



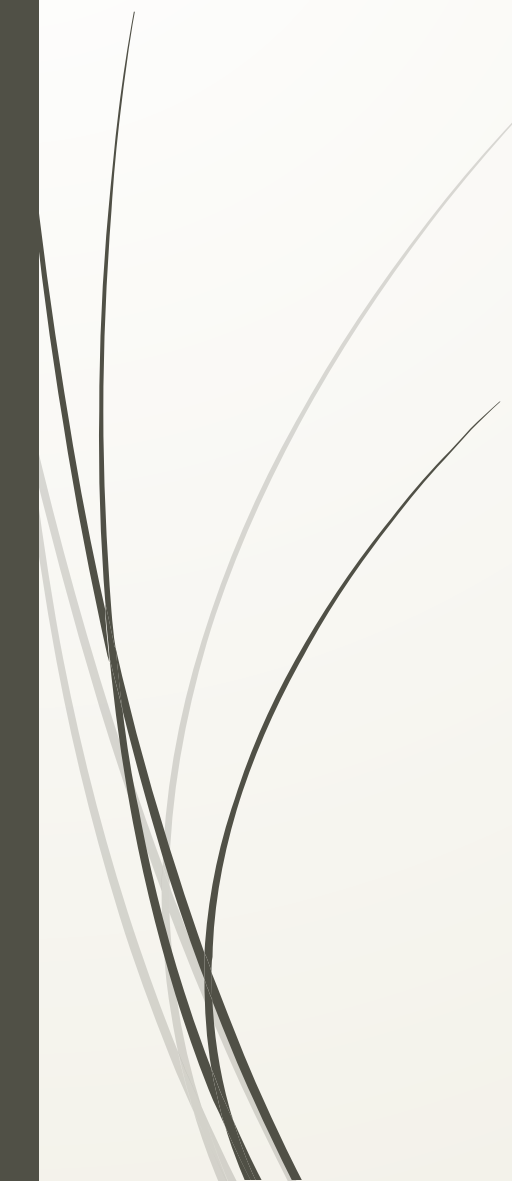
LEXICAL AND GRAMMATICAL COHESION


Lecture 2

26/10/2015



Plan

- 1. Cohesive and not-cohesive text.
 - 2. Grammatical cohesion.
 - 3. Lexical cohesion.
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- ? Halliday/Hasan (1976): “Where the interpretation of any time in the discourse requires making reference to some other item in the discourse, there is cohesion”
 - ? **Cohesion** requires **2 elements**:
 - a) occurrence of a referent
 - b) a tie to it



The difference between cohesive and not-cohesive text

- ? (1) To reach the movie theater you will need to turn right on the next intersection and then go straight for about 5 minutes. You will see it on your right-hand side.
- ? (2) A cat catches a mouse. The car broke down. I go swimming.

Michael Alexander Kirkwood Halliday (often **M.A.K. Halliday**) (born 13 April 1925) is a British-born Australian linguist who developed the internationally influential *systemic functional linguistic* model of language.



Ruqaiya Hasan (1931 – 24 June 2015) was a professor of linguistics who taught and held visiting positions at various universities in England.



