How to Make Yourself Understood

English I   Online Materials

Tips for Writing Sensible Paragraphs
Unit 6
From Sentences to "Text"

キーワード（key words）

テキスト（text）　結束性（cohesion）　話題の一貫性（consistency in topic）

Tips for Writing Sensible Paragraphs

Unit 6   From Sentences to "Text"

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Scripts and Annotations
（スクリプトと解説）

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Scripts and Annotations (スクリプトと解説)

Hello everyone. How's your English study going? I'm Jeff Gayman. Welcome to the "How to Make Yourself Understood" video series, Unit 6. In this video, we are going to learn what a "text" is. Let's start by comparing two sets of sentences.

Warming Up Quiz: Which sounds strange?

Please listen carefully: Which is strange, A or B?

> *Example A*
>
> I love goldfish. Yesterday I bought three lovely ones. But by the time I woke up this morning my cat had eaten them all.

> *Example B*
>
> I love cheese sandwiches. Yesterday I bought a new laptop computer. But, in 1867, Alfred Nobel invented dynamite.

Every sentence in both A and B is perfect in terms of grammar. However, in terms of overall meaningfulness, the two are diametrically different.

I suppose you've found something wrong with example B. You're right. Let's see each sentence in B one by one. The first sentence goes: "I love cheese sandwiches." Nothing is wrong so far. The speaker starts talking about "cheese sandwiches." Then, the second sentence brings the totally new topic of a brand-new laptop. Where has the speaker's love of cheese sandwiches gone? Then, the last sentence brings still another different topic: the invention of dynamite!

(1) I love cheese sandwiches [topic]
(2) Yesterday I bought a new laptop computer [new topic]
(3) But, in 1867, Alfred Nobel invented dynamite [another new topic]

As you see, each sentence is grammatically perfect, but is disconnected from the others. The passage in its entirety does not make overall, unified sense: you just cannot see any unity of meaning in it. It's almost hopeless to imagine a real human being speaking passage B. By contrast, you can easily see that example A is coherent in terms of meaning.

The connection of the first two sentences is natural enough: I love goldfish; therefore it's natural that I bought three goldfish. There is an important connecting device here; the word *ones*, which refers to *goldfish*

mentioned in the first sentence. There is another instance of a pronoun being used to connect the second and the third sentences. *Them* refers to "the three lovely goldfish I bought." As a whole, example A reads as a unified story-line telling a tragedy which happened to a goldfish-lover.

(1) I love <u>goldfish</u>　(2) Yesterday I bought <u>three lovely ones</u>

(3) But by the time I woke up this morning my cat had eaten them all

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Points ————————————————

➡上記２つの英語の例(A, B)を日本語で表現しても同じことが言えます。

Example B
　(1) 私は <u>チーズサンド</u> が大好き
　(2) 昨日 <u>新しいノート PC を買いました</u>
　(3) しかし、1867 年にアルフレッド・ノーベルは <u>ダイナマイトを発明しました</u>

話題の内容（下線部）が次つぎと変わっていますね。脈絡がありません。

Example A
　(1) 私は <u>金魚</u> が大好き　（I love <u>goldfish</u>）
　(2) 昨日 <u>かわいいのを３匹</u> 買いました　（Yesterday I bought <u>three lovely ones</u>）
　(3) しかし今朝起きてみるとうちの猫に <u>全部</u> 食べられてしまっていました
　　　（But by the time I woke up this morning my cat had eaten <u>them all</u>）

「金魚が好き」だから「買った」という流れは自然。(2)の ones という代名詞が(1)と(2)を結びつけ（日本語では「かわいい**の**」が「かわいい **金魚**」を指します）、(3)の them という代名詞が(2)と(3)を結びつけています(日本語では受動態にした文の主語を省略することによって、食べられたのは昨日買ったかわいい３匹の金魚であることが暗示されています)。こうして Example A は意味の点でまとまっていると言えます。

➡要は**文法的に間違いがない文をつなぎ合わせても、まとまりのある文章になるとは限らない**、ということです。
　何かについて論理的に話したり、論文やレポートをまとめるのには、１つひとつの文をどのようにつなげて、まとまりのある文章にしていくことが重要です。それがこの Unit 6 から Unit 10 までのテーマです。

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What is a text?

Sentence sequences like example A are often called by linguists a "text". A text is not a random collection of grammatical sentences, but rather is a series of sentences that are glued together to form a unified whole in

terms of meaning.

Making a text thus means much more than putting grammatical sentences together. You need to arrange sentences so that each sentence is connected in some way or other to what comes before and after it. This interconnectedness of sentences in a text is called "cohesion". Passage A therefore is a cohesive text, whereas passage B lacks cohesion and therefore is not a text.

It's rather straightforward so far, isn't it? However, there is more to cohesion than each sentence being linked to what comes before and after it. Take passage C for example:

> *Example C*
>
> I love cheese sandwiches. By the way, I looked up the word "sandwich" in a dictionary and found that it originates from an English nobleman. I am thinking of giving the dictionary to someone because I don't use it anymore.

