

Instructions

1. You must enable 'Macro' to view this presentation;
2. For tasks, type your answers in the text boxes provided and click 'check answer' button;
3. Press **X** button top right or ESC button on keyboard to exit the programme;
4. Upon exit, you can choose to save your answers in the tasks by selecting 'yes';
5. Use arrows below to go to next or previous slide.

Bridging to Tertiary Study: A support resource for Māori students

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Unit 3

Writing one-sided argument texts

Part A

The structure of one-sided argument texts

Introduction

In this unit, we are going to focus on writing **arguments**, that is, on writing texts that argue **for** or **against** something. When we argue for or against something, we need to indicate not only **WHAT** we believe but also **WHY** we believe it. When we present a written argument, we might want to persuade our readers to do something, or we might simply want to persuade them to adopt a particular point of view.

There are two main types of argument text: **one-sided argument texts** (where the writer includes one or more arguments that support a single point of view) and **two-sided argument texts** (where the writer includes one or more arguments in support of each of two different points of view). In the case of an argument text, the Detail section of the text structure (**TTFDC**) contains the argument or arguments. In this unit, the focus will be on **one-sided arguments**. This is one of the most common tasks in academic writing.

Introduction

A sample one-sided argument text

Let's look at a very short and quite simple one-sided argument text. Imagine, in this case, that a lecturer has chosen this question for students to write about:

Do you agree or disagree that it is a good thing to send children to kura kaupapa Māori?

If you think back to Unit 1 where we explored ways to identify key words in a writing task question, you will see here that the phrase containing the two words **agree** or **disagree** helps you to know that you should write an **argument** text. It also shows you that the text should be one-sided (do you agree **or** disagree....?). Here is a very short possible response to the question above.

Should parents send their children to kura kaupapa Māori?

In many countries in the world where there is an indigenous population and where there is a choice, parents send their children to language immersion schools. In New Zealand many parents send their children to kura kaupapa Māori.

Parents want their children to get a good grounding in language and culture and so they think it is important for them to be surrounded by the language all day, every day, at school. They also think that at kura kaupapa Māori their child is more likely to be surrounded by Māori culture. I therefore believe that it is a good thing for parents to send their children to kura kaupapa Māori.

The text above is very short and simple and it does not present a very strong argument. There are a number of changes that can be made to make the text more interesting and to present a more convincing argument. On the next slide is a slightly longer text responding to the same question.

Should parents send their children to kura kaupapa Māori?

In many countries in the world where there is an indigenous population and where the education system provides the possibility of a number of different schooling options, many parents opt to send their children to language immersion schools.

In the case of Aotearoa/New Zealand, many parents send their children to kura kaupapa Māori. These are language immersion schools where the children learn through the medium of the Māori language in a context where a Māori world-view is at the heart of the school and its systems. I agree that this is a good thing.

Firstly, parents want their children to be fluent in te reo Māori. In order to achieve this, it is very important that the children are surrounded by the language all day, every day at school. If they attend mainstream schools, they only have exposure to te reo Māori in short bursts and their educational environment is dominated by English.

Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions.

Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori. Their hope is that the development of a robust identity will allow their child to be strong, to be positive and to do well in all other dimensions of their life.

In conclusion, I believe that it is a good thing for parents to send their children to kura kaupapa Māori. All children in this learning environment can benefit from having established a firm foundation for their future success.

Task 1

Read the text again on the previous slide if needed and answer this question in the box provided: ***According to the author, is it a good thing for parents to send their children to kura kaupapa Māori?*** When you have finished the task, click button to check answer.



check answer

Yes – the author believes that it is a good thing for parents to send their children to *kura kaupapa Māori*.

Task 2

Read the text again on **(slide 8)** if needed and answer the following question. **What three main reasons does the writer give to support the idea that it is a good thing for parents to send their children to kura kaupapa Māori?** When you have finished the task, click button to check answer.

1

2

3

check answer

1. It helps them to gain fluency in te reo Māori.
2. It can make them more culturally aware.
3. It can provide them with an opportunity to develop a strong Māori identity.

The sections of the text in review

Here is the text put into a **TTFDC** text template.

