

**Texture and structure**

Text – not a structural unit,

Cohesion (in our usage) – not a structural relation

‘Structure is, of course, a unifying relation. The parts of a sentence or a clause obviously ‘cohere’ with each other, by virtue of structure. Hence they also display texture; the elements of any structure have, by definition, an internal unity which ensures that they all express part of a text.’ (H+H 1976:7)

Break in structure:

(1) ...But what I want to know is – yes, some ice, please – what this government think they’re doing when they spend all that money on building new schools. What’s wrong with the old ones? (H+H 1976:7)

‘All grammatical units – sentences, clauses, groups, words – are internally ‘cohesive’ simply because they are structured. The same applies to phonological units, the tone group, foot and syllable. Structure is one means of expressing texture.’ (H+H 1976:7)

‘If every text consisted of only one sentence, we should not need to go beyond the category of structure to explain the internal cohesiveness of a text: this could be explained simply as a function of its structure. [...] But most texts extend well beyond the range of structural relations [...]. There are certain specifically text-forming relations which cannot be accounted for in terms of constituent structure; they are properties of the text as such, and not of any structural unit such as a clause or sentence. Our use of the term COHESION refers specifically to these non-structural text-forming relations. They are, as we have suggested, semantic relations, and the text is a semantic unit’. (H+H 1976:7)

We work **above** the level of a sentence → **hypersyntax**

**Information structure**

- The ordering of the text, independently of its construction in terms of sentences, clauses and the like, into units of information on the basis of the distinction into GIVEN and NEW: what the speaker is treating as information that is recoverable to the hearer (given) and what he is treating as non-recoverable (new). [...] Cohesion is closely related to information structure, and indeed the two overlap at one point, but information structure is a form of structure [...]. The information unit is a structural unit, [...], but there are no structural units defined by the cohesive relation. (H+H, 1976:27p)

- The theme-rheme structure is inherently connected with the content structure of the text and directly reflects the development of the hypertheme(s). Functional sentence perspective thus represents a different level from that constituted by the other grammatical means of cohesion (Dušková, 1999:303)

**Anaphora, Cataphora, endophora**, p. 16-7

Cohesion as we have said is not a structural relation and thus unrestricted by sentence boundaries.

**Anaphora** – a tie where an element in a text is connected with some previously mentioned element, pointing back to the text, cf.
Mr. Kaplan rose, inspiration in his eyes. His smile was so wide that his face seemed to be one ecstatic cavern. He cast majestic glances to both sides, as if reading the tribute in the faces of his fellow students. (Rosten, Leo. The Education of Hyman Kaplan. London: Prion, 2000, p. 34)

Cataphora – a tie where an element in a text is connected to an element that follows later in the text, when an item points forward to the text, cf.

This is how you get the best results. You let the berries dry in the sun, till all the moisture has gone out of them. Then you gather them up and chop them very fine. (H+H, 1976:17, example 1:29)

Note: in a cohesive ties not only single elements are involved, but also a large chunks of text, typical of the demonstrative ‘this’ as in our example.

Cataphoric reference is often signalled in writing with a colon (:

Exophora – is a relation where one element points outside the text to the context (situation) in which it is embedded, cf.

By this time Mr. Parkhill was genuinely delighted with the inexorable logic which Mr. Kaplan was following. ‘That’s precisely the point. Come to the board and make the change, Mr. Kaplan.’ (Rosten, Leo. The Education of Hyman Kaplan. London: Prion, 2000, p. 52)

Note: It is quite possible that the definite article in the board refers back to the preceding text, to some earlier mention of the board. But it is also possible that it refers to the environment in which the dialogue is taking place – to the ‘context of situation’, as it is called where the board in question is present and can be pointed to if necessary. The interpretation would be ‘the board there, in front of us’. This type of reference takes us outside the text altogether.

Exophoric reference is not cohesive, since it does not bind the two elements together into a text. (H+H 1976: 18)

Cohesive ties – typology

Cohesive ties – grammatical (reference, substitution, ellipsis, conjunction)

- lexical (reiteration and collocation)

1. Reference

- Personal

- Demonstrative

- Comparison

Personal Reference

- Personal pronouns

- Possessive pronouns and adjectives
  - 3rd person inherently cohesive (typically anaphoric)
  - 1st, 2nd person primarily deictic (exophoric), cohesive secondarily
Generalized person (whatever means of expression) is always exophoric, and thus not cohesive, e.g. Banana bread is good for you.

Demonstrative reference
- Demonstrative pronouns (this, these, that, those) and adverbs (here, there, then)
- The definite article
  - This, that, (it) – may refer not only to preceding nominal items, but also to extended passages
  - This, (it), here – used also to point forward, intersentential cataphora

Reference by comparison
= two-member relation: ‘A thing cannot be just like; it must be like something.’ (H+H, 1976:78)
- Comparison proper (e.g. higher than..., not as good as..., etc.)
- Use of expressions like so, such as, similar, (an)other...