Points ————————————————

➡ **テキスト（text）とは**

　text はさまざまな意味で使われる語です。教材として使われる文章を指すこともあれば、「テキストファイル」と言う場合のように、文字飾りやフォントサイズのない文字データを指すこともあれば、文学作品などの本文を意味することもあります。

　ここで言う text とは、言語学上の概念を表す用語であり、sentence の集合体で、しかも**全体として意味的にまとまっているもの**を指します。前節の解説で、1つにまとまった「文章」という言い方をしましたが、それが text です。word→sentence→text という順に、より大きな単位となっていくと考えてください。
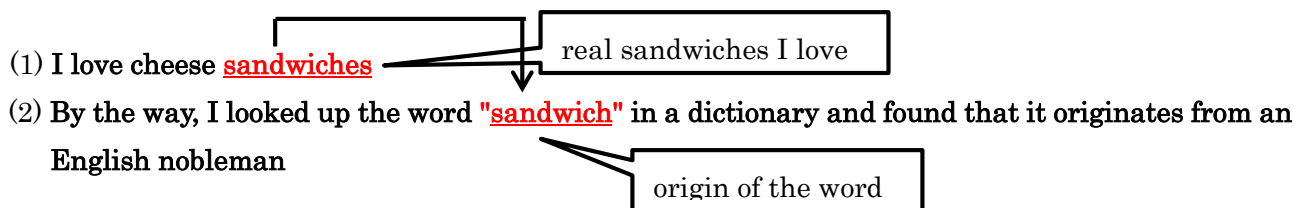
　複数の words をつなぎ合わせて sentence を作るための規則がいわゆる文法（grammar）だとすれば、複数の sentences をつなぎ合わせて text を作るのにも規則があり、その規則も一種の文法だと言えます。この高次の「文法」のことを言語学で「テキスト文法」（text grammar）と言うこともあります。みなさんは「文をつなぎ合わせる文法」なんて今まで意識していなかったかもしれません。でも、まとまった文章、特に academic writing を書ける人は、このより高次の文法を実践していると言えます。
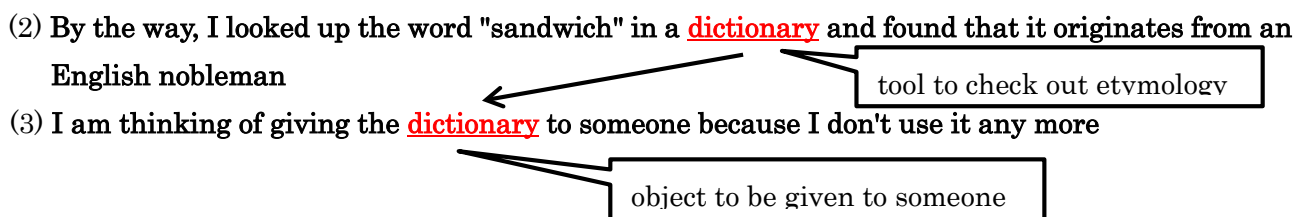
➡ **結束性（cohesion）とは**

　Cohesion とは言語学の用語で、日本語では「**結束性**」と呼ばれることがあります。**テキストを構成する文と文のつながりのこと**を指します。結束性が高い文章は、まとまりのある良い文章ということになります。これは良い論文やレポートを書くためには、大変重要なことです。cohesion について、より詳しく学びたい人は、M.A.K. Halliday and Ruqayia Hasan, *Cohesion in English*. (London: Longman, 1976)を参照してください。
————————————————————————————

Here, the first sentence is connected to the second because the word *sandwich* is repeated which serves as a kind of glue, and the speaker introduces the second sentence using a transitional signal *by the way*, even though the topic is diverted from the real sandwiches I love to the origin of the word *sandwich*.

(1) I love cheese <u>sandwiches</u> — real sandwiches I love

(2) By the way, I looked up the word <u>"sandwich"</u> in a dictionary and found that it originates from an English nobleman — origin of the word

The third and final sentence is linked to the second because the word *dictionary* in the second is repeated in the third. However, the topic now moves away from etymology to the plan of giving the dictionary to someone.

(2) By the way, I looked up the word "sandwich" in a <u>dictionary</u> and found that it originates from an English nobleman — tool to check out etymology

(3) I am thinking of giving the <u>dictionary</u> to someone because I don't use it any more — object to be given to someone

In this way, although the sentences in example C are linked to each other, they do not form a unified whole. The story changes direction with each sentence and the audience should be puzzled as to where they will be taken in the end. There is no semantic consistency: no focus of meaning which all the sentences are centered around. Therefore, example C does not constitute a text. In contrast, example D *is* a text.

Example D

I love cheese sandwiches. Every morning I make cheese sandwiches for my breakfast. Also for lunch every day I eat cheese sandwiches. So, one morning when I found no cheese in the fridge, I stood speechless for a while.