ONE-SIDED ARGUMENT TEXT TEMPLATE	
Text structure	Text
TITLE Outlines the general topic	Should parents send their children to kura kaupapa Māori?
TOPIC Provides more detail about the topic	In many countries in the world where there is an indigenous population and where the education system provides the possibility of a number of different schooling options, many parents opt to send their children to language immersion schools.
FOCUS States writer's point of view	In the case of Aotearoa/New Zealand, many parents send their children to kura kaupapa Māori. These are language immersion schools where the children learn through the medium of the Māori language in a context where a Māori world-view is at the heart of the school and its systems. I agree that this is a good thing.
DETAIL Argues for the point of view	<p>Firstly, parents want their children to be fluent in te reo Māori. In order to achieve this, it is very important that the children are surrounded by the language all day, every day at school. If they attend mainstream schools, they only have exposure to te reo Māori in short bursts and their educational environment is dominated by English.</p> <p>Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions.</p> <p>Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori. Their hope is that the development of a robust identity will allow their child to be strong, to be positive and to do well in all other dimensions of their life.</p>
CONCLUSION Sums up the argument and/or makes a recommendation or states the writer's point of view	In conclusion, I believe that it is a good thing for parents to send their children to kura kaupapa Māori. All children in this learning environment can benefit from having established a firm foundation for their future success.

The sections of the text in review

Notice that the **TITLE** of the text is related directly to the question.

Question topic:

Do you agree or disagree that it is a good thing to send children to cram schools?

Title:

Should parents send their children to kura kaupapa Māori?

Notice that the **TOPIC** section *expands on the general topic* (as outlined in the title) by observing that parents in many parts of the world send their children to immersion language schools.

Topic:

In many countries in the world where there is an indigenous population and where the education system provides the possibility of a number of different schooling options, many parents opt to send their children to language immersion schools.

The sections of the text in review

The **FOCUS** section of the text *presents the writer's point of view*. In this case, the writer's point of view is preceded by two sentences that *lead up to* and *support* the writer's point of view.

Focus:

In the case of Aotearoa/New Zealand, many parents send their children to kura kaupapa Māori. These are language immersion schools where the children learn through the medium of the Māori language in a context where a Māori world-view is at the heart of the school and its systems. I agree that this is a good thing.

The sections of the text in review

In the **DETAIL** section of the text, there are three main arguments that support the writer's point of view. The first argument begins with 'firstly'; the second argument begins with 'secondly'; the third argument begins with 'finally'. Writers need to decide on the order of the arguments they present. In many cases, they begin or end with the argument that they believe is most important or with the argument that is most general or inclusive. In this case, the writer begins with an argument relating to **language**, that is, that attending kura kaupapa Māori will help the children develop fluency in te reo Māori. The next argument refers to **culture**, to the benefits of being immersed in a Māori cultural environment. Finally, reference is made to **Māori identity** and **future success** (both seen as the likely result of familiarity with Māori language and culture).

The sections of the text in review

Detail:

Firstly, parents want their children to be fluent in te reo Māori. In order to achieve this, it is very important that the children are surrounded by the language all day, every day at school. If they attend mainstream schools, they only have exposure to te reo Māori in short bursts and their educational environment is dominated by English.

Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions.

Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori. Their hope is that the development of a robust identity will allow their child to be strong, to be positive and to do well in all other dimensions of their life.

In the **DETAIL** section above, the paragraphs begin with 'firstly', 'secondly' and 'finally'. It would also have been possible to use words and phrases, such as 'next', 'in addition', 'furthermore' and 'in the end'.

The sections of the text in review

The **CONCLUSION** section of the text begins with 'in conclusion'. It restates the writer's point of view (that it is a good thing to send children to kura kaupapa Māori) and then sums up the argument (by referring to the fact that children educated in this environment have a strong support for future development).

Conclusion:

In conclusion, I believe that it is a good thing for parents to send their children to kura kaupapa Māori. All children in this learning environment can benefit from having established a firm foundation for their future success.

Textual Relations

Reason-Result

The text could be expanded in a number of ways. It would be possible to add **reasons**, thus creating **reason-result** relationships. In the paragraphs below, reasons have been added. The reason clauses begins with 'because' or 'because of' here:

Firstly, parents want their children to be fluent in te reo Māori **because it is the language of their ancestors and an important part of their heritage**. In order to achieve fluency, it is very important that the children are surrounded by the language all day, every day at school. If they attend mainstream schools, they only have exposure to te reo Māori in short bursts **because of the way the timetable is generally organised** and their educational environment is dominated by English.

Result: Firstly, parents want their children to be fluent in te reo Māori

Reason: because it is the language of their ancestors and an important part of their heritage.

Result: If they attend mainstream schools, they only have exposure to te reo Māori in short bursts

Reason: because of the way the timetable is generally organized.

Reason-Result

Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions **because an indigenous perspective is a fundamental part of the philosophy of kura kaupapa Māori.**

Result: Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions

Reason: because an indigenous perspective is a fundamental part of the philosophy of kura kaupapa Māori.

