

Chapter one

Introduction

The concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text . Cohesion occurs where the interpretation of some elements in the discourse . The One presupposes the other, in the sense that it cannot be effectively decoded except by recourse to the presupposing element. The presupposing and the presupposed, are thereby at least potentially integrated into a text .

Thus the concept of cohesion accounts for the essential semantic relation where by any passage of speech or writing is enabled to function as text . we can systematize this concept by classifying it into a small number of distinct categories – reference , substitution , ellipsis , conjunction and lexical cohesion ; categories which have a theoretical basis as distinct TYPES of cohesion relation but which also provide practical means for describing and analysing texts . Each of these categories is represented in the text by particular features – repetition , omissions , occurrence of the certain words and constructions – which have in common the property of signalling that the interpretation of the passage in question depends on something else . (Halliday & Hasan , 1976;413)

Chapter two

2.3 Lexical Cohesion

Linguistic theory of lexical cohesion was first presented by Halliday and Hasan in their classic cohesion in English . lexical cohesion is one of the five types of cohesion detailed therein , and its contribution to the meaning of text is provided by the continuity of lexical meaning created by different groups of related words that run through a text Lexical cohesion classif into two main groups – reiteration and collocation .

Reiteration is a form of lexical cohesion which involves the repetition of lexical items , at one end of the scale ; the use of general words to refer back to a lexical and of items , at the other end of the scale ; and a number of things in between – the use of a synonyms , or superordinate

They use this table to explain them move clearly :-

1	Reiteration	
	a	Same word (repetition)
	b	Synonyms or near. synonym
	c	Superordinate
	d	General word
2	Collocation	

As for as collocation is concerned , it doesn't simply mean the lexical cohesion between pairs of words but over succession of a number

of nearby related words spanning a topical unit of the text , and these sequences of related words are called lexical chains .

Lexical chains do not stop at sentence boundaries ; they can connect the adjacent or even the entire text . (Halliday & Hasan , 1976 ; 73)

In 1984 , Halliday revised his classification of lexical cohesion , There are Four types :-

Repetition , synonyme / antonymy , hyponymy / mevonymy and collocation

4.1.1 Repetition

Repetition is the repeated use of word, an idoms or asentence . whether in chines or English speaking, repetition which is often combined with device of parallelism, contributes closely to the texture .

However in Queen's christmas Broadcast, there are Few repetition of clauses or sentence . The reason of this is that parallelism is usually used in public speech , such as campaign speeches and in augural speeches , which are emphatic and Forceful in order to successfully appeal to the emotion of the audience . The Queen aims to warm people at the special Festival , therefore , the repetition of clauses and sentence are not found in Queen's speeches . But there are a lot of repetition of words (Halliday and Hassan , 1976 : 74)

For example In 2015 christmas Broadcast , states that the whole speech is around the topic of " christmas tree" .

The word "tree" appears many times without doubt . Repetition of the word also emphasized the writer or the speaker thought or expression their Feelings .

4.1.2 Synonymy / antonymy

Synonymy refers to cohesion between words which have the same or nearly the same meaning . These words are combined in the text because they have the same or similar logical concept . They supplement each other in meaning , not only acting as ligaments of the text but also helping to improve its expressive force . The Following is taken from the Queen's Christmas Broadcast, "There are millions of people lighting candles of hope in our world today . Christmas is a good times to be thankful for them, and for all that bring light to our lives"

In this instance , light here means the same with candles of hope, which both represent hope . These two expressions share the same meaning , thus make the letter sentence more cohesire with the former one .

On the contrary antonymy can achieve the effect of great contrast and thus give prominence to the meaning which they express and strengthen the expressive form . Usually in political speaking , antonym is the deliberate arrangement of contrasting words or ideas in balanced structural forms to a chieve Force and emphasis . But in Christmas speaking , antonymy is not commonly used due its genre . Antonymy appears in this speech Four times and among them , twice are old saying quoted by the queen

- (1) The light shines in the darkness , and the darkness has not over comeit .
- (2) It is better to light a candle than curse the darkness .

In this two sentences " light and darkness " are two contrast notion that reopresent two different conditions . The Queen quoted these two saying to ignite the light of hope for people (Ibid : 74)

4.1.3 Hyponymy / meronymy (super ordinate)

The specific lexical cohesive device hyponymy or meronymy can also be called superordinate from a general point of view , which corresponds to the inclusion of one class in another . This lexical cohesive device is less used in (the Queen's speech 2005, 75)

but we can still find few examples :-

- (1) Despite being displaced and persecuted throughout his short life , christ's unchanging message was not one of revenge or violence but simply that we should love one another
- (2) It (the Christmas tree) has Five hundred light bulbs and is enjoyed not just by people of all faiths , and of none . At the very top sits a bright star , to represent the star of Bethlem .