Passage D starts with the same sentence as passage C. However, none of the three sentences following it diverts from the topic expressed in the first one. The audience are sure of what the whole text is about: how I love cheese sandwiches. All the sentences center on this focus of meaning.

This consistency in topic is required of any text. You always have to be very careful whether your text has a consistent topic throughout. OK? Now, finally, let us consider the following example passage.

Example E

I have <u>an English speaking class</u> this afternoon. The instructor is so-so, but the textbook is very interesting. Also the TA is from Singapore and very kind to all of us. I always enjoy the lesson.

Notice here that expressions such as *English*, *speaking*, or *class* in the first sentence are **not repeated in this passage**. There is **no pronoun** referring back to the English speaking class, either. Nevertheless, this passage makes a perfect cohesive text. Why is it so? The key is the article *the*.

The in *the instructor* indicates that we are talking about the instructor of *this* English speaking class. *The* in *the textbook* signals that it is the one being used in this English class. *The* in *the TA* signifies that we are talking about the TA in this class, and finally *the* in *the lesson* specifies that we are talking about the lesson of *this* English speaking class. Therefore, the proper use of the definite article *the* plays a crucial role to make a cohesive text. This is a very important aspect of English grammar that you have to bear in mind when you speak and write a proper text in English. OK?

> *Example E*
> I have <u>an English speaking class</u> this afternoon
>
> <u>The</u> instructor is so-so, but <u>the</u> textbook is very interesting.
> Also <u>the</u> TA is from Singapore and very kind to all of us.
> I always enjoy <u>the</u> lesson.

Points ————————————

➡話題の一貫性（consistency in topic）

　Example C を日本語で表現してみます。

　　(1) 私は **チーズサンド** が大好き
　　(2) ところで、**「サンドイッチ 」**という語を **辞書** で調べてみたら、イギリスの貴族の名前が語源であるこ
　　　 とがわかりました
　　(3) その **辞書** はもう使わないので誰かにあげようと思います

(1)と(2)は「サンド（イッチ）」という語で結びついています。(2)と(3)は「辞書」という語で結びついています。このように、隣り合った文同士は cohesion によって意味的につながっています。しかし、それぞれの文の話題を見てみると、(1)では本物のチーズサンドの話をしていたのに、それが(2)になると、「サンドイッチ」という語の語源の話になり、さらに、(3)では語源を調べるのに使った辞書の話になってしまいます。話題が次々にそれて行くので、(1)～(3)は結局全体としてのまとまりがないものになっており、テキストとは言えません。これに対して、Example D は「私がどれほどサンドイッチが好きか」という話題に収斂しているため、テキストであると言えます。このように、**「話題の一貫性」（consistency in topic）も、テキストを構成するためには重要**だということです。

➡結束性（cohesion）を生み出す定冠詞 the の用法

　　(1) I have an English speaking class this afternoon
　　(2) <u>The</u> instructor is so-so, but <u>the</u> textbook is very interesting
　　(3) Also <u>the</u> TA is from Singapore and very kind to all of us

(4) **I always enjoy <u>the</u> lesson**

(2)〜(4)の下線部の名詞は the がつくことによって、「(1)の an English speaking class の」というように意味が限定されます。たとえば(2)の The instructor は、「その英語スピーキングクラスの教員」という意味になります。この the の働きによって、(2)〜(4)は(1)と結びつけられています。もし(2)が An instructor is so-so, but a textbook is very interesting となっていたらとても不思議な話の流れになります。こんな感じになります。「(今話した、今日の午後にある英語のスピーキングクラスの教員とは違うんだけど)とある教員はまあまあなんだけど、(今話している授業で使っている教科書とは違う)とある教科書はとてもおもしろいんだ」

　定冠詞 the の用法は、英語の学習者が最初に学ぶ基本中の基本ですが、実はそのときみなさんは、この unit で学んだ、**文と文をつないでテキストを作るための「のり」（glue）**について学び始めていたわけですね。

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Summary

Let us summarize today's lesson. In this unit, we've learned the following.

1. A text is a sequence of sentences that forms a semantic unity
2. In a text governed by cohesion:
   　　a: each sentence is linked to what comes before and after it, and
   　　b: one single topic runs through and unites all the sentences

As a student, you will be required to acquire academic writing skills, skills in writing logically on a particular subject. In order to meet this challenge, you must learn to generate texts at will, because every piece of academic writing is made of texts. So, in this sense, I hope that today's lesson has given you some "clues" in order to be a good writer. So please don't be just satisfied with just being able to connect words grammatically to make a sentence. Go one step further and try to care about how you can connect sentences to construct a meaningful text.

Yes! In order to be a good writer, you need "glue". Well, that's all for today. Good luck, keep practicing, and see you next time!

Points ──────────────────────
➡まとめ

1. テクストは意味の点で１つにまとまった一連なりの文である
2. 結束性を持つテクストの特徴
   　　a. 個々の文がその前後の文とつながっている
   　　b. １つの話題がすべての文を結びつけている

Unit 7〜Unit 10 では、さらに詳しく大切な点を考えていきます。お楽しみに！