Reason-Result

Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori **because of the dominant language and cultural environment.** Their hope is that the development of a robust identity will allow their child to be strong, to be positive and to do well in all other dimensions of their life.

Result: Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori

Reason: because of the dominant language and cultural environment.

Statement-Amplification

The text can also be expanded by **adding** information, thus creating textual relations of **statement-amplification**. In the first paragraph below (the topic paragraph), information has been added. In the second and third paragraphs below (from the detail section of the text), information has, once again, been added. The additional information expands on the information already included.

Firstly, parents want their children to be fluent in te reo Māori because it is the language of their ancestors and an important part of their heritage **and many of them were denied the opportunity to learn it**. In order to achieve fluency, it is very important that the children are surrounded by the language all day, every day at school. If they attend mainstream schools, they only have exposure to te reo Māori in short bursts because of the way the timetable is generally organised and their educational environment is dominated by English.

Statement: Firstly, parents want their children to be fluent in te reo Māori because it is the language of their ancestors and an important part of their heritage

Amplification: and many of them were denied the opportunity to learn it.

Statement-Amplification

Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions because an indigenous perspective is a fundamental part of the philosophy of kura kaupapa Māori. **All of this makes the children feel accepted and stress free.**

Statement: Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions.

Amplification: All of this makes the children feel accepted and stress free.

Statement-Example

It is also possible to expand the text by providing **examples** to illustrate the arguments. In the three paragraphs below, examples have been added to each of the arguments in the text, creating textual relations of **statement-example**.

Firstly, parents want their children to be fluent in te reo Māori because it is the language of their ancestors and an important part of their heritage and many of them were denied the opportunity to learn it. If they attend mainstream schools, they only have exposure to te reo Māori in short bursts, **when, for example, they learn the language as a subject for a few hours each week**, and their educational environment is dominated by English.

Statement: If they attend mainstream schools, they only have exposure to te reo Māori in short bursts,

Example: when, for example, they learn the language as a subject for a few hours each week, . . .

Statement-Example

Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions. **For example, Māori protocols can be observed at the beginning and end of meetings, visitors to the school can be welcomed in Māori in appropriate ways and Māori expectations of manaakitanga (hospitality) can be much more readily observed.**

Statement: Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions.

Example: For example, Māori protocols can be observed at the beginning and end of meetings, visitors to the school can be welcomed in Māori in appropriate ways and Māori expectations of manaakitanga (hospitality) can be much more readily observed.

Statement-Example

Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori. Their hope is that the development of a robust identity will allow their child to be strong, to be positive and to do well in all other dimensions of their life. **For example, if a young person of Māori heritage has a strong identity they are much more able to manage the stresses of the modern lifestyle of a global citizen.**

Statement: Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori. Their hope is that the development of a robust identity will allow their child to be strong, to be positive and to do well in all other dimensions of their life.

Example: For example, if a young person of Māori heritage has a strong identity they are much more able to manage the stresses of the modern lifestyle of a global citizen.

Concession-Comment

Another way of expanding the text is to add **concessions**, thus creating textual relations of **concession-comment**.

A **concession** involves an admission or acknowledgment that other points of view exist but that the writer still believes his or her point of view is preferable.

In the paragraph below, the focus section of the text has been adapted and now begins with a concession introduced by 'although':

Concession: Although some people believe that it is better for all children to receive the same kind of education in the same kind of school environment,

Comment: many parents of Māori heritage children believe that their children will get a better start in life by attending kura kaupapa Māori.

The concession could also have been introduced by 'in spite of the fact that':

In spite of the fact that some people believe that it is better for all children to receive the same kind of education in the same kind of school environment, . . .

Some textual relations in the text

Now let's identify some textual relations that are already present in the text.

Here is an example of a textual relation of **statement-amplification**, the amplification is in bold print.

If they attend mainstream schools, they only have exposure to te reo Māori in short bursts **and their educational environment is dominated by English.**

Statement: If they attend mainstream schools, they only have exposure to te reo Māori in short bursts

Amplification: and their educational environment is dominated by English.

Here is an example of the textual relation of **condition-consequence**. The condition is in bold print.

If they attend mainstream schools, they only have exposure to te reo Māori in short bursts and their educational environment is dominated by English.

Condition: If they attend mainstream schools,

Consequence: they only have exposure to te reo Māori in short bursts and their educational environment is dominated by English.

Notice the word that signals the condition-consequence relation in the example above is 'if'.

Complete text

Now let's look at our original text with some of the things we have discussed.

