

## Language Devices and their Effects

Device	Description	Effect(s)	Model response
<b>Writer's use of evidence and support</b>			
Facts	A fact is a piece of information that can be demonstrated or proven to be true.	<ul style="list-style-type: none"> <li>- Facts are used to demonstrate or emphasise a writer's point by providing evidence to support claims</li> <li>- For example: 'As well as nicotine, each cigarette contains more than 4,000 different chemicals, many of which are harmful to the body'.</li> </ul>	The facts used in this article provide medical evidence that cigarettes are dangerous. The reference to '4,000 different chemicals' is a fact that is designed to shock the reader; this makes the text more powerful.
Opinions	An opinion is an individual's own thoughts or beliefs	<ul style="list-style-type: none"> <li>- Like facts, opinions emphasise the point of a writer but make the message more personal rather than completely factual</li> <li>- For example: 'Smoking is an awful habit and anyone who smokes stinks'.</li> </ul>	By expressing the strong opinion that smoking is an 'awful habit' and that 'anyone who smokes stinks,' the writer makes the message more personal, emphasises the negative points of smoking, and makes the reader feel almost obliged to have a response.
Statistics	A statistic is numerical data	<ul style="list-style-type: none"> <li>- Numerical data can be used like facts to emphasise and demonstrate the point of the writer</li> <li>- For example: '9 out of 10 people voted against the proposal</li> </ul>	The statistic '9 out of 10 people' emphasises the significant numbers opposing the development and lends weight to the argument that the building programme should not go ahead.
anecdotes	A mini-story from personal experience about a person or incident	<ul style="list-style-type: none"> <li>- Enhances the argument. It makes the text more personal and connects to the reader's experiences</li> <li>-For example: 'Just yesterday I was walking home from school when ...'</li> </ul>	When the writer describes her experience with an anecdote 'Just yesterday I ...' she gives the text a very personal edge and many of us can connect here with similar experiences of our own which adds immediacy to her text.

Quotations	Evidence from source – and in non-fiction writing often an expert source	<p>-It can create added authority to make the text more convincing. Adds credibility to an argument. -For example: 'Animal research expert Martin Davis said' All the evidence from our studies point to the fact that elephants could be extinct in 20 years if nothing is done to prevent tusk-hunting.'</p>	The study stating that 'elephants could be extinct in 20 years' is convincing because we know it is given by an 'animal research expert' and this helps the article persuade us that something needs to be done since the evidence is being provided by an expert in the field.
<b>Writer's text design - devices across a text</b>			
Formal voice	<p>We use formal language in situations that are serious or that involve people we don't know well.</p> <p>Formal language is more common when we write; There are also examples where spoken English can be very formal, for example, in a speech or a lecture.</p>	<p>-This makes a text seem more authoritative, with more power of persuasion -For example: 'After reading an article about the frightening increase in truancy rates in Britain, I feel compelled to offer my views on the subject. I was shocked and surprised at the astoundingly high numbers of students who truant every day.'</p>	The use of formal voice in this letter gives it an authoritative tone. The word 'compelled' makes the reader aware of the seriousness of the writer's intention. The phrase 'astoundingly high' is a formal expression which maintains the serious tone.
Informal voice	<p>Informal language is more commonly used in situations that are more relaxed and involve people we know well. Although more common when we speak, there are times where writing can be very informal eg, letters to friends, emails or texts.</p>	<p>-This Involves the reader at a more personal level. -It engages and makes the text more accessible. -For example: The problem with being a parent is kids! I know I am sounding like something out a TV sitcom, but that's the way I see it. Now don't get me wrong, I love my kids, but come on – I've got a life, they've got a life, we all have. So let's try to meet half way.</p>	The use of informal voice helps engage the reader as it seems more familiar and relaxed, and it helps to form a clear picture of the writer and his attitudes. It makes for lively, entertaining reading. In fact you could almost imagine him sitting in front of you saying these words. It certainly stimulates a response from the reader.

