o* of decreasing diphthongs.
- In scientific words.
- The *pero* preposition and *allo*, *aixo*, *aco*.
- In words ending in *-nos*, *-osa*, *-oc/a*, *-oc*, *-of/a*, *-oig*, *-oja*, *-ol/a*, *-olt/a*, *-ossa*, *-ost/a*, *-ot/a*.
- In words with a stressed *o* followed by a consonantal group containing *l* or *r*.
- If the Spanish word ends in a *-ue* diphthong.

Weak pronouns

Substitutions

CD

- Introduced by *aixo*, *allo* or a subordinate sentence \rightarrow *ho*.
- Introduced by articles, possessives or demonstratives \rightarrow *el la els les*.
- Undefined \rightarrow *en*.

Subject

- *en*.

CI

- *li*, *els*.

CRV, CCL, CCM

- Introduced by *de* \rightarrow *en*.
- Introduced by any other preposition \rightarrow *hi*.

CP

- *hi*.

CA

- Defined \rightarrow *el la els les*.
- Undefined; speaks of the subject \rightarrow *ho*.

CN

- *en*.

Things to take note of

- The apostrophe should be as further to the right as possible.
- The ordre of pronouns should be: *se CI CD en hi*.
- The *la* pronoun doesn't apostrophise before *hi*.
- Careful not to use *se*, *li* is the correct pronoun in most cases.