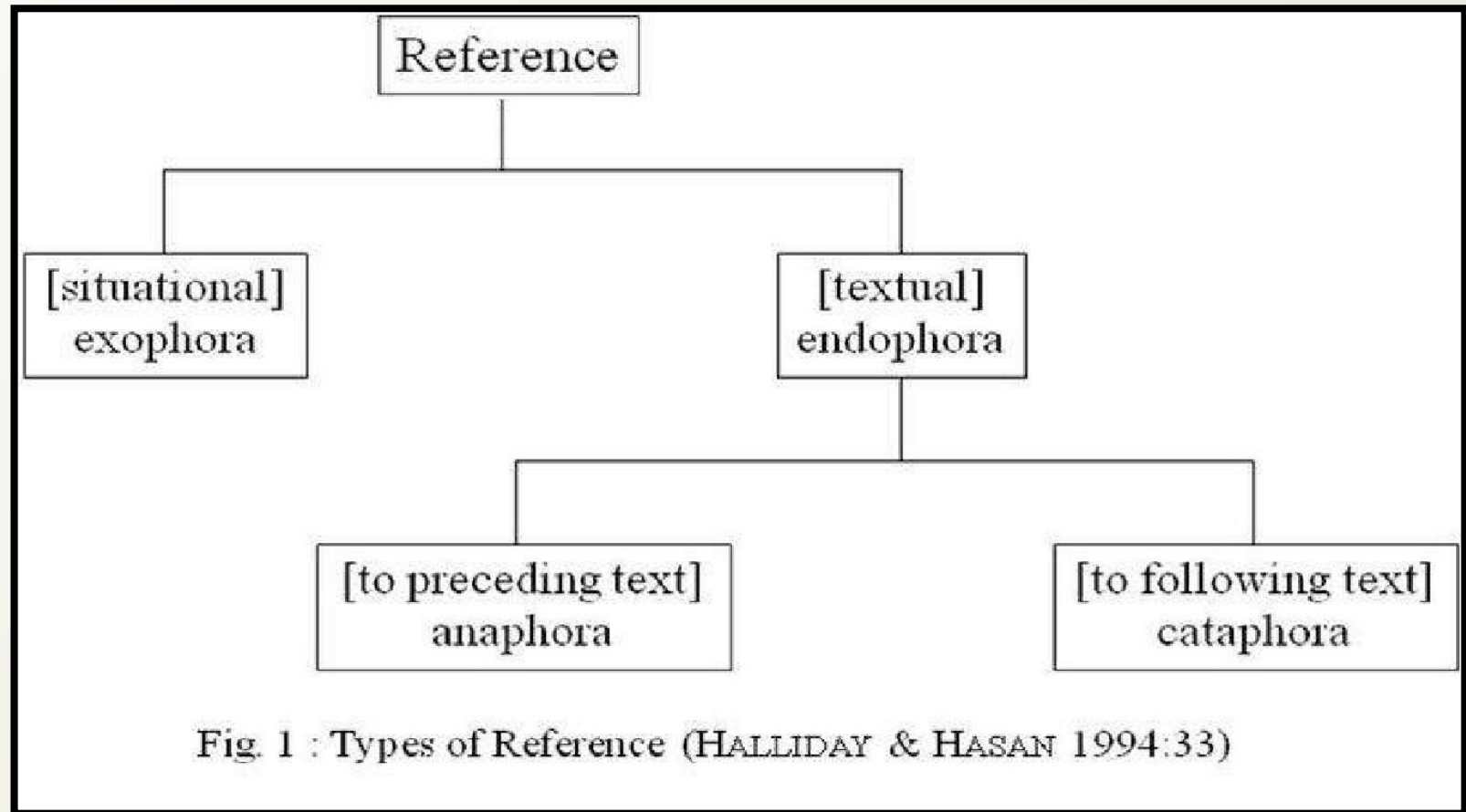


Grammatical Cohesion



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| | | | |
|--|--|--|--|

Reference occurs when one item in text points to another element for its interpretation.





Examples of exophoric, anaphoric & cataphoric reference:

- ❑ (in a fitting room)

Daughter: Mom, what do you think about this **dress**?

Mom: Oh dear, I think **that**'s too short for you. Would you try **this**?
(showing another dress she is holding).

- ❑ The man is living alone. **His** wife left **him** for 9 years.
- ❑ **He**'s a superstar, **he**'s the best in his era. Let's welcome.. Justin Bieber!



Personal reference


- I, you, she, they (subject pronouns), him, her, us (object pronoun), my, your (possessive pronoun), or ours, theirs, hers (reflexive pronoun)

Demonstrative reference

- here, there, this, that, etc refers to the location of presupposed elements

Comparative reference

- bigger, more diligent, and etc refers to compared adjectives of one noun to another



Examples of personal, demonstrative & comparative reference:

- ? I never met **him** before. My friends said that **he** is a kind and helpful professor. I wish I can see **Professor William** soon.
- ? **There** I was born and grew up. **There** I met him, my beloved one. **There** we raised our kids. **There**, in a small town called **Slawi**.
- ? (in a boutique) Woman: I think this blouse is too dark for my skin. Can I have the **lighter**, please?



Substitution is the replacement of one item by another.

| Type of cohesive relation | Linguistic level |
|---------------------------|------------------|
| Reference | Semantic |
| Substitution and Ellipsis | Grammatical |

Types of substitution

Nominal
substitution

- one
- ones
- same

Verbal substitution

- do
- did

Clausal substitution

- so
- not



Examples of substitution:

- ? When I was a kid, I had **a kitten** but then it lost. I wish I had the **same** now.
 - ? You think Joan already **knows**? - I think everybody **does**.
 - ? ... if you've seen them so often. of course **you know what they're like**'.
- 'I believe **so**,' Alice replied thoughtfully.
- ? Do **you think that the assignment will due this week**? I hope **not**! I haven't written anything!

