

Classroom activity

Cut out all of the headings and statements and then match the correct statements with the corresponding headings.

Note: all statements are currently under correct headings

Conduct literature	Biography	Travel Writing	Private letter	Narrative
Advisory text	A life story written by a wife (bias)	Strong sense of the writer as 'expert' informing his readers	Formal vocative abbreviated salutation (sr)	First person narrative (reader encouraged to engage with narrator, jack)
Focus is on everyday behaviours (e.g. Humming, coughing, yawning, blowing your nose, biting your nails – and spitting!)	Writer's awareness of the impossibility of the task e.g. <i>Beyond what i can describe ... from a bare dead description</i> (prepps)	A descriptive account of the native inhabitants	Repeated references to reading and writing letters (primary form of communication over a distance)	Dialogue used to develop character and create two distinct voices
Frequent use of imperatives (no mitigation)	Focus on physical (e.g. Got up early, hated idleness) and spiritual qualities (his virtue)	All information about their lives is considered in relation to the potential settlers (e.g. The level of threat they pose)	Changing tone: playful (e.g. Post-modified adjective phrase, <i>soe kinde as to write to you</i>), but becomes serious (e.g. Contrastive conjunction <i>but</i> + prepp <i>in earnest</i> mark turning point – reinforced by adverb <i>heartily</i>)	No speech marks used for the quoted clauses (makes it more difficult to read)
Focus is on negative behaviour with frequent use of the adverb not and verbs with negative connotations (e.g. <i>Wriggling, gnaw</i>)	Positive language: extraordinary, handsome, excellent (adjectives); <i>vertue</i> (nouns)	Adjectives (frequently defining) are used to provide precise detail (<i>loose, deere, flat edged</i>)	Repetition of first person pronoun – private and personal content; second person pronoun you (rather than familiar <i>thou</i>) perhaps reflects equal status.	Second person pronouns: <i>you</i> (jack to the cider-maker – formal/polite); <i>thee</i> (the cider-maker to jack – suggesting he has a good personal relationship with jack)
Direct address (use of familiar pronoun <i>thou</i> and determiner <i>thy/thine</i> – indicative of lower status of child).	Religious language used to elevate hutchinson (typical of period).	Some explicit and some implicit evaluative judgements.		Figurative language to enhance characterisation