

No1

Writer's effect



Learning Objectives



- ▶ To identify what is a writer's effect
- ▶ To understand the strategies writers use to create effects.
- ▶ To explain writers' effects

Writer's effect

The effect on the reader created by an author's words. This effect could be to stimulate our sense of sight, touch, hearing or even smell. It could be to convey a scene, idea or emotion.

Writer's Effect

- The effect on the reader created by an author's words.
- This effect could be to stimulate our sense of



- It could be to convey a scene, idea, or emotion.

➤ Figurative language examples

In the large, crowded shopping mall, Susanna felt like a mouse.

- Simile
- The writer is suggesting by the simile comparing Susanna to a “mouse” that Susanna feels insignificant or overwhelmed by the huge mall. The writer could also be implying that Susanna is physically small and delicate – possibly that she may be hurt or trampled by the many shoppers in the stores just like a mouse may be hurt or hunted by people.

➤ Figurative language examples

The branches scratched angrily at the windows desperately trying to come inside to escape the pouring rain.

- Personification
- The writer is using personification, “scratched angrily”, to emphasize how aggressive and violent the storm is by suggesting that the tree is frightened and “desperate” and ‘thinks’ it will be safer inside the house.

Writer's Effect- What does the question look like?



This tells you that you should focus on **descriptive language**.

This tells you the **subject** for each part of the question. Make sure you pick **relevant examples**.

This tells you that you should focus on **individual words**, so only use **quotations**

2 Re-read the **descriptions** of:
(a) the **rainforest and its wildlife** in **paragraph 1**, from 'The family was trudging...';
(b) **Julia's walk through the rainforest in search of her parents** in **paragraph 4**, from 'Hours later...'.
Select **four powerful words or phrases** from each paragraph. Your choices should include imagery. **Explain** how each work or phrase is used **effectively** in the content.
Write about 200 to 300 words.

This tells you **where** to find the example. Draw a box around the correct paragraphs to help you.

This tells you how much you have to write.
You should write a **PEA(L-ICE)** paragraph for each example.

7

This tells you that you should explain how each of the words you choose **creates a particular effect or impression** of the topic.

Remember the iceberg?

Remember the iceberg?

Layers of ICE

Quote

Literal Meaning

Implicit Meaning

Connotations

Effects



Writer's Effect Writing Frame

You may wish to use the following writing frame to structure each paragraph:

The writer creates the impression of ... in paragraph ...

The word '...' helps to create this effect. It literally means ...

However, it also suggests ...

The word has connotations of ...

The writer uses this word to create an image of ...

▸ **Explaining an idea:**

- This implies... this suggests... which gives the impression that... this shows... this clearly shows... possibly... perhaps... this indicates that... obviously... this conveys to the reader that...

- *For example, imagine that a writer is describing a character. The following line describes a character entering a room:*

Paul burst through the door, a rhinoceros of a man.



- When we read this our mind is immediately full of a variety of ideas produced by the word **rhinoceros**:



▸ Answer:

The writer creates a number of impressions about Paul by using the word 'rhinoceros' to describe him. First, I get a visual image of a large, solidly built man. I imagine his skin to be weathered and thickened by sun and wind. He may have grey hair or a greying complexion. I also get the idea that Paul is quite formidable. He may be aggressive and fearless. He could be quite a tense person, always alone and alert. From all of this I feel that I should be wary of him.

▸ Exercise 1.

Re-read the following lines from the main passage. Pick out three words or phrases that the writer uses to show *that the man was distressed about the damage done to his car*. How do they reveal his feelings?

‘I can not believe it!’ James bellowed, his face red with rage. Sweat beaded his forehead as he stared in disbelief at the scratch marks which ran along the full length of his beautiful Rolls Royce. ‘My beautiful, beautiful baby ... ruined,’ His voice trailed off in despair.



Do your best!
and
Good luck!