

# **A COHESIVE ANALYSIS OF LEAD STORIES OF PAKISTANI ENGLISH NEWSPAPER**



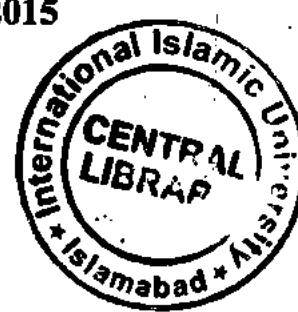
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ISLAMABAD  
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**Dedicated to my family**  
whose consistent support and encouragement has been  
my strength throughout my academic carrier.  
Wish their eternal prosperity and serenity in the days  
to come!

## Acceptance by the *Viva Voce* Committee

**Title of the thesis:** A Cohesive Analysis of Lead Stories of Pakistani English Newspaper.

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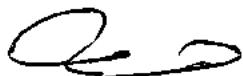


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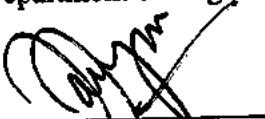


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## ABSTRACT

### Title: A Cohesive Analysis of lead stories of Pakistani English Newspaper

A text is shaped up into a semantic whole by knitting it up with cohesive devices. Cohesion therefore plays a significant role in deciphering meaning out of the text. Cohesive analysis is presumed to be facilitative in enhancing reading comprehension because it develops meaningful associations between different constituents of the text for the reader. Newspaper is considered to be a reliable resource of information and is therefore read widely. Newspaper writing is made striking in order to enhance its readership but in doing so its structure gets complex which makes it difficult for the reader to comprehend. Reader therefore has to put lots of effort to grasp the intricate structure of language of newspaper. Cohesion being facilitative in text comprehension is assumed to be effective in this regard. The research has been planned as a quantitative study, aiming to identify the types of cohesion present in newspaper text along with the objective to identify the dominant cohesive type and to explore the significance of cohesion in developing semantic unity and facilitating reading comprehension of the news text. Newspaper text has been delimited to the lead stories among which three stories have been selected from Dawn and three from The News as sample of the study. A quantitative analysis of the selected lead stories has been done by applying the selected model of cohesion in order to respond to the research questions- How lead stories of Pakistani English newspapers are shaped into a semantic whole by the use of cohesive devices? And what is the frequency of dominant cohesive device in newspaper writing? It has been discovered that references appeared to be the dominant cohesive type in selected sample stories and that cohesion plays a significant role in semantic interpretation of the text therefore it facilitates reading comprehension.

## DECLARATION

I, Abdur Rehman Tariq S/O Muhammad Tariq Butt Registration # 230-FLL/MSENG/ F11, student of MS, in the discipline of English Linguistics, hereby declare that the matter printed in the thesis "A Cohesive Analysis of lead stories of Pakistani English Newspaper" submitted by me in partial fulfilment of MS degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in the future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

This work was carried out and completed at International Islamic University Islamabad, Pakistan.

Dated: January 08, 2015

  
\_\_\_\_\_  
Signature of Deponent  
Abdur Rehman Tariq

## **ACKNOWLEDGEMENTS**

First of all I would like to pay my humble gratitude to Allah (swt) for bestowing upon me His utmost blessings to carry out this tedious task with courage and conviction.

I owe an earnest gratitude to Dr. Fouzia Janjua, my supervisor, whose dear concern, thoughtfulness and guidance has a great share in the accomplishment of this research work.

I dearly acknowledge my Father and my wife for being so helpful in making all the arrangements for me to access the resources I required during my research work.

My cordial thanks of course are due to my family especially my parents and wife, my friends and all my well-wishers. Their prayers, encouragement and moral support did not let me tire off in moments of sheer frustration and fatigue during this research work.



