

**Using reading
skills:
understand
how writers
achieve effects**

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.

Phrase	Meaning	Device	Effect
<i>Like a mouse</i>	<i>feels insignificant or overwhelmed by the huge mall</i>	<i>Simile</i>	<i>She is physically small and delicate – possibly that she may be hurt or trampled by the many shoppers in the stores</i>

➤ 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 word 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.

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This tells you that you should explain how each of the words you choose **creates an 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.



Homework

➤ Sample questions and answers

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.

ROLLS-ROYCE

MOTOR CARS



➤ Student's answer:

I can tell the man is angry when the writer uses the words 'bellowed', 'red with rage' and 'trailed off in despair'. 'Bellowed' is a very powerful word meaning a loud cry, which would suggest he is very angry. Red is a colour which I associate with danger. People go red when they are furious. Finally when he trails off I imagine someone so upset they can not speak anymore.

➤ Examiner's comments:

This is a fairly good answer. The answer is clearly focused on the task. The candidate picks out one single word and two phrases which show anger. The candidate attempts to explain how the examples create an impression of anger by referring to the precise meanings of the words, simple associations that (s)he has made with the words and how they create an impression of the emotion in her/his mind. The final example would have been more effective if punctuation had been referred to.

And Finally:

Don't panic!
Do your best!
and
Good luck!

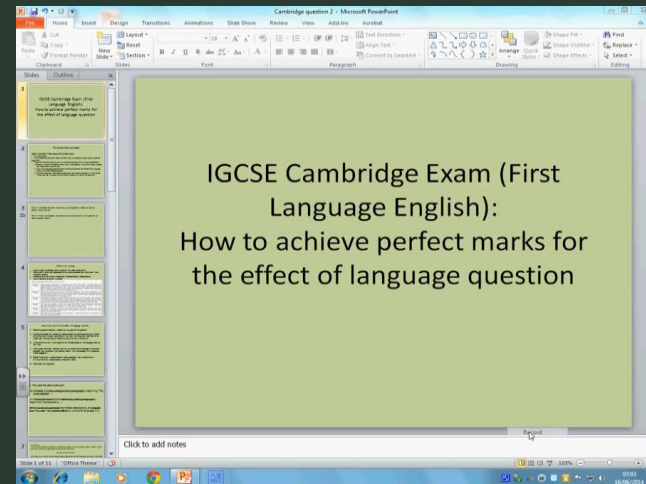
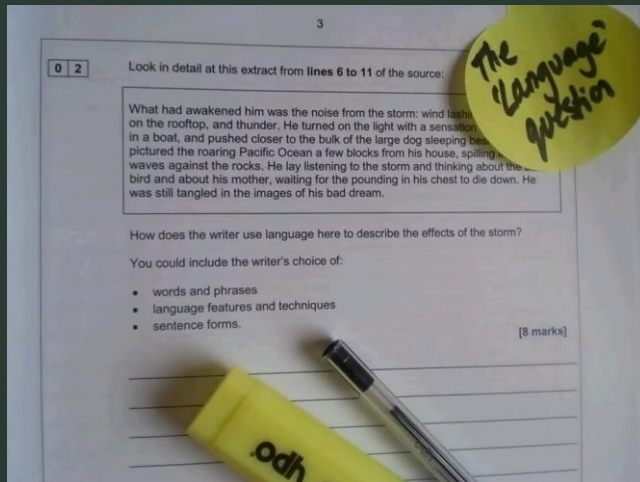
➤ **Look out for more than one effect**

Be aware that there may be more than one effect in the same piece of writing. One word may:

- create a very specific meaning
- create a very specific level of intensity or strength
- create a visual picture
- stimulate your senses
- create an atmosphere
- stimulate emotions

Samples

<https://www.youtube.com/watch?v=407BGI2ryNE>



Exercise 1.



Re-read the descriptions of:

(a) the forest in paragraph 4, beginning 'Soon he was surrounded by ancient forest ... '

(b) Bo's reaction to the sudden noise in paragraph 8, beginning 'Was it minutes or hours later?'

Select four powerful words or phrases from each paragraph. Your choices should include imagery.

Explain how each word or phrase is used effectively in the context.

Write about 200 to 300 words.

Up to 10 marks are available for the content of your answer.

▀ Paragraph 4:

Soon he was surrounded by ancient forest, footsteps muffled by centuries of discarded leaves. Myths of terrifying forest guardians suddenly seemed much more plausible as the endless acres of trees stood watch, stern sentinels of the trail. The silence was spellbinding as Bo crept onwards, down an almost subterranean tunnel of primeval greenery. Forwards, always forwards, an intruder in a magical garden.

▀ Paragraph 8:

Was it minutes or hours later? A sharp crack, loud as a gunshot, snapped him to attention. Ears straining, Bo quivered, listening for ravenous forest monsters ready to devour him in one gulp; or maybe a rogue bear or wild boar, hungry for hiker meat? Bo lifted the tent flap and peered into the gaping throat of the darkness, ready to be swallowed.

► Sample answer:

The author describes the forest in a way which displays its ancient, yet mystical, aura. The phrase "centuries of discarded leaves" is used to denote the way in which the leaves have accumulated over a period of time, in the absence of human intervention. An alliteration is used in the phrase "stern sentinels" to signify that the trees act as soldiers, on the lookout for trespassers. This effect is further enhanced with the use of personification in the same phrase. "Silence was spellbinding" is another phrase used by the writer to showcase the tranquility and stillness of Bo's surroundings. To explain that the forest has existed long before humanity, "primeval greenery" is used to indicate the forests age and continuity. Hence, the author clearly explains the forest in which Bo is hiking.

Later on in the passage, the author describes Bo's reaction to the sudden noise in an exaggerated and overdramatic manner. For instance, in the phrase "loud as a gunshot", a simile is used to showcase Bo's fear and the startling intensity of the noise. "Ravenous forest monsters" is used to denote the imaginary creatures which Bo fears. To further enhance Bo's fear and dramatic acts, "devour him in one gulp" is used to indicate that the creatures can wolf him down easily. This is done with the help of visual imagery. The author uses a humorous tone in the phrase "ready to be swallowed" to indicate that Bo is accepting his fate of being consumed. Thus, the author vividly displays Bo's behaviour following the noise.

And Finally:

Don't panic!
Do your best!
and
Good luck!