<p>First person perspective</p>	<p>A narrative mode that involves one narrator speaking of and about themselves – use of 'I' and personal pronouns like 'we' 'us'</p>	<p>- This makes the text more personal, gives it a personal voice, which interests the reader as they may feel like they can 'relate' to the writer or that they 'know' them somehow. It invites empathy as the writer is likely to express personal thoughts and feelings. The inclusive pronoun 'we' can make the reader feel part of what is being written. For example: As a committed meat-eater I have to acknowledge that if I want my grandchildren ever to enjoy a perfect steak I must address my habits now: all this animal munching cannot go on. We all need to see meat eating as more of a luxury.</p>	<p>By involving himself and his own eating habits he makes his case stronger. The text feels more personal and we can relate to his experience because eating meat is something most of us do. He opens out to include the personal pronoun 'we' which gives his text an inclusive feel and makes it more powerful.</p>
<p>Third person perspective</p>	<p>In narrative, it is a mode that involves the narrator referring to characters as "he"/"she"/"it"/etc .  In non-fiction it works in a slightly different way</p>	<p>- Third person narration allows for a separation between the narrator and the character and allows for more information to be revealed to the audience of which even the character may not be aware. Third person perspective in non-fiction is appropriate to retain a more impersonal and distant perspective. -For example: As a means of discouraging children from a couch potato lifestyle, it ranks among the more bizarre solutions. A designer has come up with a device that stops the user watching television until they have done enough exercise.</p>	<p>The use of third person perspective here helps create a more impersonal and reflective report. The purpose is to inform and it helps maintain a distance between the subject and the opinions of the writer. It is for the audience to read, reflect and form an opinion on the subject.</p>

<p>Direct address ( Second person perspective )</p>	<p>Direct address is when the text addresses the reader in a way that makes it sound personal achieved through use of second person narration 'You'.</p>	<p>- Directly addressing the reader involves them in the text and makes them think harder about what the text is 'saying'. -It can create a friendly tone and involve the reader making it feel as though the text is addressed directly at the reader involving them personally. It can feel friendly, inviting even confiding. It can also feel forceful and persuasive.</p> <p>-For example: 'It's a feeling that stays with you forever. That wonderful moment when you sit behind the wheel and notice that for the first time that the passenger seat isn't occupied by an instructor or examiner.'</p>	<p>The writer is sharing a feeling that is not just personal but something many adults will have experienced – that thrill of passing your driving test and the freedom it gives you. An adult reader will feel more involved because they share the same emotional response.</p>
<p>Tone</p>	<p>Tone is the author's attitude to the topic. Objective tone is impartial – it does not show any feelings for or against. Subjective tone is personal, biased, emotional and often informal. Tone is expressed through the words and details the author selects.</p>	<p>Tone affects the way we read and understand and respond to a text.</p> <p>-For example: Marla leapt down the stairs, two at a time, flew into the living room, threw open the window, and basked in the glory of the freshly fallen snow.</p> <p>Then Marla plodded downstairs to the living room, where she reluctantly opened the window to find that the sticky, freezing white stuff was falling from the sky for the first time that year. Ugh.</p>	<p>The first extract has an enthusiastic tone. Marla's excitement is conveyed through the use of the words 'flew' 'threw' showing the speed with which she moved. By stating that she 'basked' in the 'glory' we are shown Marla's delight in the experience of the freshly fallen snow.</p> <p>The second extract has a gloomy tone. The word 'plodded' reflects her mood and lack of enthusiasm is shown through the use of 'reluctantly.' By describing the snow as 'freezing white stuff' she is avoiding making any emotional or connection with it. The final word 'Ugh.' Confirms her negative response.</p>

<b>Writer's text design - devices within a text</b>			
Rhetorical questions	A question that does not require an answer	<ul style="list-style-type: none"> <li>- Rhetorical questions are used to engage and involve the reader by making them think. These are typically used to make a text more persuasive.</li> <li>- For example: 'How many roads must a man walk down before you call him a man?' (Bob Dylan)</li> </ul>	The use of the rhetorical question in the first line of this song engages the reader from the start and makes them think about the metaphor. The rest of the song regularly uses rhetorical questions and so increases the persuasiveness of the text. Rhetorical questions make demands of the listener; their response is required, even subconsciously, and they are no longer a passive listener.
List of three	Three words or reasons put together in a list	<ul style="list-style-type: none"> <li>- This technique helps emphasise the point of the text and helps cement the words in the mind of the reader.</li> <li>- For example: To get to the top of their sport, footballers need to be talented, skilful and focused.</li> </ul>	Presenting three key core skills 'talented, skilful and focused' as a list is effective as it helps fix the words in the reader's mind. List of three is a powerful tool for making words memorable; the human brain likes patterns and structure, and rhythm. By using groups of three, the brain recognises the pattern and stores it more easily in the memory.
Assertive language	<p>Writing which presents information in a powerfully worded way</p> <p>It often uses <u>imperatives</u> <u>eg must / have to</u></p>	<ul style="list-style-type: none"> <li>-It gives the text an authoritative edge –makes it sound indisputable</li> <li>-For example: 'Everybody knows that ...' 'It is undeniable that .... '</li> </ul>	'Everybody knows that...' is a powerful opening phrase to the sentence. The writer is writing with a sense of authority and it leads the reader to accept his word on this subject without question.
Indirect involvement	A technique which requests the reader to be involved the in a particular through a key word	<p>This technique engages the audience</p> <ul style="list-style-type: none"> <li>-For example: 'Imagine ...' 'Think of ...' 'Picture, if you will ....</li> </ul>	'Imagine' is a powerful opening word as it asks the reader to use their imagination to picture the scenario that follows. This is effective in making the reader feel more a part of the text. It is a direct appeal to ethos, and is extremely effective at the start or end of a speech, in particular.

