Unit 2 of Gee’s book carries the title, “Saying, Doing and Designing”

What is the purpose of human language? Many people, especially in our modern societies, think the major purpose of language is to convey information. However, we do a lot more with language than give each other information. (42)

In this unit another 6 tools are presented:

Tool #7: The Doing and Not Just Saying Tool
For any communication, ask not just what the speaker is saying, but what he or she is trying to do, keeping in mind that her or she may be trying to do more than one thing. (45)

Tool #8: The Vocabulary Tool
For any English communication, ask what sorts of words are being used in terms of whether the communication uses a preponderance of Germanic words or of Latinate words. How is this distribution of word types functioning to mark this communication in terms of style (register, social language)? How does it contribute to the purposes of communicating? (53)

Tool #9: The Why This Way and Not That Way Tool
For any communication, ask why the speaker built and designed with grammar in the way in which he or she did and not in some other way. Always ask how else this could have been said and what the speaker was trying to mean and do by saying it in the way in which he or she did, and not in other ways. (55)

Tool #10: The Integration Tool
For any communication, ask how clauses were integrated or packaged into utterances or sentences. What was left out and what was included in terms of optional arguments? What was left out and what was included when clauses were turned into phrases? What perspectives are being communicated by the way in which information is packaged into main, subordinate, and embedded clauses, as well as into phrases that encapsulate a clause’s worth of information? (61)

Tool #11: The Topics and Themes Tool
For any communication, ask what the topic and theme is for each clause and what the theme is of a set of clauses in a sentence with more than one clause. Why were these choices made? When the theme is not the subject/topic, and, thus, as deviated from the usual (unmarked) choice, what is it and why was it chosen? (67)

Tool #12: The Stanza Tool
In any communication that is long enough, look for stanzas and how stanzas cluster together into larger blocks of information. You will not always find them clearly and easily, but when you do, they are an important aid to organizing your interpretation of data and how you can display that interpretation.
Tool #13: The Context Is Reflexive Tool
When you use the Fill In Tool, the Doing and Not Just Saying Tool, the Frame Problem Tool, and the Why This Way and Not That Way Tool, and all other tools that require you to think about context (and not just what was said), always ask yourselves the following questions:

1. How is what the speaker is saying, and how he or she is saying it, helping to create or shape (possibly even manipulate) what listeners will take as the relevant context?
2. How is what the speaker is saying, and how he or she is saying it, helping to reproduce contexts like this one (e.g. class sessions in a university), that is, helping them to continue to exist through time and space?
3. Is the speaker reproducing contexts like this one unaware of aspects of the context that if he or she thought about the matter consciously, he or she would not want to reproduce?
4. Is what the speaker is saying, and how he or she is saying it, just more or less replicating (repeating) contexts like this one or, in any respect, transforming or changing them? No act of speaking in a context is ever totally identical in every respect to another (e.g., every lecture is different somehow), but sometimes the differences are small and not very significant and at other times they are larger and more significant.

Tool #14: The Significance Building Tool
For any communication, ask how words and grammatical devices are being used to build up or lessen significance (importance, relevance) for certain things and not others.

Tool #15: The Activities Building Tool
For any communication, ask what activity (practice) or activities (practices) this communication is building or enacting. What activity or activities is this communication seeking to get others to recognize as being accomplished? Ask also what social groups, institutions, or cultures support and norm (set norms for) whatever activities are being built or enacted. (The Doing and Not Just Saying Tool in Section 2.1 deals with actions, this tool deals with activities/practices.)

Tool #16: The Identities Building Tool
For any communication, ask what socially recognizable identity or identities the speaker is trying to enact or to get others to recognize. Ask also how the speaker's language treats other people's identities, what sorts of identities the speaker recognizes for others in relationship to his or her own. Ask, too, how the speaker is positioning others, what identities the speaker is "inviting" them to take up.