Ellipsis is the process in which one item within a text or discourse is omitted or replaced by nothing

| | <i>Reference</i> | <i>Substitution and ellipsis</i> |
|---|-------------------------------|--|
| <i>Level of abstraction</i> | semantic | lexicogrammatical |
| <i>Primary source of presupposition</i> | situation | text |
| <i>What is presupposed?</i> | meanings | items (ie words, groups, clauses) |
| <i>Is class preserved?</i> | not necessarily | yes |
| <i>Is replacement possible?</i> | not necessarily | yes |
| <i>Use as a cohesive device</i> | yes; anaphoric and cataphoric | yes; anaphoric (occasionally cataphoric) |



Find reference, substitution and ellipsis:


- ? a. This is a fine hall you have here. I'm proud to be lecturing in it.
- ? b. This is a fine hall you have here. I've never lectured in a finer one.
- ? c. This is a fine hall you have here. I've never lectured in a finer.



Types of ellipsis



- nominal
 - (1) They do not like it, yet (they) said nothing.
 - How did you enjoy the exhibition?- A lot (of the exhibition) was very good though not all.
- verbal
 - Have you been swimming?- Yes, I have (been swimming).
 - What have you been doing?- (I have been) Swimming.
- clausal
 - Who was playing the piano? – John was.
 - I hear Smith is having an operation? – He has.



Conjunction refers to a specification of the way in which what is to follow is systematically connected to what has gone before

- a. **additive:** and, or, furthermore, similarly, in addition
- b. **adversative:** but, however, on the other hand, nevertheless
- c. **causal:** so, consequently, for this reason, it follows from this
- d. **temporal:** then, after that, an hour later, finally, at last



Example of conjunctions:

- ? Doing work with passion will bear great result. **Similarly**, doing work professionally will keep you at the top.
- ? He has little money on his pocket. **However**, he insists to buy the movie ticket. He will walk home for sure.
- ? She was 5 minutes late submitting her final project. **As a result**, she lost 5% of her final score.
- ? First, you need to select fresh lemons. Next, you cut them in two parts and squeeze them. Add some sugar to the lemon water. **Finally**, you can add some ice in it.




Another classification of conjunctions:

- Simple adverbs
 - for, and, but, or, yet, so
 - accordingly, subsequently, actually
 - therefore, thereupon, whereas
- Compound adverbs
 - furthermore, nevertheless, anyway,
 - instead, besides
 - on the contrary, as a result, in addition
- Prepositional expressions
 - as a result of that, instead of that
 - In addition to that
 - in spite of that, because of that



- Lexical Cohesion
 - reiteration
 - collocation



Reiteration is the repetition of a lexical item, or the occurrence of a some kind, in the context of reference; that is, where the two occurrences referent




repetitio
n



synonym



hyperonym



general
word



Example of reiteration:

John caught a snake underneath a bucket.

Repetition

The **snake** is going to suffocate if it stays there very long.

Synonym

The **serpent** is going to suffocate if he does not let it go.

Hyperonym (superordinate)

The **animal** is going to suffocate if he does not let it go.


General word

The **poor thing** is going to suffocate if he does not let it go.



Identify types of reiteration:

? I saw a boy in the garden. The boy (_____) was climbing a tree. I was worried about the child (_____) The poor lad (_____) was obviously not up to it. The idiot (_____) was going to fall if he (_____) didn't take care.



Collocation is the use of “a word that is in some way associated with another word in the preceding text, because it is a direct repetition of it, or is in some sense synonymous with it, or tends to occur in the same lexical environment

- ? **Opposites (man/woman, love/hate, tall/short).**
- ? **Pairs of words from the same ordered series (days of the week, months, etc.)**
- ? **Pairs of words from unordered lexical sets, such as meronyms:**
 - **part-whole (body/arm, car/wheel)**
 - **part-part (hand/finger, mouth/chin)**
 - **co-hyponyms (black/white, chair/table).**
- ? **Associations based on a history of co-occurrence (rain, pouring, torrential)**

Example of collocation:



Sing a song of sixpence, a pocket full of **rye**,
Four-and-twenty blackbirds baked in a pie,
When the pie was opened, the birds began to sing,
Wasn't that a dainty **dish** to set before a king?