Alliteration	The repetition of initial consonant sounds at the start of two or more words	<p>- Alliteration gives variation in sentences, which interests the reader. It can also be used to make a particular point 'stand out'.</p> <p>- For example: The surging snow buffeted over and around me</p>	The alliteration used for the phrase 'surging snow' is effective as it gives the idea of the snow always moving and helps convey the struggle the writer experienced climbing Everest the hard way. Alliteration is used for effect within the context of the words on the page, but it always offers the mirroring and pattern that the human brain recognises and stores more easily in the memory.
Repetition	Repetition is the repeated use of the same word or phrases	<p>- Repetition is used to emphasise a certain point and usually makes a text more powerful</p> <p>- For example: I still have a dream. It is a dream deeply rooted in the American Dream. I have a dream that one day this nation will ... I have a dream that one day on the red hills of Georgia... I have a dream that one day eve n... I have a dream that my four little children one day will ... I have a dream today.</p>	Martin Luther King's speech is given added power by the use of repetition. His five developed dreams stem from his introductory reference to the American Dream. The repetition is given added weight by being use as the starting phrase for each of his dream examples. The use of of a single short sentence at the end 'I have a dream today.' Is very powerful because the listening can connect with each of the ideas he has embedded in listeners' minds.
Punctuation	The use of certain marks to clarify meaning of written material by grouping words grammatically into sentences and clauses and phrases There are three examples here: Long sentences, short sentences and ellipsis. But there are many more uses of punctuation.	<p>- Punctuation helps structure sentences as well as intonation clues. These variations keep the reader interested and engaged.</p> <p>Example 1 - Long sentences There is in the Midlands a single tramway system which boldly leaves the county town and plunges off into the black industrial countryside, up -hill and down dale, through the long ugly villages of workmen's houses,</p>	The description is written in one long sentence to give a sense of the continued onward movement of the tram car. The changing pace of the tram is dictated by the commas. The overall effect is create a visual impression for the reader of the relentless

