

Tuesday 12.01.21

Title: I can provide straightforward explanations for the purpose of the language & structure of texts

You will need:
- pencil/pen
- book

Language used to create mood and atmosphere

Authors '**set the tone**' in their writing by demonstrating **emotions** and **feelings** through **words**. The way the author feels about an idea, event or another person is conveyed by the way they write about it and the kind of **descriptive words, phrases** and **sentences** they use to do that.

Language used to create mood and atmosphere

Interesting, funny or unusual headlines can '**set the tone**' for the article about to be read and encourage the reader to read on.

Dog saves child from drowning

(Interesting – how did that happen?)

Should children have homework every night?

(Beggins an opinion – what do you think?)

Dead body found in cemetery

(Unusual – lots of dead bodies found in cemeteries!)

Gale force winds warning for the weekend

(Keeping safe – read it and be ready)

Big toes are your best friends!

(Funny headline makes you giggle – wonder what it's all about)

Language used to create mood and atmosphere

Using sets of descriptive words and different sentence types can create **atmosphere** in a text. The author can create the desired atmospheric effect through describing the **feelings** and **actions** of a **character**.

For example:

I shivered as I walked through the dark alleyway. The hairs on the back of my neck stood to attention and I hurried my pace to get away from the dark, shadowy shapes looming above me at every gateway.

This creates an atmosphere of **nervousness** in the writing, which is what the character is feeling.

Language used to show mood

What language has the author used to show that the character is pleased?

Tip: **annotating** the text can help you find the evidence quickly.

happiness

pride

delight

satisfaction

Lisa jumped for joy as they read out the results of the contest. Her chest swelled with pride as she saw her parents crying and hugging each other. She was over the moon with her performance and had little tingles of excitement up and down her spine and a warm glow of satisfaction spread over her.

excitement

Language used to show mood

What language has the author used to show that the character is pleased? ★ Click for answer.

Lisa jumped for joy as they read out the results of the contest. Her chest swelled with pride as she saw her parents crying and hugging each other. She was over the moon with her performance and had little tingles of excitement up and down her spine and a warm glow of satisfaction spread over her.

Answer:

- jumped for joy
- chest swelled with pride
- over the moon
- little tingles of excitement
- warm glow of satisfaction

Your turn

What language has the author used to show how Jed feels about his mum's partners?

Try to find the evidence yourself. Click for **annotation** clues.

Since Dad had abandoned them, Jed had seen a succession of boyfriends come and go. Some made more of an effort to bond with him than others, but they all bolted sooner or later.

lack of consistency

running away – not brave or committed

sense of betrayal

'effort' suggests not naturally kind

Language used to show mood

What language has the author used to show how Jed feels about his mum's partners? ★ Click for answer. Was yours similar to ours?

Since Dad had abandoned them, Jed had seen a succession of boyfriends come and go. Some made more of an effort to bond with him than others, but they all bolted sooner or later.

Answer:

Jed has a very negative view of mum's partners. After the betrayal of being "abandoned" by his dad, the author uses words like "succession", "come and go" and "bolted" to suggest a lack of consistency and commitment, and "effort" to suggest that they were not naturally kind.

Structural choices

Authors **structure** their work in a variety of different ways to ensure that each text type is successful in reaching its intended **audience** and is fit for **purpose**.

Read the following two texts. They are both **instructions** for making a cup of tea.

Structural choices

A. How to make a good cup of tea (part one)

If you would like to brew a decent cup of English Breakfast tea, then begin by filling an electric kettle (or one you put on the gas stove – whatever your preference) with water, plug it in and flick the switch to boil (or pop it on the hob over a flame). While the kettle is coming to the boil, you can prepare by placing a tea-bag into a suitable sized cup or a mug (bone china is the best) and get a teaspoon ready for some serious stirring ...

Structural choices

A. How to make a good cup of tea (part two)

... When the water in the kettle is boiling, you should carefully pour it into the cup (please make sure that you take care not to scald yourself by splashing the water) and stir with the teaspoon (don't let it go off the boil as this will ruin the taste of the tea). You will need to remove the piping hot tea-bag from the cup with the teaspoon and dispose of it in a bin (a food waste or compost bin is best). Then you could add milk to make it creamier and cooler, again this depends on personal taste. You may choose to add some sugar to sweeten (think carefully about the health implications before putting too much in) before finally stirring the cup of tea to ensure everything is mixed together. Now it is ready for you to drink at your leisure. Enjoy your tea!

Structural choices

B. How to make a cup of tea

1. Carefully fill a kettle with tap water.
2. Switch the kettle on to boil (ensure the kettle is plugged in).
3. Put a tea-bag into a cup (or mug).
4. Pour the boiling water in the cup (take care not to scald yourself).
5. Stir carefully with a teaspoon.
6. Squeeze the tea-bag against the side of the mug, once the desired colour is achieved.
7. Remove the tea-bag carefully (it will be hot).
8. Add milk and sugar to the cup if required.
9. Give the tea a final stir before drinking.

Your turn

1. Which text is the most helpful for someone who wants to make a cup of tea?
2. Why is one text more helpful than the other one?
3. Why do you think the author numbered the sentences in Text B?

1. Text B is the most helpful.
2. Text A is written like a story and has lots of extra words that are not needed. For example, we don't need to be told to throw the teabag away in the bin or indeed the type of bin! Nor do we need to be told that milk makes your tea creamier and cooler. Text B gets straight to the point, is easier to read and gives clear, concise instructions to help you make tea quickly and easily.
3. The sentences are numbered to show the reader the order in which the instructions should be carried out.

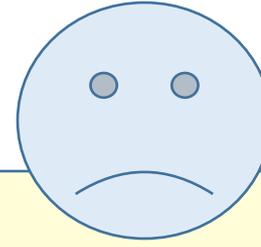


Reflection

Think about today's lesson and talk to your partner about what you feel confident about and what you feel you need to practise more.



I am confident with
...



I would like more
practice with ...