

Review:
understand how
writers achieve
effects

Objectives:

- * To revise writer's effect questions
- * To identify some key ideas
- * To do some practice



Remember the iceberg?

Remember the iceberg?

Layers of ICE

Quote

Literal Meaning

Implicit Meaning

Connotations

Effects

Writer's Effect Writing Frame.



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...

A corkboard background with a green sticky note and a red pushpin. The green sticky note is rectangular with a white border and a white corner tab at the top left. The red pushpin is located at the bottom left of the green sticky note. A yellow sticky note is partially visible at the bottom left corner.

Key ideas





After reading a passage you need to work out what effect the writer has created. Here is a checklist of possibilities:

- An experience has been described.
- An atmosphere has been created.
- A statement of fact has been made.
- An opinion/ emotion has been conveyed.
- A reaction has been provoked.

Next you need to work out what impression has been made on your mind or senses. Here is a checklist of possibilities:

- You can see the scene that has been described.
- You can hear the sounds that have been described.
- You can almost smell or taste something that was described.
- You can almost physically or emotionally feel something described.

➤ ***Finally you need to understand what caused this effect on you. Here is a checklist of possible causes:***

- The specific meaning of a word.
- The associations created by a word.
- The rhythm and pace of words and sentence structures.
- The positioning of words, phrases, sentences and lines on the page.



Practice



Question



Re-read the descriptions of:

- (a) the dormitory in paragraph 5, beginning 'Her dormitory was actually rather unpleasant ...';
- (b) Mrs Wilkie in paragraph 8, beginning 'Later that evening, Sacha suddenly became aware ...'.

Select words and phrases from these descriptions, and explain how the writer has created effects by using this language.



Paragraph 5.

Her dormitory was actually rather unpleasant. The bunks with thin, worn mattresses were crammed together. There was no shade on the light bulb which flickered spasmodically. Although everyone was meant to take turns doing basic cleaning and emptying bins, this rarely happened. The window frame seemed welded shut, its surface encrusted with years of dead flies. The surface of the sink in the corner looked like a relief map, with river-like cracks meandering from tap to plug hole and mini-mountain ranges moulded from toothpaste.



Paragraph 8

Later that evening, Sacha suddenly became aware that her parents had appeared in the courtyard. Her initial shock was replaced in quick succession by shame, guilt and annoyance. Mrs Wilkie hurled her luggage to the floor, and with eyes blazing drew back her shoulders in readiness for battle. In a thunderous voice she demanded to know, 'Who's in charge? Why is there no-one at reception?' Her mother's laser eye soon pin-pointed Sacha, who was trying to shrink back into the shadows, and she launched herself across the space to demand, 'What on earth are you doing in a place like this? I thought you were staying somewhere decent!' She wheeled around and commanded, 'You young people should be in bed! It's late.'



Homework



Re-read paragraphs 1 and 12.

- Paragraph 1 begins 'Lost in the shadows ' and is about what Clay sees and feels as he climbs the ladder.
- Paragraph 12 begins 'Inside: imagine ' and describes the inside of the bookstore.

Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose **three examples of words or phrases from each paragraph to support** your answer. Your choices should include the use of imagery.

Write about 200 to 300 words.



Paragraph 1

Lost in the shadows of the shelves, I almost fall off the ladder. I'm exactly halfway up. The floor of the bookstore is far below, the surface of a planet I've left behind. The tops of the shelves loom high above. It's dark up there – books are huddled together, not letting any light through. The air might be thinner, too. I think I see a bat. I'm holding on for dear life, one hand on the ladder, the other on a shelf, fingers pressed white.

Paragraph 12

Inside: imagine the shape and volume of a normal bookstore turned on its side. This place was absurdly narrow and dizzyingly tall. The shelves went all the way up, fading smoothly into the shadows as if they might just go on forever. Shelves were packed so close together it felt like I was standing at the border of a forest – an old Transylvanian forest, full of wolves, witches and dagger-wielding bandits all waiting just beyond moonlight's reach. There were ladders that clung to the shelves and rolled side to side, stretching up ominously into the gloom. I stuck to the front half of the store, where bright midday light pressed in.



Good luck!