

Text Structure and Language Features: Example 1

Text Structure - Argument

HOW LONG SHOULD A SCHOOL DAY BE?

Statement of issue

There is a debate in the community at the moment about how long the school day should be. Some people think that school hours no longer fit in to the timetable for parents who work. Other people feel that students should not be away from their families for any more time.

Case for - arguments, elaboration

Those people who are in favour of longer school hours point out that most parents work. They leave home before school begins and finish work after school ends. If parents have primary school children they have difficulty arranging child-care for them before and after school. Child-care also costs money. Sometimes the cost of child-care takes up most of the money a parent earns. Some parents who cannot afford child-care allow their children to unlock the house and stay at home unsupervised. These children can get into trouble or watch too much TV. If there were longer school hours, children of working parents would be better cared for and do their homework at school.

Case against - arguments, elaboration

On the other hand people who are against the school day being longer say that there is enough school time already. Families like to choose what the children do for the rest of the day. Some families like children to play in afternoon sporting teams. Other children learn to play a musical instrument or do jobs for the family. Another reason is that not all parents work after school and then they can spend more time with their children. Also children who go to school early and come home late travel in the dark in winter. This could be dangerous. A long school day also makes children too tired.

Conclusion - includes summary and recommendation

It can therefore be seen that there are reasons for and against a school day being longer. After looking at both sides of the argument I think that the school day should stay the same as it is now and families should choose what they do with the rest of the day.

Language Features

Use of present tense as main tense

Use of word chains to build topic information, e.g. hours, timetable, dark, late, early, long

Use of relating verbs, e.g. There are reasons for and against.

Use of action verbs, e.g. work, play, watch

Use of saying and thinking verbs, e.g. think, looking at

Use of passive voice, e.g. be cared for

Use of modality, e.g. can, should

Use of adjectives, e.g. longer, unsupervised, better

Use of detailed noun groups, e.g. the cost of child-care

Use of adverbial phrases, e.g. after school, for the family

Use of conjunctions, e.g. if

Use of connectives to build point and counterpoint, e.g. It can therefore be seen.

Use of evaluative language, e.g. dangerous, difficulty, unsupervised, better cared for

Use of persuasive language, e.g. should stay the same

Use of beginning of sentence to focus reader's attention, e.g. It can therefore be seen that.

Use of empty subject, e.g. There is a debate.

Use of complex and compound sentences