

**Text Structure and Language Features: Example 2**

**Text Structure - Argument/Opinion**

**Statement of position**

**Argument point, elaboration**

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**Reinforcement of position statement**

**URBAN POLLUTION**

Pollution is a big problem in most cities. There are many forms of urban pollution. These include water pollution, air pollution and land pollution.

Water pollution occurs when people throw rubbish on the ground and pour chemicals down their household sinks and when industrial waste and household sewage washes into the pipes. When it rains, the rubbish, chemicals and human and animal wastes are often carried into the seas and oceans, especially when the sewage and stormwater systems become overloaded. This can lead to fish dying and make the water too dirty for swimming. Dirty water carries bacteria which cause skin diseases and other serious illnesses.

Air pollution has many sources, including houses, factories and vehicles. Factories discharge many pollutants into the air, including gases such as carbon dioxide and sulphur dioxide. Vehicles also discharge carbon monoxide and other toxic particles. These gases rise to the ozone layer and produce other gases called chloro-fluoro carbons which damage the environment. High rates of air pollution cause many illnesses. Asthma and lung diseases are worse when the air is polluted.

Lastly, land pollution is a also major problem in many cities and in rural areas as well. There are many sites where toxic substances have been buried. Sometimes this happened before people were aware of how dangerous these substances were. Asbestos is a very dangerous substance which is often found in landfills. However, unfortunately, sometimes it was because people wanted to hide them so they didn't have to spend money on their safe disposal.

Both individuals and companies need to think before they throw anything away, burn it, or tip it down a drain. We need to clean up our act and clean up our world.

**Language Features**

Use of present tense is predominant

Use of word chains to build topic information, e.g. pollution, rubbish, sewage, rain, diseases

Use of relating verbs, e.g. is, are, including

Use of action verbs, e.g. die, throw, discharge

Use of action verbs to create causal relation, e.g. rise, cause

Use of passive voice, e.g. wastes are often carried

Use of modality, e.g. which can lead to fish dying.

Use of general nouns, e.g. factories, seas, oceans

Use of technical language, e.g. ozone, carbon monoxide

Use of detailed noun groups, e.g. a very dangerous substance, the sewage and stormwater systems

Use of adverbial phrases, e.g. into the seas, before people realised how dangerous these substances were

Use of time conjunctions to sequence events, e.g. when

Use of text connectives to structure arguments, e.g. firstly, secondly, lastly

Use of evaluative language, e.g. unfortunately, a major problem

Use of beginning of sentence to focus the reader's attention and develop macrotheme, e.g. Pollution, Water pollution, Air pollution,

Use of empty subject, e.g. There are many forms of urban pollution.

Use of complex sentences, e.g. There are many sites where toxic substances have been buried.