

Text Structure and Language Features: Example 1

Text Structure - Review/Opinion

Context - includes background information on text, e.g. author, type of work, setting and brief synopsis

Text description - describes main character/s, their relationships and key incidents

Judgement - includes opinion and/or recommendation

**SADAKO AND THE THOUSAND PAPER CRANES – A REVIEW**

‘Sadako and the Thousand Paper Cranes’ was written by Eleanor Coerr and is set in Japan in the early years after World War II.

It is the true story of a girl named Sadako who was two years old when an atom bomb was dropped on the city of Hiroshima where she lived with her family. Ten years later Sadako developed leukaemia as a result of the radiation from the bomb.

The author portrays Sadako as a brave, courageous, energetic and optimistic girl. Her optimism is shown by her actions in hospital. She believed the old story that if a sick person folded one thousand paper cranes the gods would grant their wish and make them healthy again. So Sadako fought bravely and kept folding the cranes as long as she could but died before she had finished the thousand. Sadako’s classmates folded the other 356 cranes so that she could be buried with one thousand paper cranes.

I really liked this book and would recommend it to readers of all ages. Even though it is sad, it shows the courage of the human spirit. It describes the consequences of war but symbolises hope for the many others who also found themselves in the same situation because of the two atomic bombs dropped on Japan.

**Language Features**

Use of present tense; past tense if work has a historical setting - may or may not use temporal sequence of events when relating key incidents

Use of relating verbs, e.g. and is set in Japan

Use of action verbs, e.g. developed, died

Use of saying and thinking verbs, e.g. written, believed

Use of feeling verbs, e.g. liked

Use of passive voice, e.g. was dropped

Use of modality, e.g. would

Use of technical language, e.g. novel, synopsis, author

Use of adjectives, e.g. brave, courageous, sick, healthy

Use of detailed noun groups, e.g. a brave, courageous, energetic and optimistic girl

Use of evaluative language, e.g. courageous, energetic, bravely

Use of persuasive language, e.g. recommend, courage, symbolises hope

Use of compound and complex sentences

Use of title of text as sentence theme, e.g. ‘Sadako and The Thousand Paper Cranes’ is a novel.