Tool #17: The Relationships Building Tool
For any communication, ask how words and various grammatical devices are being used to build and sustain or change relationships of various sorts among the speaker, other people, social groups, cultures and/or institutions.

Tool #18: The Politics Building Tool
For any communication, ask how words and grammatical devices are being used to build (construct, assume) what count as social goods and to distribute these to or withhold them from listeners or others. Ask, as well, how words and grammatical devices are being used to build a viewpoint on how social goods are or should be distributed in society.

Tool #19: The Connections Building Tool
For any communication, ask how the words and grammar being used in the communication connect or disconnect things or ignore connections between things. Always ask, as well, how the words and grammar being used in a communication make things relevant or irrelevant to other things, or ignore their relevance to each other.
Tool #20: The Cohesion Tool
For any communication, ask questions like: How does cohesion work in this text to connect pieces of information, and in what ways? How does the text fail to connect other pieces of information? What is the speaker trying to communicate or achieve by using cohesive devices in the way he or she does?

Tool #21: The Sign Systems and Knowledge Building Tool
For any communication, ask how the words and grammar being used privilege or de-privilege specific sign systems (e.g., Spanish vs. English, technical language vs. everyday language, words vs. images, words vs. equations, etc.) or different ways of knowing and believing or claims to knowledge and belief.

Tool #22: The Topic Flow or Topic Chaining Tool
For any communication, ask what the topics are of all main clauses and how these topics are linked to each other to create (or not) a chain that creates an overall topic or coherent sense of being about something for a stretch of speech or writing. Topics in subordinated and embedded clauses represent less prominent topics that are subordinated to the main chain of topics. Ask, as well, how people have signaled that they are switching topics and whether they have 'spoken topically' by linking back to the old topic. Look, as well, for topic shifted structures and how they are being used.

Unit 4 of How to Do Discourse Analysis, “Theoretical Tools”

Tool #23: The Situated Meaning Tool
For any communication, ask of words and phrases what situated meanings they have. That is, what specific meanings do listeners have to attribute to these words and phrases, given the context and how the context is construed?

Tool #24: The Social Languages Tool
For any communication, ask how it uses words and grammatical structures (types of phrases, clauses, and sentences) to signal and enact a given social language. The communication may mix two or more social languages or switch between two or more. In turn, a social language may be composed of words or phrases from more than one language (e.g. it may mix English and Spanish).

Tool #25: The Intertextuality Tool
For any communication, ask how words and grammatical structures (e.g., direct or indirect quotation) are used to quote, refer to, or allude to other “texts” (that is, what others have said or written) or other styles of language (social languages). Does intertextuality go so far as to be an example of mixing or switching between voices or styles of language (social languages)?

Tool #26: The Figured Worlds Tool
For any communication, ask what typical stories or figured worlds the words and phrases of the communication are assuming and inviting listeners to assume. What participants, activities, ways of interacting, forms of language, people, objects, environments, and institutions, as well as values, are in these figured worlds?

Tool #27: The Big “D” Discourse Tool
For any communication, ask how the person is using language, as well as ways of acting, interacting, believing, valuing, dressing, and using various objects, tools, and technologies in
certain sorts of environments to enact a specific socially recognizable identity and engage in one or more socially recognizable activities. Even if all you have for data is language, ask what Discourse is this language part of, that is, what kind of person (what identity) is this speaker or writer seeking to enact or be recognized as. What sorts of actions, interactions, values, beliefs, and objects, tools, technologies, and environments are associated with this sort of language within a particular Discourse?

Gee’s 27 tools are instruments for close reading and in this sense there is an affinity between the activity of Discourse Analysis and the activity of Translation, particularly Literary Translation. While the translator is not required to perform a formal Discourse Analysis of the source and target texts he or she is working on, she or he must certainly be aware of as many different readings of both texts as is possible. Only in this way can the translator make an informed choice regarding initial interpretation and “final” expression. (”Final”, of course, is foregrounded, is in inverted commas because objectively, no text is ever ... )