

# 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 terms are used.

### **Vulgar**

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

## **Typographical elements**

### **Bold**

- Titles.
- Highlight important ideas.

### **Underline**

- Highlight important ideas.

### **Italics**

- Foreign words.
- Quotes.
- Convey irony.
- Titles of works.
- Registre change.

## **Quotes**

- Direct speech.
- Foreign words.
- Registre change.
- Convey irony.

## **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 one to which the text is 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 inclusive plural; pretty self-explanatory.

### Other enunciators

If there is any change 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 *-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 article before 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 syllable before the penultimate.
- 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 syllable before the penultimate.
- 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 in which pronouns should be ordered is: *se* + *CI* + *CD* + *en* + *hi*.
- The *la* pronoun doesn't aposophise before *hi*.
- Careful not to use *se*, *li* is the correct pronoun in most cases.