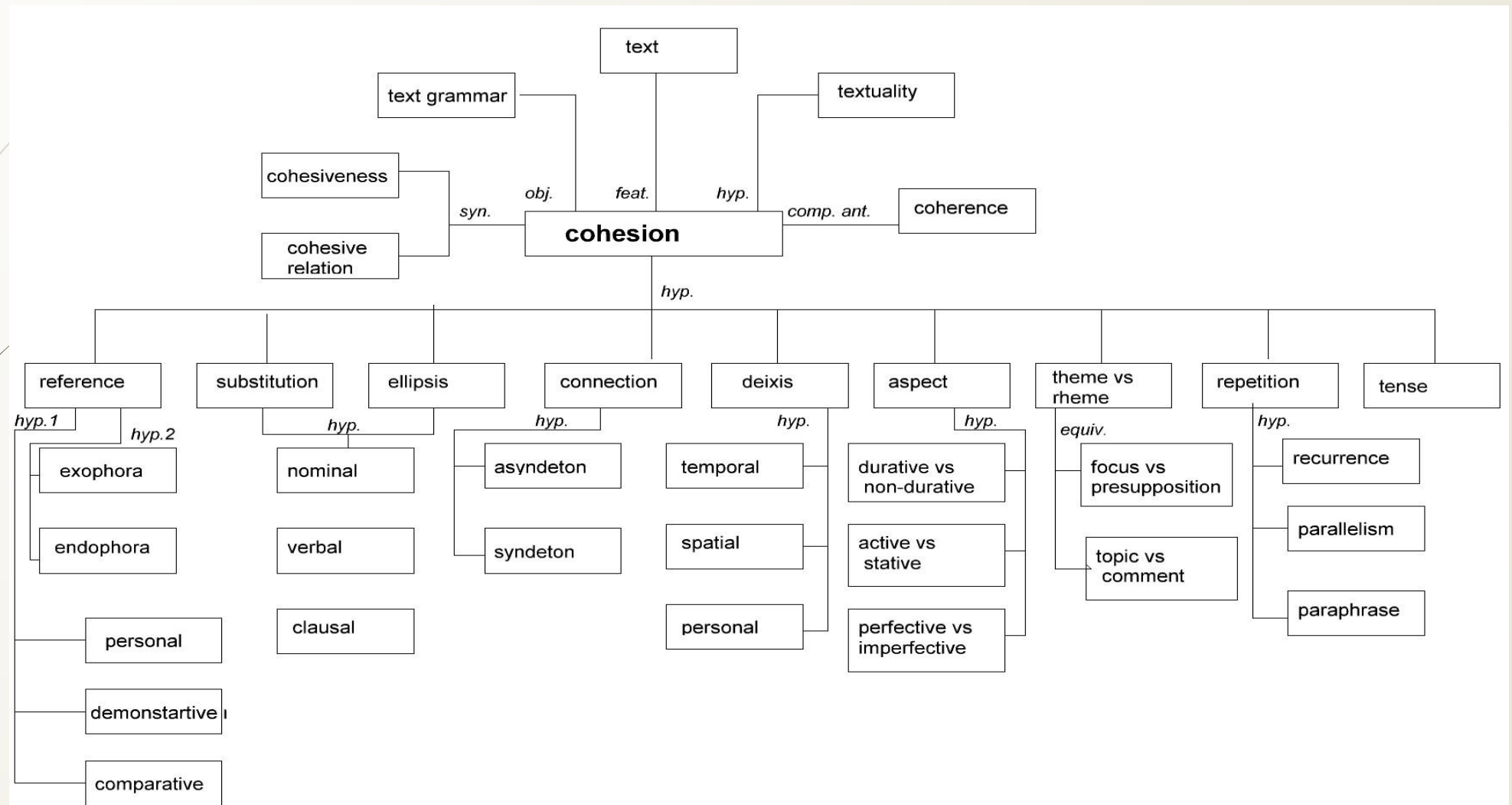
The king was in his counting-house, counting out his money,

The queen was in the **parlour**, **eating bread** and honey,

The maid was in the **garden**, hanging out the clothes.

Along came a blackbird and pecked off her nose.

Семантическое поле термина “cohesion”





Conclusion



- ? Lexical cohesion is more basic than grammatical cohesion;
- ? However, without grammatical cohesion, even coherent discourse becomes laborious, clumsy, and faltered



Task for **Seminar 2**

- Lecture 2 (learn lexical and grammatical means of cohesion)
- Lexical patterns (p. 61-66) (for everyone to read and get ready to discuss)
- Report “Different views on the notion of cohesion”