Arrange the following six essay extracts in the correct order:

Should the world’s remaining forests be protected?

As the world’s population increases, there is growing pressure placed on its resources. Forests, in particular, are being destroyed at a rate of 11 million hectares a year (Brown 2001). In some areas, cleared land is being taken over by farmers for growing crops. Elsewhere, trees are being cut down for their timber to be used locally or exported. This destruction of world forests is causing many environmental, social, and economic problems, in particular: famine, the alteration of ecological balances and the displacement of native people. To address these problems the world’s remaining forests should be protected.

Another significant reason for protecting the world’s forests is that the ecological balance is being altered and many species are now threatened with extinction. The best forest cover is being lost, for example in Thailand 10% of the rain forest is lost each year (Brown 2001). Without the protection of forest canopies and tree roots to hold the soil together, thin tropical soils are washed away by tropical rains, causing erosion and flooding. Furthermore, gradual climate change is experienced in areas where forests have disappeared. It is not only the tall trees that are lost but many other plants disappear along with them. There are increasing problems in China in finding the bamboo that the giant panda eats. Without a reliable source of food, these unique creatures may die out altogether. Forest regions are also home to many plants which have been used as traditional medicines. Some of these could prove invaluable in modern medicine but are likely to become extinct before their value is fully appreciated.

The displacement of native people and the social and economic problems which follow are further reasons for preserving the world’s remaining forests. People's livelihoods are being threatened. For instance, in the Amazon, native Indians have had to move off their land after it was burnt and people in parts of Indonesia and New Guinea are suffering badly with diminished food supplies. Consequently, in many parts of the world, people have had to move from forest areas into towns and cities, swelling the ranks of the unemployed and destitute. In the process, the structure of their society, their culture and their language are lost. They suffer diseases that they did not previously know and their lives are generally ruined.

In conclusion, the modern world is greedily using timber in ever increasing quantities without considering the consequences. As forests are cut down, problems arise such as human misery and famine, and the displacement of people who have traditionally lived in the forest. In addition, animal and plant species face extinction and this could lead to the loss of potential medicines. The world needs to be less short sighted and be prepared to develop and use alternatives to forestlands and their products before irreparable damage is done.
Identify the grammatical elements in this text which do the work of linking the paragraphs together into the whole essay's correct order:

**Should the world's remaining forests be protected?**

As the world's population increases, there is growing pressure placed on its resources. Forests, in particular, are being destroyed at a rate of 11 million hectares a year (Brown 2001). In some areas, cleared land is being taken over by farmers for growing crops. Elsewhere, trees are being cut down for their timber to be used locally or exported. This destruction of world forests is causing many environmental, social, and economic problems, in particular: famine, the alteration of ecological balances and the displacement of native people. To address these problems the world's remaining forests should be protected.

One important reason the forests of the world should be protected is to prevent the famines caused by deforestation in various parts of the world. Denuded forests no longer support the rich diversity of flora and fauna that they used to. According to forest people who have traditionally relied on the forest as a source of food, the edible vegetation and wild game which once abounded in the forest habitat are disappearing rapidly. In addition, the cutting down of trees has forced people in developing nations to find other sources of fuel. In countries such as Ethiopia cow dung is now used instead of wood. This means that the dung can no longer be used as a fertiliser and consequently the soil becomes less fertile leading to poorer crop yields. (UNESCO Report 2006)

Another significant reason for protecting the world's forests is that the ecological balance is being altered and many species are now threatened with extinction. The best forest cover is being lost, for example in Thailand 10% of the rain forest is lost each year (Brown 2001). Without the protection of forest canopies and tree roots to hold the soil together, thin tropical soils are washed away by tropical rains, causing erosion and flooding. Furthermore, gradual climate change is experienced in areas where forests have disappeared. It is not only the tall trees that are lost but many other plants disappear along with them. There are increasing problems in China in finding the bamboo that the giant panda eats. Without a reliable source of food, these unique creatures may die out altogether. Forest regions are also home to many plants which have been used as traditional medicines. Some of these could prove invaluable in modern medicine but are likely to become extinct before their value is fully appreciated.
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NB: connections are made between ideas in texts at a series of different levels (word / phrase, clause, sentence / paragraph, whole text) through the use of various types of conjunction.

Conjunctions (and, or, but, so = linking; besides, whereas, when, because, etc. = binding) join words, phrases and clauses together

Cohesive conjunctions (addition: As well; comparison: Likewise; time: Meanwhile; cause and effect: Therefore, etc.) join either sentences or paragraphs

Rhetorical conjunctions (addition: Moreover, In addition; comparison: That is, On the other hand; time: At the same time, At first, Finally; cause and effect: To this end, Then, In conclusion, etc.) function to organise a whole text.

