

ENG2601- Applied English Language Studies

Assignment 01- Semester 2

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Question 1: Cohesion

Lexical cohesion are words that go together, it is used to establish the context, promote cohesion and to convey meaning in a text. Lexical cohesion refers to the words and the choice of vocabulary in a text. It focuses on the way that the words are used as well as the choice of vocabulary used to create cohesion. Lexical cohesion comes about when the nouns, verbs, adjectives and adverbs in a text can relate to each other in terms of repetition, synonymy and collocation.

In text A, the repetition of the (lexical item, the noun) word "tobacco" and variations of the word such as "cigarettes" and "smoking" are used to contribute to the text's overall cohesion. Readers get the idea very quickly that this article is about cigarette smoking and tobacco products.

The expectancy relation between lexical items, in other words the collocation that occur in text A, establishes the context very clearly by using words we expect to see used together. Examples of these are the words "legislation", "enforced", "obeying the law", "penalties" and "warnings". These words are used to educate or inform the reader as well as encouraging them to change their current behaviours and attitudes towards tobacco and smoking, in order to prevent them from falling victim to the harsh penalties enforced by the new law.

Lexical cohesion also occurs when a word is in some ways synonymous to a word that went before it in the text, like the word "sweets" and "sugar" or "smoky air" and "hazy". Another form of synonymy is when words relate to each other in terms of specific-general, when the specific items are kinds of something. For example, in Text A, sports stadiums, railway platforms, bus stops and outdoor dining areas are all kinds of public places.

These three lexical cohesion items are thoroughly being used throughout the text to provide progression and context in the text to convey meaning and promote overall cohesion.

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Question 2: Language and Meaning

Question 2.1 Homonyms and Ambiguity

Knowing a word means that you know the sound as well as the meaning. Some sounds however can mean different things therefore both are necessary. Homonyms are different words that are pronounced and spelt the same way, but mean two different things. Homonyms creates ambiguity and very well too! A sentence is ambiguous if it can be understood or interpreted in more than one way and when more than one meaning is possible. Using homonyms to create ambiguity in

headings especially is very clever as this draws immediate attention to the article that follows.

In the heading: "Does your wife cook well?" the ambiguity of the question is; either your wife has good cooking skills or not. It could also ask if your wife turns out to be tasty when cooked (according to the context). This publication was taken from the Cannibal Gazette therefore one can assume the second possibility is closer to the correct meaning even if it sounds odd.

In the next heading: "Rash on baby mushrooms overnight." there's a lack of determiners. Mushroom therefore can be seen as the verb explaining something that grows rapidly fast. This utterance has the following two possible meanings: a collection of small red spots (rash) spread rapidly on a baby (small person) overnight, or your crop of mushrooms looked fine last night but not anymore.

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Question 2.2: Language Systems

How the writer uses adjectives to persuade the reader that the effects of alcohol consumption are worse than those of cigarette smoking.

Adjectives are commonly used in everyday writing; one can define an adjective as a describing word. It describes the noun, for instance: She was wearing red heels. The writer, in this regard used adjectives to create awareness for readers on the effects of alcohol consumptions. The word "worse" is the comparative form of the adjective "bad". The writer used this word to create awareness that the effects of alcohol are extremely bad, as the word worse is defined, according to the dictionary as "more badly". This makes readers aware on the detrimental effect alcohol has on people.

The writer further uses adjectives such as: destroys and destruction. The word destroys intensifies the seriousness of these effects as the word destroyed means ruin, demolish and wrecked. This will basically make readers see the depth of the causes of these effects, they capture the reader's attention as these are strong words that emphasises how much alcohol consumption affects individuals. The word destruction stresses on the fact that confusion might emerge, it creates an atmosphere where readers see the detrimental effect alcohol has on people. The writer also uses emotive language when using adjectives, where she uses the facts on these effects and describes them intensely. The writer uses adjectives to explain in depth what these effects can do to an individual, it provides a clear and concise explanation in this regard. The adjectives are also used to enable the reader to make real life examples to what they read.

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Question 3: Rhetorical Analysis

Question 3.1

Both Texts C and D are based on similar topics. While both texts are about alcohol and drug/substance abuse, they are not similar in text structure. Text C and D have different purposes, text C's purpose is to advertise help to people who are suffering from substance or alcohol abuse while text D's purpose is more to seek help and to describe how it feels to be stuck in an alcohol or substance addiction.

The writer of Text C made use of a Problem Solution text structure in order to introduce an alcohol and substance abuse problem, followed by a direct solution. The solution offered is rehabilitation of addicts. The writer's intention is to gain the trust of the reader in order for them to seek help at their Clear View clinic. The writer is at the same time presenting a solution for another possible problem; those who are underage and in need of help, the clinic states that there are "Youth Units Available". By using this structure, the reader finds a direct solution for their problem and therefore the advertisement will be successful to its proposed audience.

The writer of text D uses a different text structure as it has a different purpose. The writer used a descriptive text structure. Their intention is to describe the emptiness and pain that accompanies alcoholism and substance abuse. The writer is creating a sensory experience by using this descriptive structure, to paint a picture of what it is like dealing with this struggle and fighting the demons of alcoholism and addiction. The structure allowed the writer to write a meaningful text and to get the attention of the reader through the complete, emotional and visual description of the problem he or she is facing. The audience this text is aimed at is therefore left with a complete experience and "knowledge" of what it may feel like for someone trapped in a self-destructive cycle of substance abuse.

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Question 3.2

In text C and D, both writers are dealing with alcohol however they do not have the same attitudes towards it. Text C's writer has more of an empathetic attitude to those who are struggling with alcohol addiction and want to help those who suffer. While the writer of text D is using alcohol and drinking it excessively to escape the pain alcohol causes.

The writer of text C has morals and want to help those who have lost theirs to alcohol and addiction. The writer of text D however has no morals anymore; she demoralizes alcohol while rationalizing it at the same time. The writer of text C is using straightforward diction to inform and convince the reader that there is help.

Text C's writer's attitude is negative towards alcohol but positive to the possibility to offer help. The writer also highlighted the key words graphically by writing the words such as "alcohol" and "drug addiction" in a different font. In text C the writer uses grammatically correct language and this establishes the writer's sober attitude towards alcohol.

Text D's writer in contrast is using informal diction to show her careless but hopeless attitude towards alcohol. The slang words such as "Blowin' up" where the writer omits letters is showing the reader how careless she is when she is under the influence. The writer makes use of very well-known metaphors ("I'm gonna swing from the chandelier") to emphasize her excessive drinking. The writer of text D, is using informal, figurative, immature and grammatically "incorrect" language which establishes a non-sober and toxic attitude towards alcohol.

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References:

Internet research:

- (Wikipedia- Linguistics: Rhetorical devices: Last edited 18 January 2018)
- (Wikipedia: text structures)
- (Wikipedia: Diction)

Books referenced

- **Applied English Language Studies- Study Guide**
- **Tutorial Letter 101/3/2018 - Page 29 -32 (Rhetorical Devices)**

DECLARATION REGARDING PLAGIARISM

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ASSIGNMENT TOPIC: Assignment 01 – Applied English Language Studies

ASSIGNMENT NUMBER: 01 – Semester 1

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I declare that this assignment is my own original work. Where secondary material has been used (either from a printed source or from the internet), this has been carefully acknowledged and referenced in accordance with departmental requirements. I understand what plagiarism is and am aware of the department's policy in this regard. I have not allowed anyone else to borrow or copy my work.

Signature:  Anieka Ludik

Date: 27 August 2018

