



# 5 Steps to find out the Tone in RC passages

**SlackaHead**

লো-স্লিজিও উচ্চ শিক্ষা

by RAHMAN ENAYATE



# What is Tone ?

- A tone is the attitude of the author towards the subject.
- The tone of any given passage is the author's emotion or feeling.
- Tone is expressed through the words and details the author selects. To determine the author's tone, you must notice how these words and details are used within the writing.





# How to identify Tone question

Look for wording that refers to attitude or tone :

The author's **attitude** towards ..... can best be described as ?

The **tone** of the passage can best be described as ?





# 5 Steps to find RC tone

1

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Distinguish objective/subjective

2

Focus on Subjective  
(Author's tone)

3

Analyze - adjective, nouns, verbs & adverbs

4

Positive ?  
Negative ?  
Neutral ?

5

SlackaHead Analysis the options ( Answer )

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# How to distinguish Objective and subjective statements or lines in the passage

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# Objective

- ▶ Objective is a statement that is completely unbiased.
- ▶ It is not touched by the speaker's previous experiences or tastes.
- ▶ The objective tone is matter-of-fact. The details are mostly facts.
- ▶ Objective tone is impartial. It does not show any feelings for or against a topic; therefore, it is unbiased.





# Subjective

- A subjective tone uses words that describe feelings, judgments, or opinions. The details are likely to include experiences, senses, feelings, and thoughts.
- Subjective tone is personal, biased, emotional, and often informal.

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# What is your opinion about this car and how does it look ?







A subjective statement would be

"This car is ugly."

An objective way to rephrase the statement would be :

"This car has some rust, dents, and damages."





# In short Objective are facts and subjective are opinions

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**Objective** - public "physical" stuff:

- ▶ Publicly-observable things
- ▶ Events
- ▶ Facts



**Subjective** - private "mental" stuff:

- ▶ Sensations,
- ▶ Beliefs,
- ▶ Feelings,
- ▶ Emotions,
- ▶ Opinions, etc.





# How to differentiate the objective & subjective statement

For **Objective** statements have an eye on the wordings like they said, they feel, they believe etc., Often objective tone uses higher level words and avoids pronouns such as *I* and *you*.

**Subjective** - but, although, however, In addition, I feel, I think etc.,







# Passage

There are millions of starving people over the world who would gladly do a day's work in order to satisfy their hunger. They would dig holes, pick crops, plant seeds, pull weeds, even climb through sewers if it meant being fed. But where they live there is no work to do, and as a result, there is no money to buy food, and there is no food to buy. If we are going to solve the problem of world hunger, we must first attack the problem through economics. The most effective way to reduce hunger is to produce a thriving economy, which is based upon the production of goods and services.







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- Objective lines ( fact)
- Subjective lines ( Opinion )





# Question

The author's tone is:

a. malicious

b. nostalgic

c. earnest

d. caustic





# Answer

a. **Malicious** means having or showing hatred and a desire to harm somebody or hurt their feelings.

b. **nostalgic** - a feeling of sadness mixed with pleasure and affection when you think of happy times in the past

c. **earnest** - very serious and sincere

d. **caustic** - critical in a bitter or sarcastic way





# Basic pattern of Tone passage

1

Objective ( Facts )

Subjective ( Opinions )

Objective ( Facts )

Subjective ( Opinions )

Objective ( Facts )

2

Subjective ( Opinions )

Objective ( Facts )

Subjective ( Opinions )

Objective ( Facts )

Subjective ( Opinions )





# 3 Types of Tones

Tones of passages can be broadly classified as :

- **Positive**

- **Negative**

- **Neutral**





# Positive, Negative & Neutral

## Positive :

When the author feels good about the present situation .

## Negative :

When the author feels bad about the present situation.

## Neutral :

When the author feels unbiased about the present situation.





# How to identify **Positive** ? **Negative** ? & **Neutral** ?

**Adjectives, nouns, verbs & Adverbs** in the statements helps us to identify the tone of the author.



# Simple Exercise

- The king led his procession into the throne room.
- The dignified king solely led his illustrious procession into the commanding throne room.
- The arrogant king haughtily led his grandiose processions into decadent throne room.







# Answer

## Neutral

The king led his procession into the throne room.

## Positive

The dignified king solely led his illustrious procession into the commanding throne room.