Abdur Rehman Tariq

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## CHAPTER # 1 INTRODUCTION

### 1.1. Introduction of the study

Language is a tool of communication. It moves on from naming the things to the expression of human feelings, thoughts and emotions, forming the basis of human socialization. In this way, a multipurpose facet of language comes to the limelight wherein language is shaped up in different structural and functional possibilities in order to fulfil the requirement of putting every kind of information into words which then takes up the form of either written or spoken piece of language.

The purpose of expression of information is further taken along by different forms of writing among which language of newspaper is considered to be a reliable source of communicating information to the reader as conventionally the central purpose of a newspaper is 'to inform'. It has been observed that apart from being informing the audience, mass media today has been exerting a great influence upon our social attitudes, specifically the language that is used to convey the news; plays a great role in shaping our opinion, as stated by Rolf Sandell (1977) ".... the wording of a message may well be the most significant factor in persuading us to adopt a particular point of view." (p. 4).

A piece of language becomes meaningful when parts of it are connected with each other in order to form a cohesive unit. Halliday and Hasan (1976) gave a detailed view of the linguistic strategies which play their role in developing a piece of language into a cohesive text. They marked a unified whole of written or spoken piece of language as a 'text' irrespective of its length. This unity corresponds to the presence of some devices

that play their role in the structural knitting of the text. The interdependency between items of a text results in formulation of lengthy discourse and signifies the presence of underlying cohesive structure of the text which is responsible for allocating semantic unity to the text.

What converts a text into 'a unified whole' is its 'texture' which according to Halliday and Hasan (1976) encompasses coherence and cohesion, where coherence entails inter-textual context and cohesion deals with intra-textual context of the text. Furthermore, in Tanskanen's (2006) point of view cohesion leads to coherence in a text. Thus, cohesion plays a significant role in knitting up a text into a 'unified whole'.

In De Beaugrande (1980) view a text becomes communicative if it follows seven standards of textuality. Cohesion and coherence constitute two important pillars of their model according to which cohesion refers to "sequential connectivity" and coherence refers to "conceptual connectivity" of the text. Sequential connectivity correlates the linear structure of a text and highlights the surface level interdependency of the stretches of language. A newspaper text needs to have these standards of textuality in order to meet the communicative purpose of informing the masses.

Taboada (2004) elaborates the concept of texture as a relationship that exists between parts of a text. Focusing on the news text, it consists of a headline and its detailed description in which the headline can be exemplified as a short and concise review of the news it represents. So, the texture in the newspaper text is dependent upon the interlinking of two of its major constituents that are headline and the related news content.

Van Dijk (1988) states:

“Each news item in the press has a headline...Headline precedes Lead, and together they precede the rest of the news item. Their structural function is also clear. Together they express the major topics of the text. That is, they function as an initial summary. Hence, as in natural stories, we may also introduce the category summary, dominating headlines and Lead. The semantic constraint is obvious: Headline + Lead summarize the news text and express the semantic microstructure”.

So, the structural function of a headline is to reflect the main story. According to Iarovici and Amel (1989) apart from its pragmatic function, a headline also possesses a semantic function through which the reader is able to understand text's meaning. Halliday and Hasan (1976) relate the concept of meaning with cohesion, stating cohesion to be the source of semantic unity in any text as they put it “The concept of cohesion is a semantic one; it refers to relations of meanings that exist within the text, and that define it as a text” (p. 04).

Cohesiveness also suggests itself when interpretation of an element of a discourse is dependent upon its former or subsequent elements in such a way that two elements of a text are bounded together in the form of a unit where “the pair of related items” is entitled as a ‘cohesive tie’ (Taboada, 2004). Thus, cohesive devices hold texture of a text; playing a significant role in binding up a text's unity.

Texture is incorporated into a text through the use of five cohesive devices which are Reference, Substitution, Ellipses, Conjunction and Lexical Cohesion (Halliday & Hasan, 1976)

"The cohesive resource of reference refers to how the writer/speaker introduces participants and then keeps track of them once they are in the text. Participants are the people, places and things that get talked about in the text."(Eggins, 2005, p.35)

Substitution and ellipsis are used when "a speaker or writer wishes to avoid the repetition of a lexical item and is able to draw on one of the grammatical resources of the language to replace the item". Conjunction acts as a semantic cohesive tie. They are "Cohesive tie between clauses or sections of text in such a way as to demonstrate a meaningful pattern between them" (Bloor & Bloor, 2004). Lexical cohesion includes non-grammatical elements and refers to the "cohesive effect achieved by the selection of vocabulary" (Halliday & Hasan, 1976, p. 274).