ONE-SIDED ARGUMENT TEXT TEMPLATE	
Text structure	Text
TITLE Outlines the general topic	Should parents send their children to kura kaupapa Māori?
TOPIC Provides more detail about the topic	In many countries in the world where there is an indigenous population and where the education system provides the possibility of a number of different schooling options, many parents opt to send their children to language immersion schools.
FOCUS States writer's point of view	Although some people believe that it is better for all children to receive the same kind of education in the same kind of school environment, many parents of Māori heritage children believe that their children get a better start in life by attending kura kaupapa Māori. These are language immersion schools where the children learn through the medium of the Māori language in a context where a Māori world-view is at the heart of the school and its systems. I agree that this is a good thing.
DETAIL Argues for the point of view	<p>Firstly, parents want their children to be fluent in te reo Māori because it is the language of their ancestors and an important part of their heritage and many of them were denied the opportunity to learn it. In order to achieve fluency, it is very important that the children are surrounded by the language all day, every day at school. If they attend mainstream schools, they only have exposure to te reo Māori in short bursts when, for example, they learn the language as a subject for a few hours each week, because of the way the timetable is generally organised and their educational environment is dominated by English.</p> <p>Secondly, parents also believe that by attending a kura kaupapa Māori their child is more likely to be surrounded by Māori culture, to be immersed in an environment where the dominant world-view is indigenous rather than Western and where Māori values will drive decision-making and social interactions. For example, Māori protocols can be observed at the beginning and end of meetings, visitors to the school can be welcomed in Māori in appropriate ways and Māori expectations of manaakitanga (hospitality) can be much more readily observed.</p> <p>Finally, many parents feel that their child will have a greater possibility of developing a strong Māori identity by attending kura kaupapa Māori because of the dominant language and cultural environment. Their hope is that the development of a robust identity will allow their child to be strong, to be positive and to do well in all other dimensions of their life. For example, if a young person of Māori heritage has a strong identity they are much more able to manage the stresses of the modern lifestyle of a global citizen.</p>
CONCLUSION Sums up the argument and/or makes a recommendation or states the writer's point of view	In conclusion, I believe that it is a good thing for parents to send their children to kura kaupapa Māori. All children in this learning environment can benefit from having established a firm foundation for their future success.

Task 3

Look at the text below and add to it by making **two points** in the **DETAIL** section that support the point of view expressed in the **FOCUS** section. When you have finished the task, click check answer button to look at a possible answer.

ONE-SIDED ARGUMENT TEXT TEMPLATE	
Text structure	Text
TITLE Outlines the general topic	Should parents send their children to kura kaupapa Māori?
TOPIC	
FOCUS	I believe it is not a good idea to send children to kura kaupapa Māori.
DETAIL 2 arguments to support the point of view	1
	2

check
answer

Possible responses:

1. If all children attend the same kind of school then everyone is equal.
2. In an ordinary school people have lots of opportunities to be exposed to Māori culture and language without going to a special school to focus on this.

Task 4

Complete the text below by providing a **CONCLUSION** that summarizes the point of view expressed in the **DETAIL** section of the text. When you have finished the task, click check answer button to see a possible answer.

ONE-SIDED ARGUMENT TEXT TEMPLATE	
Text structure	Text
TITLE Outlines the general topic	Should parents allow young children to have cell phones?
TOPIC Re-states the general topic	Nowadays, many young children carry cell phones with them all the time.
FOCUS Provides more detail about the topic to focus the argument and/ or states writer's point of view	Cell phones are an important part of people's lives. Many people spend a lot of time sending text messages and making calls to friends and family members. I believe that parents should allow young children to have cell phones, especially now that they cost much less than they did a few years ago.
DETAIL 2 arguments to support the point of view	<ol style="list-style-type: none">1. Parents often worry about their young children but they are likely to worry less if the children have cell phones because they can keep in touch with them all the time.2. Many young children have cell phones and have fun sending messages to their friends. Those young children whose parents do not allow them to have cell phones may therefore miss out on lots of fun and may even find it more difficult to make friends.
CONCLUSION A summary of the writer's point of view	

check
answer

Possible response:

In conclusion, I believe that parents should allow young children to have cell phones because they can help them to have fun and keep them safe.

Part B

Typical language features of a one-sided argument text

Verb Forms

In argument texts, writers often make suggestions rather than making definite statements. For this reason, modal verbs are commonly used. By using verbs such as **can, could, might, should**, writers protect themselves against too much opposition to what they are saying.

Using **indefinite** statements or **cautious** language in this way is called **hedging**. In the box below, you can see some examples of language that can be used for hedging.

