

Text Structure and Language Features: Example 1

**Text Structure - Argument Title**

**WHY SHOULD WE CONSERVE OUR NATIVE FORESTS?**

**Statement of position - Background information.**

New Zealand's native forests are important for many reasons. These include protection of our native plants and animals, limiting erosion and climate change, and sustaining tourism.

**Argument point, elaboration**

Firstly, our native forests are the home of many endangered species of plants, birds and insects, and other animals. New Zealand has many unique species as we were cut off from the larger land masses many millions of years ago. We already have too many predators which are killing our native birds, and if we cut down large areas of forest, these birds will be under further threat.

**Argument point, elaboration**

Secondly, trees help prevent soil erosion. The roots of the trees hold the soil together and stop it being blown away by the wind. Many farmers who have cleared native bush and forest from areas of land have found that this land has been eroded after heavy rains. Furthermore, where the bush has been replanted or allowed to regenerate, the erosion has reduced.

**Argument point, elaboration**

Thirdly, trees also form part of the carbon cycle and if we cut down much more forest and damage the carbon cycle, there is a risk of faster climate change. Many countries throughout the world have felled large areas of their forests, and many scientists believe this has led to an increase in the rate of temperature change.

**Argument point, elaboration**

Lastly, native forests can also support tourism. People interested in eco-tourism enjoy walking through the bush and forest and being a part of nature. This is a way that the forests can support the economy and be used as a sustainable resource.

**Reinforcement of position statement**

Therefore, everyone should support the conservation of native forests, as it will bring benefits to the whole of New Zealand.

**Language Features**

Use of present tense is predominant

Use of word chains to build topic information, e.g. native forests, trees, animals, birds, threat, tourism

Use of relating verbs, e.g. New Zealand has many unique species

Use of action verbs, e.g. are killing, have felled

Use of action verbs to create causal relation, e.g. has been allowed to regenerate, the erosion has reduced

Use of passive voice, e.g. being blown away,

Use of modality, e.g. can support

Use of general nouns, e.g. forests

Use of technical language, e.g. predators, eco-tourism

Use of detailed noun groups, e.g. many endangered species of plants, birds and insects and other animals

Use of adverbial phrases, e.g. by the wind, under further threat

Use of conjunctions e.g. because, if, as, and

Use of text connectives to structure argument, e.g. firstly, secondly, lastly, furthermore, also

Use of evaluative language, e.g. We need to clean up our act.

Use of beginning of sentence to focus the reader's attention, e.g. all around the world

Use of empty subject, e.g. It is vital.

Use of complex sentences, e.g. New Zealand has many unique species as we were cut off from the larger land masses many millions of years ago.