Gutwinski (1976) mark cohesive devices to be a source of "textual connectivity" which determines the relationship between the clauses and sentences and the manner in which they are interconnected resulting in "internal cohesion of a text". Thus, the study of use of cohesive devices in any text is helpful in exploring its internal cohesion.

Markels's view of cohesion inculcates reading comprehension on part of the reader by which he is able to decipher meaning out of any text. He puts it in these words:

"Cohesion elevates a random collection of sentences to the status of a text, and in the process imparts meaning, insight and purpose to those sentences. Without cohesion, the text can hardly be said to exist at all, for cohesion provides the textual means for initiating comprehension or sense". (1981: 3)

So, the study of cohesion will be helpful in developing semantic understanding of the text as well. As far as newspaper text is concerned, it is filled up with a huge amount of information regarding current affairs and social issues.

Manjulakshi (2003) states that

"The newspaper is 'talk' about world affairs and current events, having multifarious functions in society such as disseminating information, socialisation, motivation, education, cultural learning, entertainment, integration, etc".

It is also most actively read text in day to day life. The intricacy of structure for the purpose of gaining reader's attention needs a thorough investigation. So, this type of text validates the study of current and widely read social and political issues and for this reason it is the main focus of the study.

## **1.2. Statement of the Problem**

Media today has become a vibrant source of information and is exerting a great influence upon the minds of the audience. Headline of any news is as essential as its related content as it caters all the important news which is to be communicated to the reader (Kasbekar, 2011). The use of cohesive devices develops a link between the different parts of the news content. This research aims at exploring the types of cohesion that shape up a lead story into a semantic whole. Furthermore, this research aims at investigating the frequency of all the types of cohesive devices used in newspaper writing in order to give coherence to the text. By analyzing and finding out the cohesive devices, this research will explain their role in developing semantic links between different constituents of a newspaper text.

### **1.3. Objectives of the study**

This study aims at exploring the following objectives:

- To explore cohesive relations present in lead stories of the newspaper.
- To identify all the types of cohesion found in newspaper text.
- To mark the frequency of dominant cohesive type in newspaper text.
- To identify the importance of cohesive devices in developing semantic unity in the text.
- To signify the role of cohesive devices in facilitating reading comprehension of any news text or context.

### **1.4. Research Questions**

- 1) How lead stories of Pakistani English newspapers are shaped into a semantic whole by the use of cohesive devices?
- 2) What is the frequency of dominant cohesive device in newspaper text?

### **1.5. Significance of the study**

The present research will explicate the importance of cohesive devices in developing the relationship between the parts of a lead story. The research will show that how a reader will be able to decipher meaning out of the news text when he will be able to build up a link between the major content of the news. In this way it will help the readers to gain knowledge about reading a newspaper in order to interpret the news. It will also

help the journalists in producing coherent text through the correct use of cohesive devices. Furthermore, it will highlight the importance of cohesive devices in producing an overall organization in the text which will be advantageous for the ESL learners in producing a coherent text as well as for ESL teachers in teaching the technique of interlocking the ideas through the correct use of cohesive devices. It will also guide the writers in the composition of a newspaper text. Moreover, the present research will open new horizons for further researches related to the topic.

## **Chapter # 2 Literature Review**

### **2.1. Language and Communication:**

Life activities are highly dependent upon the way people interact with each other and language is a medium through which the cycle of life goes on. It gives people a linguistic reservoir that enables them to convey their feelings and thoughts and in return the hearer is expected to interpret whatever has been communicated. Gauker (2003) elaborated this concept as; 'the received view of linguistic communication' is that the speaker expects the hearer to deduce the intended meaning out of the words spoken and circumstantial information.