1.	Modal verbs	e.g. can, may, might, should, could
2.	Lexical verbs	e.g. believe, assume, suggest, tend, think, indicate
3.	Adverbs of frequency	e.g. often, sometimes, usually, frequently
4.	Adverbs	e.g. probably, possibly, perhaps
5.	Adjectives	e.g. clear, probable, possible

Textual Relations

In academic texts, there are some textual relations that are common in each kind of text we write. In argument texts, the most common relations are **reason-result**, **statement-amplification**, **statement-example**, **concession-comment**, and **condition-consequence**. In the case of **reason-result**, either the reason or the result can come first:

Result: Parents want their children to be fluent in te reo Māori

Reason: because previous generations did not have the possibility to learn and grew up feeling angry and disappointed about this loss.

Result: If they attend mainstream schools, they only have exposure to te reo Māori in short bursts

Reason: because of the way the timetable is generally organized.

Textual Relations

In concession-comment and **condition-consequence** relations, the parts of the relation may also appear in either order.

Writers often use the **concession-comment** relation to provide two pieces of information, one of which raises doubts or questions about the other:

Concession: Although some people believe that it is better for all children to receive the same kind of education in the same kind of school environment,

Comment: many parents of Māori heritage children believe that language immersion education gives them a far better platform for their later life.

Comment: Many parents of Māori heritage children believe that language immersion education gives them a far better platform for their later life

Concession: although some people believe that it is better for all children to receive the same kind of education in the same kind of school environment.

Textual Relations

There are lots of ways of signalling textual relations. Here are some of them:

Reason-Result

The **reason** part of a reason-result relation is often signaled by 'because'; the **result** part is often signaled by 'as a result' or by 'so', 'therefore', 'and so' or 'and therefore'.

Statement-Amplification

The **amplification** part of a **statement-amplification** relation is often signaled by 'and', 'in addition' or 'also'.

Statement-Example

The **example** part of a statement-example relation is often signaled by 'for example'.

Concession-Comment

The **concession** part of a concession-comment relation is often signaled by 'though', 'although', 'even though' or, sometimes, simply by 'but'.

Condition-Consequence

The condition part of a **condition-consequence** relation is often signaled by 'if'.

Part C

Help to write a one-sided argument text

In this part of the unit, we are going to focus on writing an argument text. All of the information that has been presented in the first part of the unit will be used. In addition, you will learn how to emphasize particular aspects of your argument by backgrounding (making it less important) and foregrounding (making it more important), using the textual relationship of concession-comment.

Imagine that this is the writing topic you have been set:

Presenting and justifying an opinion.



***Off-shore drilling is a threat to traditional Māori ways of life.
Do you agree or disagree?***

You should write at least 250 words.

You are required to support your arguments with relevant information and examples based on your own ideas, knowledge and experience.

Task 5

Here is a possible answer to the question on the previous slide. Decide on an appropriate order for the sentences and then number them from 1-10 in the number box provided. When you have finished the task, click button to check answer.

check
answer

Number	Sentence	
<input type="text"/>	This kind of oil spill in New Zealand would damage the traditional sources of kaimoana (seafood) which are highly prized by Māori.	5
<input type="text"/>	In spite of the fact that it seems to offer some potential advantages to the country, off-shore drilling is also potentially very dangerous and clearly represents a threat to traditional Māori ways of life.	10
<input type="text"/>	Although it is true that off-shore drilling may provide some useful advantages particularly if significant oil reserves are discovered, I agree that it poses a great threat to traditional Māori ways of life because of the potentially catastrophic results from accidents associated with the procedure.	2
<input type="text"/>	In the end, the traditional Māori ways of life and the kaimoana that Māori view as such an important part of their traditional life-style are not important to a company whose headquarters lie outside New Zealand.	9
<input type="text"/>	Of course, the most dangerous aspect of off-shore drilling is the risk of a major oil spill.	3
<input type="text"/>	Another danger created by off-shore drilling is the damage to the seabed and the foreshore from the vast amounts of plant and machinery needed for the drilling process.	6
<input type="text"/>	Many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand but others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.	1
<input type="text"/>	Even though off-shore drilling is controlled by regulations put in place by the government and are seen by many as a source of wealth for the country and employment for its citizens, the main objective of oil exploration is profit for a multi-national company.	8
<input type="text"/>	In other parts of the world, accidents involving off-shore drilling sites have resulted in wide-spread pollution of the surrounding ocean, significant damage to the shoreline and major impacts on wildlife.	4
<input type="text"/>	While the oil production from these off-shore drilling rigs may provide for some of New Zealand's future energy needs in the long term, in the short term their presence in the ocean disrupts the delicate balance of the ocean's ecosystem, changes the breeding and feeding grounds of fish and shellfish and changes migration routes.	7

Here is a possible text template that you can apply when writing an **argument** text. This is also a useful **planning guide** which you can use to make notes before you start the writing of your complete text.