In this First example , the phrase "unchanging message" and the Following "that we should love one another" is the explanation to "unchanging message" . Similarly , in the second instance , "Five hundred light bulbs" and " a bright star" are part of the Christmas tree , which is also of inclusion relationship .

The use of this lexical cohesive device makes the whole texture more logical , developing from general to specific , and makeit easier to the audience to Follow the speaker's train thought . (Ibid 74)

4.1.4 Collocation

Different From the above mentioned lexical cohesive device . Collocation is a cohesive device from the text – bound relation , that is , some item tend to occur in the same semantic environment . when we talk about some topic in a text , certain words tend to Co-occur while it is not possible For other to occur . Because of there semantic relationship . there is no doubt that they contribute to the creation of the text . we can find several examples in the Queen's Christmas Broad cast , 2015.

(1) One cause for thank fullness this summer was marking seventy years since the end of the second world war . On VJ Day , we honored the remaining veterans of that terrible conflict in the for east , as well as remembering the thousand who never returned

In this instance " remaining veterans" and " the thousand who never returned" Form a Collocation bond , which consist of the veterans who are still alive and those who passed away . (Ibid 74)

Collocation

Collocation is an important tool to make parts of text bind together . A Collocation might not be limited to apair of word . It is very common to build up lexical relations by using long cohesive chains throughout the whole text . Generally speaking , the longer a Collocation chain is , the stronger the cohesive effect is achieved , because longer Collocation chain can devot to the expansion of a topic . Terefore , Collocation plays a crucial role in developing one's viewpoint intensely and act as a thread of the text . (Jiang Jing , 2005 ; 100)

Chapter three

grammatical cohesion

one way of looking at the cohesion in text is connected with the way "grammatical features are woven to gether a cross sentence boundaries " (carter and al.2001 :187)

The main types of grammatical cohesion :-

- Reference
- Substitution
- Ellipsis

1- reference referential ties are created when item in one sentence refers to an item in another sentence , so that in order to inter prôt part of one sentence readers or hears haveto refer to part of some sentences .

Types of reference

Ther are three types of reference : personal , demonstrative and comparative .

- 1- Personal reference :- is reference by means of function in the speech situation , though the category of person .
- 2- Demonstrative reference :- is reference by means of location , on a scale of proximity .
- 3- Comparative reference:- is indirect reference by means identity or similarity .(Halliday & Hassan ,1976 :37)

2- substitute

They are ties which can be created by the use of the word or phrases that substitute in the some grammatical slot for material elsewhere in the text .

Do you think, think we've held most of the high school students to this point? Hope so.

So substitutes here for a clause, we've held most of the high school students. It ties the two sentence .

es together by making the interpretation of the second one depend on the first one. Other words and phrases that can create cohesive ties through substitution include one, as in another one or the second one, which substitutes for a noun phrase, and do which substitutes for verb phrases in expressions like so do they.

Closely related to substitution is ellipsis, which creates cohesive ties via omission, as interpreters have to go elsewhere in the text, or in the context of the discourse, to fill in the blanks. In the classroom transcript, ellipsis ties a student's response to the teacher's question.

TEACHER: Is anyone here a physics major? STUDENT: I am a physics major.

What is elided here is a physics major" in the student's response. Saying "I am" rather than "I am a physics major" creates a blank space, so to speak, which can only be filled with reference to the teacher's question. (stone, 2008 :118 – 119)

Coordinate conjunction

There are four main kinds of coordinate conjunction :-

1- And, and words like it .

2- But

3- Or

4- So

According to the meaning of sentences we use one of these four types . but ,or and, so are not only words that can be used to give the right meaning and it will not only make our sentence more interesting but also give our meaning more clearly and exactly if we use some of the other words .

1- And type

And, and words like it are used to add something of the some kinds to what we have already said .

e.g ' He was tired and hungry '

'We see that the words are of the some kind tired '

And hungry' – and we might expect tired people to be hungry .

Other words which we may use sometimes in place of and are : Both , and , not only But also , what is more, too , further more , moreover and well as . It is not always correct to put one of these than of these instead of AND ;AND will be used much more often than of these .

To put one of these will give variety , AND will give the right emphasis to what we wish to say . eg . ' John was tired AND hungry ' . this means the reader is likely to understand that John was hungry . In order to put this move strongly we right say ' John was not only tired but also hungry'

If we wish to show that he was equally hungry and tired ' He was Both tired And hungry .

There are times of course when AND is not put in , but is understand to be there : this occur usually when we have lists of things : e.g ' John , Thomas , Harry AND George werethere .