	<p>Be aware of the different uses and the reasons for the uses.</p> <p>Long sentences or short sentences are chosen for a purpose by a writer as part of the crafting process.</p> <p>Long sentences can be effective when trying to build a picture or idea in a reader's mind.</p> <p>Short sentences make information snappy and quick, which can make certain points 'stand out' more or give variation within the text to keep the reader interested. Short sentences are also effective in building tension and to make a dramatic point.</p> <p>Ellipsis can demonstrate a more relaxed register and an informal way of writing making the text more personal.</p> <p>Contractions are examples of ellipsis, ('I'm hungry' is less formal than 'I am hungry'.)</p>	<p>over canals and railways, past churches perched high and nobly over the smoke and shadows, through stark, grimy cold little market places, tilting away in a rush past cinemas And shops down to the hollow where the collieries are, then up again past s little rural church, under the ash trees, on in a rush to the terminus, the last little ugly place of industry, the cold little town that shivers on the edge of the wild, gloomy country beyond.</p> <p>Example 2 – Short sentences A decision was needed. I pointed at my watch. 'Ten minutes' I said. Pertemba agreed. That helped us – it shifted some responsibility to the watch. I fumbled in my sack and pulled out our stove to leave behind. The time was up. We had to continue the climb.</p> <p>Example 3 – Ellipsis (When elements have been omitted from a sentence, phrase or word (they're 'missing')). 'Forget the X Factor . . . Mongolia's got talons' (Headline for an article about the annual Eagle Festival in Mongolia )</p>	<p>speed and distance of the journey emphasised by words such as 'plunges' and 'rush' The upward and downward movement makes it feels like a rollercoaster ride.</p> <p>'A decision was needed.' Is presented as a short sentence to convey its meaning – that there is no time for discussion, only action. The subsequent short sentences help embed the idea that they have to act quickly. They are experiencing minus centigrade temperatures so they do not want to linger in the cold discussing the matter. They need to move on and this is effectively conveyed through the use of short sentences.</p> <p>The ellipsis is effective because it gives a pause for effect allowing the reader to connect the X Factor and 'talons/talent' . The pun for 'got talons' ( Got Talent' ) works better with ellipsis because it prepares you for the joke which follows</p>
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	Ellipsis can also be used to indicate a dramatic pause '...' showing words are missing		
<b>Writer's word choices</b>			
Emotive language	Emotive language is designed to make the reader feel something and have an emotional response to the text.	<p>-This helps involve the reader and make them feel a particular way. It creates an emotional response from the reader ( eg anger, shock, guilt ). It is often used to manipulate readers' feelings It can create a positive or negative effect</p> <p>- For example: The hunted animals are not killed quickly – that is a myth. There is a long agonising chase before they are ripped limb from limb.</p>	The leaflet is intended to be persuasive and its use of emotive language helps convey its powerful message. Use of the word 'agonising' to describe the chase creates the impression that the suffering experienced in the chase is immense. The word 'ripped' is a powerfully emotive word which conveys the brutality of the death of these hunted animals.
Imagery	<p>Simile A figure of speech that expresses a resemblance between things of different kinds (usually formed with 'like' or 'as')</p> <p>Metaphor A figure of speech in which an expression is used to compare</p>	<p>- This helps create an image within the reader's mind, which helps interest them in the text</p> <p>- For example: 'Cold as snow'</p> <p>- This helps create an image within the reader's mind, which helps interest them in</p>	



	<p>one thing to another by saying it 'is' that other thing</p> <p>Personification Personification is used to give human qualities or characteristics to animals or objects</p> <p>Five senses Imagery descriptions of sounds, sights, smells, feelings, tastes</p>	<p>the text</p> <ul style="list-style-type: none"> <li>- For example: 'You are driving me up the wall'</li> <li>- This gives a more detailed image in the mind of the reader much like a simile or metaphor whilst keeping the reader interested through varied devices</li> <li>- For example: 'The pipes screeched in the night'</li> <li>- Five senses gives more detail to text and helps create an image within the reader's mind.</li> <li>- For example: 'The smoke was thick and black as it rose from the earth accompanied by the stench of scorched wood'.</li> </ul>	<p>The image of the smoke rising in the sky is made stronger in the mind by the use of 'thick' and 'black.' We see the colour but are also aware of the texture. The smell is effectively expressed through the use of the negatively emotive word 'stench.'</p>
<p>Exaggeration and Hyperbole</p>	<p>Hyperbole is extreme exaggeration. 'If my mum find out she'll kill me'</p>	<ul style="list-style-type: none"> <li>-Hyperbole can be used to emphasise a point, express a strong emotion, or evoke humour due to the exaggeration.</li> <li>- For example: like 'making a mountain out of a molehill' an exaggeration such as saying 'My life is over' when the Internet is broken is an overstatement.</li> <li>It can also create a persuasive impact.</li> <li>-For example:</li> </ul>	<p>The use of the phrase 'earth shattering' creates the idea that the event is a major event that will impress anyone who attends. If you do attend it 'will blow you mind way' giving the impression that not only is this event not to missed – it will never be forgotten.</p>

		'This earth-shattering event will blow your mind away'	
Puns	A pun is a play on words. Puns usually use words that have a double meaning or that sounds the same but have different meanings	<ul style="list-style-type: none"> <li>- Puns are often considered witty and are used to engage the reader by making them laugh. It is a clever use of language.</li> <li>- For example: 'The Burning Issue' ( The headline for an article on deforestation )</li> </ul>	The pun effectively connects the reader with the subject of the article in a sharp and focused way. Deforestation is about the burning down of forests but the writer has also established his debating point through the title, because it is a burning issue – a hot topic that needs to be considered seriously.