Title What is this about in a general sense? -----	
Topic Re-state and provide more information about the general topic -----	
Focus What am I arguing for or against?	
Detail Examples (3) to illustrate your point of view	1.
	2.
	3.
Conclusion Summary of your argument	

You will notice that in some cases, sections of the template are separated by dotted lines [-----]. This is because these sections of the text are linked. In general, a text has 3 main divisions:

- introduction
- body
- conclusion

The **TTFDC** sections of the text template can be linked to the **introduction**, **body** and **conclusion** of a text.

Text divisions	Text template
Introduction	Title
	Topic
	Focus
Body	Detail
	1. [each point is a new paragraph]
	2.
Conclusion	3.
	Conclusion

In the following chart, a **summary** of the material for the text you created (TASK 5) has been inserted into the text template in the right-hand column.

Introduction	Title What is this about in a general sense?	Is off-shore drilling a threat to traditional Māori ways of life?
	Topic Re-state and provide more information about the general topic.	Some people believe that off-shore drilling is a threat to traditional Māori ways of life because of the risks associated with it.
	Focus What am I arguing for or against?	I agree because there are dangers associated with this process.
Body	Detail Examples (3) to illustrate your point of view.	1. The risk of a major oil spill.
		2. Damage to the seabed and the foreshore.
		3. Multi-national companies do not care about the local situation.
Conclusion	Conclusion Overview of your stance.	Off-shore drilling is a threat to traditional Māori ways of life.

Task 6.1

Read the text again below. You will notice that some words in the text have been highlighted in bold. Try to work out why those words have been highlighted and write your answer in the box provided. When you have finished the task, click button to check answer. Complete this task on the next slide.

Off-shore drilling is a threat to traditional Māori ways of life.

Do you agree or disagree?

Is off-shore drilling a threat to traditional Māori ways of life?

Many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand **but** others believe that it is a threat to traditional Māori ways of life because of the risks associated with it. **Although** it is true that off-shore drilling may provide some useful advantages particularly if significant oil reserves are discovered, I agree that it poses a great threat to traditional Māori ways of life because of the potentially catastrophic results from accidents associated with the procedure.

Of course, the most dangerous aspect of off-shore drilling is the risk of a major oil spill. In other parts of the world, accidents involving off-shore drilling sites have resulted in wide-spread pollution of the surrounding ocean, significant damage to the shoreline and major impacts on wildlife. This kind of oil spill in New Zealand would damage the traditional sources of kaimoana (seafood) which are highly prized by Māori.

Another danger created by off-shore drilling is the damage to the seabed and the foreshore from the vast amounts of plant and machinery needed for the drilling process. **While** the oil production from these off-shore drilling rigs may provide for some of New Zealand's future energy needs in the long term, in the short term their presence in the ocean disrupts the delicate balance of the ocean's ecosystem, changes the breeding and feeding grounds of fish and shellfish and changes their traditional migration routes.

Even though off-shore drilling is controlled by regulations put in place by the government and are seen by many as a source of wealth for the country and employment for its citizens, the main objective of oil exploration is profit for a multi-national company. In the end, the traditional Māori ways of life and the kaimoana that Māori view as such an important part of their traditional life-style are not important to a company whose headquarters lie outside New Zealand.

In spite of the fact that it seems to offer some potential advantages to the country, off-shore drilling is also potentially very dangerous and clearly represents a threat to traditional Māori ways of life.

Task 6.2

check
answer

The words highlighted ('but', 'although', 'while', 'even though' and 'in spite of the fact that') can all signal the textual relation of **concession-comment**.

Now, let's focus on how the **detail** section of this text works. Look at the following two sentences:

- A. Many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand.
- B. Others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.

You will see that these two sentences represent two different points of view. We can join these sentences together to make one sentence by using the conjunction '**and**'.

Many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand	and	others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.
--	------------	---

'And' is a very over used word in English. When you use 'and' to join two clauses, each of them is given equal weight. If you use '**but**' to join the two sentences, your new sentence presents your case a lot more strongly.

Many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand	but	others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.
--	------------	---

In the context we are considering, 'but' signals that your sentence involves **concession-comment**. As a writer, you are conceding that another point of view may be possible or is held by some people. What is important to note in a **concession-comment** sentence, however, is that **whatever information is contained in the second of the two clauses is the point of view the writer supports or is arguing for**. This is called **foregrounding** information. In the sentence below, we understand that the writer does not support the position that is presented in the first clause. The second clause is highlighted (fore-grounded).

