

7.6 The function of a sequence of events

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS pacing 节奏

Objective

Build the skills to explain **what pacing does** 节奏的作用.

You must be able to:

- state the three things pacing works through
- explain how the order of revelation produces emotion
- explain why significance matters to pacing
- answer a pacing question in the CED's terms

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Three factors

Pacing may evoke an emotional reaction **by the order in which information is revealed; the relationships between the information, when it is provided, and other parts of the narrative; and the significance of the revealed information to other parts of the narrative.**

■ Order and emotion

The same fact produces different feelings depending on when it arrives. Learned early it is dread; learned late it is shock; learned after the character acts it is regret.

■ Significance

A revelation's effect depends on how much of the narrative it changes. A fact that recasts everything already read is more powerful late than early, because there is more for it to recast.

■ Answering

Name what is revealed, name when, and state what the timing makes the reader feel — and why the same information at another point would not.

2 Practice

2.1 State the three things pacing works through. [3]

2.2 Explain how the order of revelation produces emotion. [2]

2.3 Significance matters to timing.

(a) Explain why a recasting fact works better late. [2]

(b) State the form of a pacing answer. [1]

3 Exam-style questions

3.1 A fact learned after a character has acted on ignorance of it produces [1]

- | | |
|---|---|
| A | B |
| C | D |
- A** regret
B dread
C relief
D boredom

3.2 Pacing may evoke an emotional reaction by the order in which [1]

- | | |
|---|---|
| A | B |
| C | D |
- A** information is revealed
B pages are numbered
C chapters are titled
D the book is printed

3.3 A story withholds a character's illness until the final page.

(a) State the effect. [1]

(b) Explain what the same information on page one would have produced. [2]
