

ENG2601

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The essay will be

I will be comparing and contrasting text one and two, focusing particularly on language style, register, choice, cohesion devices, meaning within the text and the opinions emphasised in each text.

Text A focuses on nature and how we must take it into account in our daily actions, the focal points are clearly shown by the writer as he mentions how people influence nature by the things they are doing, whilst text B focuses on the negative effect's humans have on the environment and how it can be of harm to us humans as well as our planet. The writer mentions many affects that humans have on the planet, for instance clearing forests leads to reduced access to fuel for cooking. Both texts purpose is to impart information about the environment and the effect that we have on it.

Both texts A and B are environmental genre texts as they both discuss nature and the environment. The texts are meant to inform the reader about nature as well as the planet. The medium of its production and reception is written, the reader is reading it from the point of the writer. Both articles are aimed at informing its readers by using facts about the dangers of what humans are doing to the environment. Text A is formal register, we can tell this by the choice of words such as "upon" and the use of full words and lack of contractions such as "it is" as opposed to it's. Text B on the other hand is informal as it uses contractions, abbreviations and figures of speech to make a point. The writer uses personal tone as if he was speaking directly to his audience, he does this by using words such as our, I mean, us and lets.

Text A and B give different examples of rhetorical devices. In text A euphemism is used to substitute a harsh word such as fat by using obese instead, whereas text B uses rhetorical devices such as downplaying by expressing certain things in such a way that it sounds less important, for instance "however" is used in line 8 where the writer explains that many people feel that turning forests into fields is a great benefit but on the contrary, studies have proven that continued loss of habitat is increasingly a matter of life or death. Text A and B are both examples of expository writing as the writer is imparting information of accepted facts including statistics and evidence about both topics. Different language features are used in text A and B. In text A emotive language is used at the end of the paragraph "...and local people would lose countryside to walk in and enjoy" the use of emotive language is used to influence the reader, everyone can relate to enjoying something so it creates empathy within the mind of the reader. Once a connection is created with the reader it is easier to influence the reader. Homonyms is also used in text A the word **would** is spelled differently to wood but sounds the same. Another example of a homonym in this text is air in line one which sounds like heir but spelled different. The whole text is ironic because when we think of natural resources we think that it will last for ever as it comes from nature, yet us humans are taking it for granted and overusing it which will lead to depletion. In Text B listing is used as a language feature (the impact of heat stress, heat exhaustion, heat stroke is compounded...) the writer uses this to add emphasis to a point and offering a variety of ideas. Conjunctions are used to organise the text, the writer uses "firstly, secondly, thirdly and lastly". The writer writes in first person pronouns using words such as our, us, lets and we to give a sense of closeness and shifts the responsibility on to the reader and makes the reader think about their personal responsibilities. Text A uses facts to argue his point of view in the introduction he lists the benefits that we gain from the natural environment, in the body of his text he writes about the damages being done to the natural environment and gives some statistics and in his conclusion, he writes about what can be done to protect our environment. Text B the writer uses many language features to get his argument across, he uses conjunctions to organise his text. He starts off by giving a few statements in reference to how nature does not seem that important and then goes into a list form about how untrue that is, the writer then gives a list of deadly effects uncovered in studies and states that loss of habitat is a matter of life - and death.

Provide
supportive
evidence.

The writer uses listing to emphasise how deadly the loss of habitat is. The writer uses this technique to enumerate his related points. Both texts are using such features to persuade the reader with their arguments. Appeal is used in both texts as it appeals to the readers emotions, reasoning and wisdom. Repetition cohesion is used in text A and B where the repetition of key words is used to create a powerful impact on the reader. The repetition of the words in text A are: natural, ecosystem, environment and children. The repetition of the words in text B are: nature, disease, increases and heat. Synonym cohesion is used in the text where words have similar meaning. Text A: overweight- obese, children-childhood, excessive population-overcrowded, increasingly-more. Text B: mobile-cell phone, women-girls, viruses-diseases and hot-heat. Antonym cohesion is apparent in both texts, text A: take-granted, less-more and reduce-increase. Text B: life-death, we have-never had and losing-lead. Antonym cohesion shares semantic features although the words are opposite in meaning. *Collocation cohesion* are words that are related and go together. In text A some examples are: water-drink, air-breath, food-eat, pollution-waste-pesticides, natural resources-water-crops-pollination. In text B some examples are: technology-electricity-email-cell phone- flat screen-internet, nature-forests-wood-wilderness. Reference cohesion is when the writer refers back to something that has been previously said. In text A this is apparent, an example would be "The *benefits* that we gain from the natural environment *such as* air to breath....." In text B an example for reference cohesion is "Our own experience also reinforces the subliminal impression that destroys *nature*- or at least pushing *it* back to....". Ellipsis is used in text A "However, the loss of the pollination...provided by" in this sentence the words that are omitted are not imported hence the use of the ellipsis. Text B "...developing nations generally do the wood gathering..." the ellipsis is used to omit a paragraph from the text, it saves space and removes information that is not so relevant. Conjunction cohesion is used in both texts, the writer uses it to join words together. Text A: "We constantly draw upon the ecosystem service of nature, *yet* often take them for granted", here the joining word is *yet*. The writer uses *yet* to contrast the two statements. Text B: "Our own experience also reinforces the subliminal impressions that destroying nature - or at least..." the writer uses *or* to suggest that only one possibility can be realised. In text A and B, the physical context is the same as we know who is writing the texts, whom the text refers to as well as the situation that takes place. Both texts have a heading so the reader is aware of what the information in the text is about. Speech act functions are apparent in text A and B as it is requesting the reader to "take nature into account" and "think wisely and save our planet". In text A reference is used to many words for example pollution which makes us think of concrete things that will harm our environment. In text A sense of "losing habitat" makes us feel a sense of losing an essential place of self, and that could lead to many mental illnesses. Text A has denotation as most of the words have literal meaning whereas Text B has connotation in the text such as "boutique" which has a cultural association. The viewpoints that are reinforced in both texts are factual backed up with statistics and they both want to inform the reader about nature and conserving our planet and how it will affect us in the future.

In conclusion text A and B have many differences in content and language devices but they both have many similarities.

Use discourse markers to enhance the compassion.

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Reference

1. Carter, R., Goddard, A., Reah, D., Sanger, K. and Swift, N. (2008). *Working with text: A core introduction to language analysis*. 3rd edition. London: Routledge. ISBN 9780415414241
2. Mullany, L. and Stockwell, P. (2010). *Introducing English language*. London: Routledge. ISBN 9780415448857 ✓

Marked by: E Gundani

A good assignment, however, see in text comments.