Many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand	but	others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.
Clause 1 = concession		Clause 2 = fore-grounded information (Comment)

There are other conjunctions that can be used to achieve the same purpose. Here are some of them.

Many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand	although but while	others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.
--	-----------------------------------	---

In each case, the information that follows the conjunction (although, but, or while) is fore-grounded.

You can put the conjunctions 'although' and 'while' before the first clause. If you do, you need to insert a comma at the end of the clause.

<p>Although While</p>	<p>many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand</p>	<p>,</p>	<p>others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.</p>
<p>Conjunction</p>	<p>Concession</p>	<p>Fore-grounded information (Comment)</p>	

As in the first example above, the information in the second clause is fore-grounded. The punctuation is important. In sentences where the signal of concession is the first word or phrase in the sentence, a comma separates the two clauses. Other examples of signals of **concession** that can be used in this way are 'even though' and 'in spite of the fact that'.

<p>Even though In spite of the fact that</p>	<p>many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand</p>	<p>,</p>	<p>others believe that it is a threat to traditional Māori ways of life because of the risks associated with it.</p>
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If you want to argue the other side of the question (that off-shore drilling is not a threat to traditional Māori ways of life), you can reverse the information in the clauses.

In the example below, the writer is arguing that off-shore drilling **is** a threat to traditional Māori ways of life.

(a)	Many people believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand	but	others believe it is a threat to traditional Māori ways of life because of the risks associated with it.
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In the example below, the author is arguing that off-shore drilling **is not** a threat to traditional Māori ways of life.

(b)	Many people believe that it is a threat to traditional Māori ways of life because of the risks associated with it	but	others believe that off-shore drilling can provide many benefits for Aotearoa/New Zealand.
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In the example below, the author is arguing that nuclear technology **is** a threat to traditional Māori ways of life.

(c)	Although many people believe that nuclear technology has provided many benefits,	many also believe that it is a threat to life on earth because of the dangers associated with its use.
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In the example below, the author is arguing that nuclear technology **is not** a threat to traditional Māori ways of life.

(d)	Although many people believe that it is a threat to life on earth because of the dangers associated with its use,	others believe that nuclear technology has provided many benefits.
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Task 7

Now let's put this into practice and create sentences containing a **concession**. Try to find pairs of sentences that belong together because they present different points of view on a topic. Write the number 1-5 in the relevant boxes. When you have finished the task, click button to check answer.

check answer

Number

1	Off-shore drilling is governed by Government regulations.
2	Big multi-national companies claim that off shore drilling is safe and non-invasive.
3	Some people claim that off-shore drilling will provide energy sources for the future.
4	Most multi-national companies claim that off-shore drilling is not a threat to the environment.
5	In traditional Māori ways of life, kaimoana (seafood) is valued as a food source.

Off-shore drilling requires a lot of plant and equipment which is not environmentally friendly.	<input type="text"/>
Off-shore drilling is potentially very dangerous if there is an oil spill.	<input type="text"/>
Multi-national companies who are engaged in off-shore drilling are not always sensitive to the local context.	<input type="text"/>
An oil spill from an off-shore drilling accident can destroy traditional fishing grounds.	<input type="text"/>
The objective of off-shore drilling is to create wealth for multi-national companies.	<input type="text"/>

Task 7: Answer

Check your answers below.

		Number
1	Off-shore drilling is governed by Government regulations.	2
2	Big multi-national companies claim that off shore drilling is safe and non-invasive.	4
3	Some people claim that off-shore drilling will provide energy sources for the future.	1
4	Most multi-national companies claim that off-shore drilling is not a threat to the environment.	5
5	In traditional Māori ways of life, kaimoana (seafood) is valued as a food source.	3

Off-shore drilling requires a lot of plant and equipment which is not environmentally friendly.	2
Off-shore drilling is potentially very dangerous if there is an oil spill.	4
Multi-national companies who are engaged in off-shore drilling are not always sensitive to the local context.	1
An oil spill from an off-shore drilling accident can destroy traditional fishing grounds.	5
The objective of off-shore drilling is to create wealth for multi-national companies.	3

Task 8

Now make a single sentence from each of the pairs of sentences that you put together. You will sometimes have to change the wording slightly to make these two sentences into one sentence. Remember to check whether commas should be included. When you have finished the task, click button to check answer for some possible responses.

check answer

1

2

3

4

5

Task 8: Answer

Here are some sample answers. Other answers are also possible.