## Negative

The arrogant king haughtily led his grandiose processions into decadent throne room.





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SlackaHead  Analysis the options ( Answer )





# Let's do an exercise

## Here is the passage for You

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The developed countries have planned to derive energy from plants in the form of ethanol. This alternate energy, best known as biofuel, is championed as an affordable alternative to fossil fuels by its major benefactors, United States of America (USA) and European Union (EU). They believe that replacing petrol and diesel with biofuels will play a significant part in reducing carbon emissions and the effects of climate change. They are convinced that biofuel energy has the potential to reduce and stabilize the escalating oil prices, open up new markets, which may be very beneficial to poor countries. According to their prediction, a multi-billion dollar biofuel industry will be able to provide 25 % of the world's energy within 10-15 years. While the optimism surrounding biofuel and its potential to become an effective renewable source of energy continues to prevail, we are beginning to hear the voices of vehement skepticism from many developing countries. One of the reasons could be the heavy handed approach adopted by the USA and some European countries. The voracious energy requirements of these developed economies are thrust on the under-developed countries. It is feared that cultivation of corn and other cereals in abundance, to meet their enormous need of 550 million tonnes can rob the farmlands in poor countries of fertility; the people of their food; and the nations of their economic sovereignty.







# Let's move on to the passage

I have highlighted the **objective** statements in **Blue**,

**Subjective** statements in **Red** and adjective, verbs, adverbs etc., are in **Black**





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# Question

Which of the following best reflects the author's attitude towards biofuel production:

*The Choices are*

- 1 **Ironic**
- 2 **Indignant**
- 3 **Cautious optimism**
- 4 **Unconditional enthusiasm**
- 5 **Unbiased objectivity**

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# Clues

- The author's tone is negative...
- Eliminate Positive and neutral tones in the option...
- Short list negative tones...
- Analyze and choose the best option...







# Answer

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Here is an exercise  
for you.....

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The government of Guatemala has reformed its 45 year old labor code to impose a ban on child labour in beach side eateries, restaurants, hotels, motels, coffee-shops, resorts, spas and other recreational facilities. According to International Labour Organization, employment of children below the age of 15 is considered as child labour. Guatemala, the largest economy among the Latin American countries has 21 % of its children in this age group involved in various forms of child labour. The New Labour Code prohibits employment of children in the age group of 14 to 15 in hazardous occupation such as mines, railways, ports, distilleries in industries manufacturing explosive or toxic substances, agrochemicals, soaps, matches, and cement. The list also includes bars and other establishments where alcoholic beverages are served. The Child Workers Protection Unit of the Ministry of Labour, had reported that children working in houses, beach side eateries, restaurants were subjected to physical violence, psychological torture or sexual abuse. These children work for long hours without adequate food and clothing which affects their health adversely. In addition to these observations, it recommended that these "non-hazardous" occupations also be banned for children below the age of 15. Accepting the recommendations, the government has imposed the ban on employment of child labour in houses, coffee-shops, restaurants etc. The reformed law also has provision for severe penalties.





While the ban is an important step towards protecting the human rights of children, it is not adequate unless supported by a system to ensure a safe environmental and rehabilitation measures for children. Several activist groups have termed the ban limited in its ambit. The ban has left the household manufacturing industry untouched where child-labour is rampant. No enforcement mechanism has been spelt out as to how the ban is proposed to be enforced. Voluntary groups and the social activists would play a vital role in the enforcement process. The vast number of child labour thrown out of employment as a result of the ban would also need proper rehabilitation. There is an urgent need to set up special schools to impart both formal and non-formal education to the children. Compulsory education prior to employment has been made mandatory in many developing countries like China and Brazil. In China, nine years of compulsory education is mandatory before employment, while Brazil has made eight years of compulsory education mandatory. The government of Guatemala should also accept similar legislation and look after not only the educational requirement of the age group of 5-14 years, but their requirement of nutritious food, regular health check up and monetary needs so that these children can grow into skilled workers of tomorrow.







