 Language Table

| Language to | Whole Text | Paragraph Level | Sentence Level | Word Level |
| --- | --- | --- | --- | --- |
| Express ideas (Field 1) | * Complication – What to write as a short story with NYE as a focus?
* Unfolds in stages – builds on ideas to reflect the writing process
* Not resolved (deliberate)
 | * 13 sections organise the development of the story (process) and characters (Sandy’s story as well as writer’s)
* Uses narrative structure – orientation, complication, series of events and so on
 | * Noun groups build description, characters, settings
* Range of verb groups to build both setting and character
* Uses sentence types to build writer’s thoughts and feelings
 | * Use of past tense
* Nouns, verbs and adjectives build vivid noun groups
* Present continuous verbs
* Uses real places and events
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| Connect ideas (Field 2) | * 13 sections structure
* Cyclical structure
* Multiple stories built on through the text: Sandy’s, Writer’s, Meta-narrative
 | * References to the months to show passing of time
* Returns and builds on previous decisions
* Uses real places to connect
* Autobiographical references connect between the imaginative and the real
 | * The ideas in the groups and clauses extend his ideas through use of complex sentences, particularly
 | * Repetition of key nouns and verbs for example, dark
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| Interact with others (tenor) | * Includes the audience
* Engages the audience through the rise and fall of confidence of writer re his story and the rise and fall of Sandy’s story
* Evaluations of the characters
* Meta-narrative to bring the story wider
* Plays with “expert”, omniscient narrator – not sure where his story id going most of the time
 | * Rhetorical questions to build our understanding of his process and indecision
* Builds both Sandy’s story with the writer’s story
* Builds tension, clarity and then insecurity – waves of emotions
* Uses the two settings (Afghanistan and America) to connect reader to social and political issues
 | * Use of powerful and original metaphors
* Setting used as a character
* Uses a range of figurative devices effectively
* Plays with modality to show writer’s confidence, or lack of, at different points in the story re the plot and so on.
 | * Implicit and explicit evaluative vocabulary
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| Create cohesive texts (Mode) | * Ideas woven effectively
* Returns to same events
 | * Section opening paragraphs orient the reader to events, problems
* Characters and events tracked/returned to through the story
 | * Variety of sentence beginnings to orient events and examine the writing process
 | * Articles and pronouns used to track characters
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