Intro: Briefly state purpose and subject of text: *In this extract, the writer is speaking about the dangers of stereotyping, which she refers to as a “single story”.*

Write 4-5 PQA paragraphs on different language and structural features.

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| **Point (Identify language or structural feature)** | **Quotation** | **Effect/link to purpose** | **Additional comment** |
| Structure: Begins with a **short sentence** | “I am a storyteller.” | Establishes speaker as someone who is interesting to listen to. Introduces main theme of speech. | Language: Use of **personal pronoun** “I”. Hint of pride in statement.  Another **short sentence**, “I was startled” in anecdote about Fide, emphasises her shock and the impact her realisation had on her personally. |
| Structure: **Chronological** **series** **of** **anecdotes** related to her experience | “So I felt enormous pity | Anecdotes establish her credibility and experience, but also her humanity. The audience can relate to her through these stories. Use of **informal discourse markers** “Now”, “Then”, “So” are conversational like telling a story. | Language: **hyperbole** in “enormous pity” suggest embarrassment at her own ignorance and false sense of superiority. |
| Structure: **Anecdotes are followed by reflection and elaboration of ideas** | “What this demonstrates, I think, is how impressionable and vulnerable we are in the face of a story” | Explains relevance of **anecdote** and goes on to elaborate ideas. “I think” suggests humility: she is giving her opinion and allows the audience to feel they can make up their own mind. | Language: **Emotive** “impressionable and vulnerable”. Importance of subject matter; her strong feelings about the subject. |
| Language: Use of **parallel lists of three** phrases to highlight **contrast** between what she read in books and her own life | “We didn’t have snow, we ate mangoes, and we never talked about the weather, because there was no need to” | Shows how alien the people and places she read about were to her, and also suggests how she felt her own experiences were not of interest. | The **pronoun** “we” reinforces the **contrast** with “they” in the books she read. |
| Language: **Repetition** of phrase “single story” | “Their poverty was my single story of them.” | **Repetition** reinforces theme for audience. The word “story” links to opening statement and is a play on words – an account told to the audience, or a fictional representation of something, highlighting that stereotypes present an unrealistic image of people. | Confessional tone. It is important that she acknowledges her own errors to avoid sounding didactic. |
| Structure: **Single sentence paragraph**. | “She assumed that I did not know how to use a stove.” | Setting statement out on a separate line makes it stand out and emphasises her shock at the roommate’s ignorance. However, the tone is **humorous**, especially as it follows anecdote about “tribal music” and “Mariah Carey”. **Humour** helps engage the audience and encourages them to empathise with her feelings. |  |
| **Point (Identify language or structural feature)** | **Quotation** | **Effect/link to purpose** | **Additional comment** |
| Language: Persuasive devices, e.g. **list of three** | “no possibility of Africans being similar to her in any way, no possibility of feelings more complex than pity, no possibility of a connection as human equals.” | List emphasises the narrow-minded view. “No” emphasises negativity. |  |
| Structure: **Counter-argument** | “endless stories of Mexicans as people who were fleecing the healthcare system, sneaking across the border, being arrested at the border, that sort of thing.” | Acknowledges her own weakness in believing stereotypes. **Parataxis** and **emotive verbs** (“fleecing” and “sneaking”) suggest frequently repeated stock phrases, which are dismissed with general “that sort of thing” and the **hyperbole** “endless”.  Counter-argument encourages empathy from audience, who will recognise when they may have also been subject to such prejudices. | Reinforced by her use of **emotive** references to shame: “I was overwhelmed with shame”, “I could not have been more ashamed of myself.” |
| Structure: Key message encapsulated in a **single paragraph** near the end, including different persuasive devices. | “Stories matter. Many stories matter”  Stories have been used to dispossess and malign, but stories can also be used to empower and humanize.” | Repetition of “stories” reinforces key message.  Contrasting pairs/Epigrammatic statements with emotive verbs.  Persuasive devices working together ensure that audience will register and remember key message and ideas. |  |
| Language/Structure: Finishes with **Quotations/Expert opinion** | “The American writer, Alice Walker”  “a kind of paradise was regained”  “when we realise that there is never a single story about any place, we regain a kind of paradise.” | Quoting a famous black American author adds credibility to her own account.  Reference to Milton’s “Paradise Lost” – another literary reference, lending credibility to her (and Alice Walker).  Reference to paradise creates emotional appeal to audience which is reinforced through **repetition** in final line. Finishes on note of optimism. |  |