

Recognizing and analyzing different text types

You will complete this activity as part of the 'Overview of Academic Discourse: Genre and Language' activities.

Objectives:

When you have finished this section, you will be able to:

- Be more aware of the close link between context and the language we use
- Be more aware of the differences that exist among genres/text-types in terms of purpose, structure and language used.

Task: In groups,

- Look at the texts below. What types of texts (or genre) do they represent?
- Highlight in the text the key elements that support your answer.
- Fill in the table below. (The first text has been done for you.)

Note: Each genre/text type differs by its purpose, its stages/structure, and its language.

Text 1: (Example)	Key Elements
<p>It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of someone or other of their daughters.</p> <p>'My dear Mr Bennet,' said his lady to him one day, 'have you heard that Netherfield Park is let at last?'</p> <p>Mr Bennet replied that he had not.</p> <p>'But it is,' returned she; 'for Mrs Long has just been here, and she told me all about it.'</p> <p>Mr Bennet made no answer.</p> <p>'Do you not want to know who has taken it?' cried his wife impatiently.</p> <p>'You want to tell me, and I have no objection to hearing it.'</p> <p>This was invitation enough.</p> <p>'Why, my dear, you must know, Mrs Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it that he agreed with Mr</p>	<p><u>Fictional Story</u> Telling with plot, setting, characters, point of view, (conflict and symbolism are alluded to in this sample.)</p> <p><u>Dialogue between characters</u></p> <p><u>Author's commentary</u></p>

Morris immediately; that he is to take possession before Michelmas, and some of his servants are to be in the house by the end of next week.'

Table for Text 1

Genre	Purpose	Stages/structure	Language
Text 1: fictional narrative/dialogue	To tell a story	Orientation. Complication, (Evaluation, Resolution: not shown in the extract)	-past tense - Dialogue markers... -Descriptive language -Evaluative language (irony)

Text 2:

Terns are seabirds in the family Sternidae that have a worldwide distribution and are normally found near the sea, rivers or wetlands. Previously considered a subfamily of the gulls, Laridae, they are now usually given full family status and divided into eleven genera. They are slender, lightly built birds with long forked tails, narrow wings, long bills and relatively short legs. Their flight is buoyant and graceful. Most species are pale grey above and white below, with a contrasting black cap to the head, but the marsh terns, the Inca tern and some noddies have dark plumage for at least part of the year. The sexes are identical in appearance, but young birds are readily distinguishable from adults. Terns have a non-breeding plumage, which usually involves a white forehead and much-reduced black cap.

Text 3:

Here's what you need:

- clear glass of water
- a piece of white paper
- masking tape
- flashlight
- (possibly will need a can or jar)

1. Cover the flashlight with two pieces of tape leaving a slit in the middle.
2. Shine the flashlight through the glass of water onto the piece of paper.
3. The rainbow should appear on the paper. {Turn off the light to see it better.}
4. You may need to sit the glass on top of a can or jar of peanut butter {in my case} to raise the glass up higher.
5. Play with the angle of light shining through the glass until you get a good rainbow. For me, shining the light near the top of the glass {by the rim} worked the best.

Text 4:

The topic of charter schools and vouchers is an ongoing debate that is currently being argued in places from the local school board meetings to state supreme courts. Both charter schools and school voucher programs are collectively referred to as “school choice” initiatives, in that they allow parents to choose educational options for their children that are outside of the traditional public school system. A school voucher program provides parents with certificates that are used to pay for education at a school of their choice, rather than the public school to which they are assigned. Charter schools on the other hand are publicly funded schools that have been freed from some of the rules, regulations, and statutes that apply to other public schools. In exchange, charter schools have specialized accountability for producing certain results, which are set forth in each school’s charter. As Americans we enjoy choices and often associate choice as something positive. Being able to choose a school may sound like a reasonable initiative on the surface, but after a closer look it has serious problems. School choice turns out to not only be a bad idea; it’s also a violation of our constitution.

Text 5:

A storm that began to affect the U.K. Thursday will bring heavy rain into Friday as well. The heaviest rain Friday will target northern England, Wales and Scotland. However, odd showers will be scattered about the rest of the U.K. There could still be a few thunderstorms across southeast England as well.

Temperatures on Friday will be rather cool. Highs will struggle to reach 15 C across parts of Scotland and Ireland. Highs in London and the rest of southeast England will climb into the lower 20s.

A moderate to fresh breeze from the northwest will develop across most of the U.K. by day's end.

Much drier weather is expected for the weekend. Despite the dry weather, temperatures will be cool on Saturday. Highs will fail to reach 20 across southeastern England. Highs across Scotland will be in the mid- to upper 10s, though cooler in the Highlands. Temperatures on Sunday will be similar.

Text 6:

Abstract. The theory of optimal foraging and its relation to central foraging was examined by using the beaver as a model. Beaver food choice was examined by noting the species of woody vegetation, status (chewed vs. not-chewed), distance from the water, and circumference of trees near a beaver pond in North Carolina. Beavers avoided certain species of trees and preferred trees that were close to the water. No preference for tree circumference was noted. These data suggest that beaver food choice concurs with the optimal foraging theory.

Introduction

In this lab, we explore the theory of optimal foraging and the theory of central place foraging using beavers as the model animal. Foraging refers to the mammalian behavior associated with searching for food. The optimal foraging theory assumes that animals feed in a way that maximizes their net rate of energy intake per unit time (Pyke et al. 1977). An animal may either maximize its daily energy intake (energy maximizer) or minimize the time spent feeding (time minimizer) in order to meet minimum requirements. Herbivores commonly behave as energy maximizers (Belovsky 1986) and accomplish this maximizing behavior by choosing food that is of high quality and has low-search and low-handling time (Pyke et al. 1977).

Complete the table.

Genre	Purpose	Stages/Structure	Language
Text 2			
Text 3			
Text 4			
Text 5			
Text 6			