# The majority of questions within the coursebook activities are open in the sense that there are no clear right or wrong answers to them. In light of this, answers have only been provided for more closed-question activities.

# Chapter 1

Activity 1.1

In the right-hand column of the table below are suggested answers to explain what is signified in Texts 1.1–1.3.

|  |  |  |
| --- | --- | --- |
| **Signifier** |  | **Signified** |
| Text 1.1 | means | a type of fruit |
| Text 1.2 | means | a Christian symbol for sinfulness |
| Text 1.3 | means | a leading technology brand |

Activity 1.2

|  |  |  |
| --- | --- | --- |
| **Signifier** | **What is signified?** | **Symbol or icon?** |
| Text 1.4 – hammer and sickle | Communism | symbol |
| Text 1.5 – dove | peace | symbol |
| Text 1.6 – envelope | email message | icon |
| Text 1.7 – emoji | an emotion | icon |

Activity 7.1

1. c (antithesis)
2. h (alliteration)
3. b (diacope)
4. f (amplification)
5. a (anaphora)
6. d (chiasmus)
7. i (tricolon)
8. g (metaphor)
9. e (anadiplosis)

Activity 12.8

|  |  |
| --- | --- |
| **b** | / U U | / U U| / U | / /  ‘anyone lived in a pretty how town’ (E.E. Cummings) |
| **c** | U /| U / | U /|U / | U /  ‘If I should die think only this of me’ (Rupert Brooke) |
| **d** | / U | / U U |/ U|U / / U | / U | / U U  ‘Sarah Cynthia Sylvia Stout would not take the garbage out.’ (Shel Silverstein). |
| **e** | U /|U / |U U /  ‘Now only words in a rhyme’ (Carol Ann Duffy) |
| **f** | / / | / U | / U|/ U | U U / |  ‘Gas! GAS! Quick, boys! – An ecstasy of fumbling’ (Wilfred Owen) |

# Chapter 2

Activity 1.8

Students may suggest similar lists of words to those in this copy of the table.

|  |  |  |
| --- | --- | --- |
| **In the early 20th century, good mothers and wives were seen as …** | **Both then and nowadays, good mothers and wives are seen as …** | **Nowadays, good mothers and wives are seen as …** |
| dependent  unquestioning  devoted  hard-working  thoughtful  cost-conscious  obedient  agreeable  self-sacrificing  involved  meticulous  resourceful  diligent  care-takers  graceful | devoted  hard-working  thoughtful  cost-conscious  self-sacrificing  involved  resourceful  diligent  care-takers | independent  enlightened  firm  attractive  educated  smart  devoted  hard-working  thoughtful  cost-conscious  self-sacrificing  involved  resourceful  diligent  care-takers |

Activity 3.4

Students could relate the following terms to Texts 2.21–2.23.

|  |  |  |
| --- | --- | --- |
| **Text 2.21** | **Text 2.22** | **Text 2.23** |
| Shockvertising  Awareness campaign | Spoof advertising  Anti-advertising | Anti-advertising  Awareness campaign  Purpose-driven content marketing |

Activity 3.15

Students may give some of the following examples from Text 2.29 (‘Their time is up’, Oprah Winfrey). References here are to line numbers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Allusion** | **Anaphora** | **Anecdote** | **Enumeration** | **Parallelism** | **Polysyndeton** |
| 10, 21 | 6–7, 43–47, 61 | 1–11, 48–67 | 16–22, 43–47 | 16–17, 43–47, 61–62, 69–71 | 44–45 |

# Chapter 3

Activity 3.23

The following examples from Text 3.29 could be used to illustrate ideas a–j. References are to line numbers.

**a** 10–12

**b** 17–18

**c** 23–25

**d** 28–30

**e** 35–38

**f** 45–47

**g** 52–54

**h** 58–64

**i** 67–68

**j** 81–82

Activity 3.24

The following examples from Text 3.29 could be used to illustrate the stylistic and rhetorical devices a–g. References are to line numbers.

**a** 23–25 (appeal to authority)

**b** 10–16 (hypophora)

**c** 62–63, 67–68 (simile)

**d** 1–9 (anecdote)

**e** 72–74 (allusion)

**f** 52–54 (imagery)

**g** 61 (play on words)

# Chapter 4

Activity 1.4

The following examples from Text 4.5 could be used to illustrate the propaganda techniques a–f. References are to line numbers in the text.

**a** Assertion: 18–20, 28, 29–30, 37–42

**b** False dilemma: 34–36

**c** Name calling: 16, 28, 29–30, 38, 41

**d** Appeal to fear: 13, 16–17, 25–28, 37–42

**e** Glittering generalities: 19–20, 24, 30, 35

**f** Appeal to authority: 26–28

Activity 1.13

The completed table showing the techniques used in photographs and in graphic novels (or both) might look like this.

|  |  |  |
| --- | --- | --- |
| **Techniques used to construct meaning in photographs *only*** | **Techniques used to construct meaning in *both* graphic novels and photographs** | **Techniques used to construct meaning in graphic novels *only*** |
| exposure  depth  shutter speed  contrast  texture  abstraction | colour  rule of thirds  camera angle  lighting  symbols  gaze  composition  subject | blank space  gutter  voice-over  panels  emanate  speech bubble  cartoonification |