2. Substitution (= replacement of one form by another)
- Nominal, one(s), the same
  (5) That was a great meeting. Let’s settle on the date for the next one.
  (6) “I’ll have clam chowder.” “I’ll have the same.”
- Verbal, do
  (7) Thursday looks good and so does Friday.
- Clausal, so, not
  (8) “Have all the people left?” “I’m afraid so.”
  (9) “Have all the people left?” “I hope not.”

3. Ellipsis (= substitution by a zero element)

Ellipsis is formally defined as a defected structure in which the missing elements are uniquely recoverable. Semantically, it is fully anonymous with the corresponding non-elliptical structure.

Ellipsis is to be distinguished from fragmentary utterances (unfinished utterances which cannot be completed unless the speaker finishes them) and from irregular structures, such as verbless sentences (e.g. The door!), which are semantically, communicatively and intonationally sentence equivalents.
Function of ellipsis in a text: to create cohesion by leaving out what can be taken over from the preceding discourse.

- Nominal
  
  (10) “Which topic will you discuss?” “I’ll do the first. [topic]”

- Verbal

  (11) If she works hard, I don’t have to [work hard].

- Clausal

  (12) He’ll bring it tomorrow. – [He’ll bring it tomorrow] Unless he forgets, as he usually does.

4. Conjunction (intersentential linking in a broader sense, not just as a part of speech → conjunctions, conjuncts, other expressions)

Partly a lexical and partly a grammatical device, a transitional area between grammar and lexis (Dušková 1999:302-3)

= a specification of the way in which what is to follow is systematically connected to what has gone before (H+H, 1976:227)

(13) Exactly how much deviation from the norm it takes to be classed as eccentric is a moot point. Moreover, eccentricity is not the same as neurosis.

(14) She believed it was the real thing and thought he’d marry her when she fell pregnant. But it wasn’t to be – and we didn’t see him for dust.

- Additive, adversative, causal, temporal, sequential (listing, e.g. first…..second)

5. Lexical cohesion

- Reiteration of lexical elements:
  
  o Repetition…There was a large mushroom. She peeked behind the mushroom and….
  
  o Synonym…Suddenly I saw a boy. The lad was all shaking with cold.
  
  o Superordinate term…Suddenly I saw a boy. The child was all shaking with cold.
  
  o General word…
    
    ▪ Neutral… typical examples of general words: people, person, creature, thing, object, stuff, question, idea, etc.
    
    ▪ Evaluative… Suddenly I saw a boy. The idiot wanted to steal my car.
  
- Collocation: a pair of words semantically related…boy – girl (oppositeness, complementarity), ascent (climb) – descent, Tuesday – Thursday (a couple from ordered series), red – green (unordered lexical sets), etc.

The cohesive effect = the tendency to appear in similar contexts
Mrs. Birling: I think we've just about come to an end of this wretched business – (1)
Gerald: I don't think so (2). Excuse me (3).

[He goes out. They watch him go in silence. We hear the front door slam.]
Sheila [to Inspector]: You know, you never showed him that photograph of her. (4)
Inspector: No (5). It wasn’t necessary (6). And I thought it better not to (7).
Mrs. Birling: You have a photograph of this girl? (8)
Inspector: Yes (9). I think you’d better look at it (10).
Mrs. Birling: I don’t see any particular reason why I should – (11)
Inspector: Probably not (12). But you’d better look at it (13).
Mrs. Birling: Very well (14). [He produces the photograph and she looks hard at it.]
Inspector [taking back the photograph]: You recognize her? (15)
Mrs. Birling: No (16). Why should I (17)?
Inspector: Of course she might have changed lately, but I can’t believe she could have changed so much (18).
Mrs. Birling: I don’t understand you, Inspector (19).
Inspector: You mean you don’t choose to do, Mrs. Birling (20).
Mrs. Birling [angrily]: I meant what I said (21).
Inspector: You’re not telling me the truth (22).
Mrs. Birling: I beg your pardon (23)!
Birling [angrily, to Inspector]: Look here, I’m not going to have this, Inspector (24). You’ll apologize at once (25).
Inspector: Apologize for what – doing my duty (26)?
Birling: No, for being so offensive about it (27). I’m a public man – (28)
Inspector [massively]: Public men, Mr. Birling, have responsibilities as well as privileges (29).
Birling: Possibly (30). But you weren’t asked to come here to talk to me about my responsibilities (31).
Sheila: Let’s hope not (32). Though I’m beginning to wonder (33).
Mrs. Birling: Does that mean anything, Sheila (34)?
Sheila: It means that we’ve no excuse now for putting on airs and that if we’ve any sense we won’t try (35).