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The reformed law also has provision for severe penalties. While the ban is an important step towards protecting the human rights of children, it is not adequate unless supported by a system to ensure a safe environmental and rehabilitation measures for children. Several activist groups have termed the ban limited in its ambit. The ban has left the household manufacturing industry untouched where child-labour is rampant. No enforcement mechanism has been spelt out as to how the ban is proposed to be enforced. Voluntary groups and the social activists would play a vital role in the enforcement process. The vast number of child labour thrown out of employment as a result of the ban would also need proper rehabilitation. There is an urgent need to set up special schools to impart both formal and non-formal education to the children. Compulsory education prior to employment has been made mandatory in many developing countries like China and Brazil. In China, nine years of compulsory education is mandatory before employment, while Brazil has made eight years of compulsory education mandatory. The government of Guatemala should also accept similar legislation and look after not only the educational requirement of the age group of 5-14 years, but their requirement of nutritious food, regular health check up and monetary needs so that these children can grow into skilled workers tomorrow.





# Question

The attitude of the author towards the children under child labour is:

- (a) Energetic
- (b) Apathetic
- (c) Pessimistic
- (d) Sympathetic
- (e) Rhetoric





# Question

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- (e) Rhetoric







# Let's see some frequently used tones


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|               |   |
|---------------|---|
| Absurd        | silly, ridiculous   |
| Ambivalent    | undecided, having mixed emotions, unsure                      |
| Amused        | entertained, finding humor, expressed by a smile or laugh     |
| Angry         | enraged, very mad, incensed, threatening or menacing          |
| Apathetic     | lacking concern, showing little or no interest                |
| Arrogant      | haughty, acting with false superiority                        |
| Bitter        | resentful, having strong animosity or rancor                  |
| Cheerful      | jovial, happy, in good spirits                                |
| Comic         | humorous, funny   |
| Compassionate | sympathetic, having feeling for others, showing pity, empathy |
| Complex       | complicated, having many varying characteristics              |
| Condescending | patronizing, stooping to the level of one's inferiors         |
| Critical      | disapproving  |
| Cruel         | causing suffering, causing pain                               |

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|----------------|---|
| Cynical        | scornful of the motives or virtues of others, bitterly mocking  |
| Depressed      | dejected, sad, unhappy, troubled  |
| Detached       | uninvolved, having no interest or feelings, objective   |
| Distressed     | upset   |
| Earnest        | sincere, showing deep feeling, seriousness  |
| Formal         | accepting rules, stiff, using textbook style, factual   |
| Gentle         | considerate, kind, mild, soft   |
| Hard           | unfeeling, hard-hearted, unyielding   |
| Incredulous    | doubtful, disbelieving, skeptical   |
| Indignant      | angry, angered by something unjust, mean, unworthy  |
| Intense        | deeply felt, concentrated   |
| Intimate       | personal, close, deeply associated  |
| Ironic         | wry, an unexpected opposite meaning in words or events  |
| Irreverent     | lacking respect, lacking reverence  |
| Tovous         | extremely happy   |

| <div>  </div> | <div> MEANINGS </div> <div> <div>SlackaHead</div> <div> <div> লো-সিজিভ উচ্চ শিক্ষা </div> <div> by RAHMAN ENAYATE </div> <div> GRE IELTS TOEFL SCHOLARSHIP </div> </div> </div> |
|--|---|
| Loving   | affectionate, compassionate, showing intense, deep feeling  |
| Malicious  | spiteful, desiring to harm others or to see others suffer   |
| Mocking  | ridiculing, imitating   |
| Nostalgic  | yearning for the past, homesick, wistful  |
| Objective  | factual, uninfluenced by emotion or personal prejudice  |
| Optimistic   | positive, believing in positive outcomes  |
| Outspoken  | frank, candid, spoken without reserve   |
| Pathetic   | pitiful, useless, wretched  |
| Pessimistic  | tending to take the worst possible view of a situation  |
| Playful  | Fun-filled, full of good spirits, humorous, jesting   |
| Reticent   | respectful, showing deep respect and esteem   |
| Reverent   | reserved, restrained  |
| Righteous  | morally just, morally right, guiltless  |
| Satiric  | ridiculing or attacking by means of irony or caustic wit  |
| Sentimental  | emotional, showing special feelings for (possibly romantic)   |



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|---|---|
| Serious   | earnest, not funny  |
| Straightforward   | direct, frank, honest   |
| Sympathetic   | understanding   |
| Tragic  | disastrous, calamitous  |
| Uneasy  | lacking security, lacking comfort   |
| Vindictive  | revengeful, spiteful, bitter, unforgiving   |



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