2- BUT type

But and words like it used add something different from a hat we have already said.

e.g ' He is stupid and lazy ' .

(that is, one expects that when person is stupid he may also be lazy) .

'He is stupid But persevering' .

(One does not expect as a stupid person to be hard working or persevering , there for we use BUT) .

Instead of BUT we may sometimes use one of the following : however , yet , never the less . the other hand , still . it is not always possible to put all or any o there instead of BUT . Note the kind of sentence when on the other hand is much better than yet , for example :-Games are very good for one ; anther Hand one must not play to much

3- Or type

This gives two statements of equal value to choose from : if one is true the other is not, He will come at 5.30 or 7.45 because there are the times of arrival of canton express .

The use of oR does not means that if there is any doubt or vagueness .

'He will be here at 5 or 6' . does not mean , sometimes between 5 and 6 . It mean that if he is not here at 5 . He will not arrive until 6 . However , by using the words about ' we get the meaning of between 5 and 6 .

Other words we can put in place of OR are either, or , neither nor , else , other wise .

These are usually stronger in meaning and put the two alternative more definitely .

' you must come either on Monday OR on Tuesday ' .

' I am too busy to see you any other day '

4- So type

So and words like it are use to add something which follow as consequence of the previous part it adds on something not merely the same (AND type) or something un expected (BUT type) , or something which can be taken instead of something else (Or type) , but something which follows on as result of the previous part .

Consider :-

a) 'The door was open and I went in' .

b) 'The door was open , so I went in' .

c) 'Because the door was open I went in' .

The difference between these three sentences is not so much in meaning as in Emphasis .

What is possibly hidden in (a) is clearly set forth in (b) and strongly emphasis in (c) . in (a) the relation between the two parts is more time than consequence : the two actions follow one after the other like . 'He went to door AND open it' .

Nevertheless the idea of so may be hinted at in it . In (b) the relation is that of consequence or result . in (c) the relation is definitely cause : the only reason why I went in was because the door was open relation between the two parts is stronger in (b) than in (a) and stronger in (c) than in (b) .

Other words which can be used in place of so are therefore consequently accordingly. 'singapore lies very near to the equator , consequently . the weather is very hot all the year round . I am very busy , so I am afraid I cannot come .

One coordinate conjunction which does not fall into any one of the above four classes is For . Note that it's never subordinate conjunction and must not be used instead of because to begin a sentence :-

' For it was very hot , he felt tired ' . (wrong)

' Because it was very hot , he felt tired and thirsty' . (correct) , He felt tired and thirsty , Because it was very hot . (correct) (Compbell,8 , 8-25)

Preceding a coordinating conjunction between independent clauses .

Use a comma and coordinating conjunction between independent clauses that are closely enough related to constitute a unit of thought and that do not contain a number of internal commas . Remember that the place to use this combination of comma plus coordinating conjunction is in the middle of a compound sentence .

If the independent clause are short , especially if they have the same subject , omit the comma before the coordinating conjunction (season come and season go) .

The regular use of comma before the coordinating conjunction for prevents confusion with the preposition for .

The children were enjoying a party , for hind was celebrating her birthday

Serving other purposes the single comma has several other conventional uses , the most comma of which are for immediate clarity ; in letters ; and between coordinate consecutive adjective .

For immediate clause . place a comma whether necessary to make the meaning of the sentence immediately clear to the reader that is , use the comma for clarity , even when no futher specific reason can be citedul .

AMBIGUOUS: when Jane left the room was suddenly quite .

CLEAR : when Jane left , the room was suddenly quite .

In letters :- place a comma after the saluation of friendly letter and following the complimentary close of any letter

Dear polly , sincerely yours .

Between coordinate , consecutive adjective .

Use a single comma to separate coordinate , consecutive adjective preceding the noun they modify .

The actress spoke in low and cynical tone of voice .

The actress spoke in low , cynical tone of voice. (V.V.an and Jackson , 1989 : 361)

Chapter four

Conclusion

We conclude from two chapter several important points :-

First : we find that cohesion as a semantic concept is divided in to two types one is lexical and this of kinds .

Reiteration , which is the repetition of the same word , synonyms or near synonyms which the cohesion between words that have the same meaning . the words are combined in text because they have the same or logical concept .

There is hyponymy and metonymy (superordinate) . The use of this lexical cohesion devise makes the whole texture more logical .

There is also general word and collocation which is when certain words tend to co occur .

The second type of cohesion is the grammatical ane which also contain many types first substitute

The second is co ordinate conjunction such as and , but , or , so .

And we have reference that conclude many types : personal ,demonstrative and comparative .