- 1** In spite of the fact that off-shore drilling is governed by government regulations, it is potentially very dangerous if there is an oil spill.
- 2** Big multi-national companies claim that off-shore drilling is safe and non-invasive in spite of the fact that an oil spill from an off-shore drilling accident can destroy traditional fishing grounds.
- 3** Although it requires a lot of plant and equipment which is not environmentally friendly, some people claim that off-shore drilling will provide energy sources for the future.
- 4** Although the objective of off-shore drilling is to create wealth for multi-national companies, most multi-national companies claim that off-shore drilling is not a threat to the environment.
- 5** Even though in traditional Māori ways of life, kaimoana (seafood) is valued as a food source, multi-national companies who are engaged in off-shore drilling are not always sensitive to the local context.

Part D

Write your own one-sided argument text

Task 9

Here is your writing topic. You will notice that this is the same topic you have been working on. This time, when you write your argument, you should take the opposite point of view, that is, **you should argue that off-shore drilling is NOT a threat to traditional ways of Māori life**. Think carefully about foregrounding information, using concession signals and punctuation. Use the template below to help organize your text. Complete this task on the next slides.

Presenting and justifying an opinion



***Off-shore drilling is a threat to traditional Māori ways of life.
Do you agree or disagree?***

You should write at least 250 words.

You are required to support your arguments with relevant information and examples based on your own ideas, knowledge and experience.

Task 9 continued...

Write in the boxes provided.

Introduction	Title What is the general topic?	
	Topic What is this about in a general sense?	
	Focus What am I arguing for or against?	

Task 9 continued...

Write in the boxes provided. When you have finished this task, click button to see a possible answer.

check answer

Body	Detail Examples (3) to illustrate your point of view.	<div style="border: 1px solid black; height: 100%; background-color: #f0f0f0; position: relative;"><div style="border-bottom: 1px dashed black; height: 30%;"></div><div style="border-bottom: 1px dashed black; height: 30%;"></div><div style="height: 30%;"></div></div>
Conclusion	Conclusion Overview of your stance.	<div style="border: 1px solid black; height: 100%; background-color: #f0f0f0;"></div>

Task 9: Sample answer

Here is a sample answer.

Introduction	Title What is the general topic?	<i>Is off-shore drilling a threat to traditional Māori ways of life?</i>
	Topic What is this about in a general sense?	Many people believe that off-shore drilling is a threat to traditional Māori ways of life because of the risks associated with it but others believe that it can provide many benefits for Aotearoa/ New Zealand. Although there is some small risk to traditional Māori ways of life in the unlikely case of an accident associated with off-shore drilling, the advantages, particularly if significant oil reserves are discovered, outweigh these risks.
	Focus What am I arguing for or against?	I do not agree that off-shore drilling poses a threat to traditional Māori ways of life.
Body	Detail Examples (3) to illustrate your point of view.	<p>Many people claim that the most dangerous aspect of off-shore drilling is the risk of a major oil spill. In other parts of the world, there have been some accidents involving off-shore drilling sites but there have been none that have caused significant pollution of the surrounding ocean or shoreline or on wildlife. A serious oil spill would be very unlikely in the case of New Zealand and a minor one would not represent a serious threat to the traditional sources of kaimoana (seafood) which are highly prized by Māori.</p> <p>Although it is claimed by some people that off-shore drilling damages the seabed and the foreshore because of the vast amounts of plant and machinery needed for the drilling process, their presence in the ocean does not disrupt the delicate balance of the ocean's ecosystem, does not threaten the breeding and feeding grounds of fish and shellfish and does not impact on migration routes. In addition, the oil production from these off-shore drilling rigs may provide for some of New Zealand's future energy needs both in the short and long term.</p> <p>Even though it has been claimed that the main objective of oil exploration is to create profit for multi-national companies, off-shore drilling is controlled by regulations put in place by governments and is a source of wealth for the country and employment for their citizens. The traditional Māori ways of life and the kaimoana that Māori view as such an important part of their traditional life-style are taken into account by the oil companies even when their headquarters lie outside New Zealand because they need to keep people inside.</p>
Conclusion	Conclusion Overview of your stance.	In spite of the fact that it may represent a small threat to traditional Māori ways of life, off-shore drilling brings many potential advantages to Māori and to the people of New Zealand in general.

Conclusion

In this unit, the focus was on writing one-sided arguments. In the next unit, the focus will be on some technical aspects of academic writing.

Ka pai!

**You have completed
Unit 3: Writing one-sided argument texts**