At a more sophisticated level of register, rhetorical conjunctions for organising a whole text can be replaced by 'metaphorical' rhetorical conjunctions - words and phrases which imply rather than directly state the stage at which a paragraph occurs within a whole text (like: Another... or further reasons).
The cline of complexity for rhetorical resources

<table>
<thead>
<tr>
<th>Student developmental phases</th>
<th>Early developed</th>
<th>Later developed</th>
<th>Late developed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The first things I want to say</strong></td>
<td>First, Firstly,</td>
<td>To begin, The main reason ... One strategy ...</td>
<td>A major factor ... The most significant reason ... The most successful strategy ...</td>
</tr>
<tr>
<td><strong>The second thing I have identified</strong></td>
<td>Second, Secondly,</td>
<td>Another factor... Another reason... A second reason...</td>
<td>A second contributing factor... A second important reason... is another, more effective, strategy... ... are additional consequences.</td>
</tr>
<tr>
<td><strong>Additional things that are contributing</strong></td>
<td>Third, Fourth, Thirdly, Fourthly, Finally,</td>
<td>In addition, Another solution... An additional argument... A further factor... A final reason... The fourth strategy</td>
<td>Yet another solution ... are further significant factors ... was another, but less effective, strategy... proved to be another decisive objection. A further variable... The last, but equally significant, reason ...</td>
</tr>
<tr>
<td><strong>Now to sum up what I have said</strong></td>
<td>In conclusion,</td>
<td>In summary, To sum up, From the evidence provided,</td>
<td>All the evidence points to... The weight of evidence suggests...</td>
</tr>
</tbody>
</table>
In the current assignment, you have been focusing on various aspects of *The Merchant of Venice*. We have read, viewed, discussed and performed parts of the play including the key role of Shylock, despite his arguably secondary role to the comedy's love plot.

At this independent stage, you are expected to produce a 700-1,000 word response to the play, with questions like: 'Is Shylock a villain or a victim?'.

We will now focus on the joint construction stage, where we will jointly construct one possible version of an essay. You will be drawing on your specialist knowledge of the 'field' (or subject matter, in this case, everything to do with the play), previous knowledge about language and newly developed knowledge about the use of rhetorical conjunctions.
<table>
<thead>
<tr>
<th>Arguments in order</th>
<th>Notes</th>
<th>What this is about</th>
<th>Nominalised form</th>
</tr>
</thead>
</table>
| **Argument 1**     | • Antonio insults Shylock - "misbeliever, cut-throat dog"  
• Antonio abuses him - "spits on his Jewish gabardine"  
• Salario & Salanio wind up Shylock about his daughter  
• Bassanio & Gratiano harangue Shylock in the court scene | Shakespeare makes us feel sorry for Shylock (sympathy) by showing us how harshly the Christians treat him | The harsh treatment of Shylock by the Christians in the play Shakespeare's creation of sympathy |
| **Argument 2**     | • Bassanio uses Antonio to win a rich wife  
• Bassanio & Gratiano both say they will sacrifice their wives for their rich friend  
• Portia manipulates the trial to trick Shylock  
• Salario & Salanio flatter Antonio to his face but then enjoy gossiping about his bad luck | the Christians use love and friendship (usage) only to gain personal advantage just like Shylock charging interest (usury) | Shylock's usury is no worse than the Christian usage of love and friendship for personal advantage |
| **Argument 3**     | • Shylock is a man of honour - "I have an oath in Heaven"  
• Shylock's own daughter runs out on him (desertion), steals from him and does so with his enemies  
• Shylock's own friend Tubal delights in reporting his ill luck and encourages his desire for revenge on Antonio | | |

*Moving from spoken to written*
Using quotations effectively by embedding them into the ‘voice’ of a text

Example of effective quoting in a response to *The Merchant of Venice*

The harsh treatment of Shylock by the Christians in the play is a key element in Shakespeare’s creation of sympathy for him. Shylock gives us a catalogue of sins committed by Antonio against him in the form of public insults and abuses, calling Shylock a “misbeliever, cut-throat dog” and spitting on his “Jewish gabardine”. Shylock naturally sees Antonio’s request for a loan as an opportunity to point this out with a series of rhetorical questions that confront the Christian with his prejudices:

```
Go to, then; you come to me, and you say
"Shylock, we would have moneys:" you say so;
You, that did void your rheum upon my beard
And foot me as you spurn a stranger cur
Over your threshold: moneys is your suit
What should I say to you? Should I not say
"Hath a dog monies? Is it possible
A cur can lend three thousand ducats?"
```

The behaviour of Antonio’s friends demonstrates that he is not the only Christian antagonist to Shylock in this regard…

REMEMBER: quotations are examples proving what your essay is arguing - hence their appearance in the ‘rheme’ position of sentences. They should not be doing the arguing itself.
Four points to note about the use of quotations:

1. None are used in macro-themes (introductory paragraphs) or hyper-themes (topic sentences) - these must express the authentic ‘voice’ of the essay by making the clearest statements of its arguments.

2. Short quotations (of phrase or clause length) are fitted into the grammatical voice of the text by constructing sentences around them into which they fit naturally - either as noun groups or embedded clauses.

3. Short quotations also generally occur in the ‘rHEME’ position, because they elaborate the essay’s ‘themes’ rather than stating what those themes or key ideas are.

4. Long quotations (of multiple sentence lengths) are not punctuated with quotation marks but with paragraph indentation instead, which also reproduces the original’s formatting (such as Shakespeare’s line breaks and punctuation), often with slightly different font size to the body of the essay. Such long quotations should not dominate an essay, but be rare, so as not to take over the ‘voice’ of the argument.