Language does perform the function of communication but on the other hand it also acts as a source for portraying our experiences of the world (Halliday & Hasan, 1976). It is a 'system of meaning' and this meaning is constructed with the help of language that the people are using (Bloor & Bloor, 2004, p. 2). Semantic theorists, in Holloway's (2012) view, consider "language as a set of semantic structures" where the ideas expressed formulate linguistic structures and sentences as "syntactic units produced by the ideas that motivate discourse." (p. 205). Thus, language can be defined as a system of choices available to a speaker in any situation by which they produce meaningful utterances in order to portray their experiences in daily life.

People play multiple roles in their day to day life and their language choice in each situation varies with respect to the roles they have to perform. The linguistic choices people make in Bloor and Bloor's (2004) view is usually 'unconscious' and is manifested

'at every point in the production of speech' (p. 3). This system of choices operates at any level on which the language is being used e.g., language of advertisement, legal language etc. Language of newspaper is also one such manifestation of language. Aitchison and Lewis (2003) affirm language to be the founding element of media communication whether it is in visual, oral or written form. The way a writer links up items of a news determines language choice of the writer which points out his particular stance behind that particular news as Fowler (1991) states that language used in the newspaper is "a highly constructive mediator" (p. 01).

Bloor and Bloor (2004) elaborated that the study of grammar incorporates the exploration of words and other grammatical resources that play their role in creating meaning within any text. Cohesive devices are one of those grammatical resources that contribute in construction of meaning within the text. News consists of a headline and its related content. The way a headline is manifested in the form of a complete news story is tackled by the use of cohesive devices. Thus, cohesive devices play a significant role in deciphering semantic connections present within a text that reveal the particular stance of the writer.

## **2.2. The Language of Newspaper**

Daily news along with their analysis and comments constitute the term 'newspaper' (Reah, 2004). Sajdl (2007) situates the word 'news' as "Late Middle English" term which means "tidings, new information of recent events". Philo (as cited in Fowler, 1991) states news to be a creativity; a piece of art produced by a journalist.

Burns (2000) further elucidates that news is a binding force amongst the people and an important element that contributes in shaping the images of people into a community. For Hall (as cited in Fowler, 1991) a news comes into being after an in depth process of careful choice of events based on socially rooted criterions. The news media, in Cotter's (2012) view on one hand are culture specific and have prototypical use of language and on another hand they are part of communicative practices of the society of where they are in the works.

So, a general view regarding newspaper is that it serves the purpose of accommodating social, ideological and political stance of the society in which they are published. Bell (1984) is of the view that newspaper serves the sociological aspect of fulfilling addressee's craving i.e., its basic purpose is to manipulate the language of newspaper in such a way that the reader gets influenced and keeps himself affixed with that particular newspaper. Sajdl (2007) adds that the language of newspaper incorporates a particular syntax, specialized vocabulary and a particular sequence of delivering information that is present in a story. Aitchison (2006) adds in this regard that "newspaper writing is highly skilled. It is concise, clear and interesting." (p. 04). Cotter (2010) further elaborates that newspaper contains "simple, short, 'straight forward' sentences and short paragraphs; to use 'strong' or active verbs; to eliminate the passive voice; to avoid clichés; etc" (p. 136). Thus, a newspaper is written for a transient purpose of catering a day's information but at the very same time it is intended to meet the expectations and interests of a huge readership and has the potential to leave an impact on their lives (Reah, 2004). Marr (2004/5) talks about news recency in the following words:

"One moment news is verbal diamonds, the next it is dust. It seems in this respect like a drug... a brief flurry in the brain, then just a dirty smudge" (p. 60).

One significant feature of newspaper that has been transferred from one generation to another generation is the practice of storytelling (Aitchison, 2006). As the newspaper is an area of journalism so Allan Bell, who himself is a journalist, pointed out that journalism is an occupation of the one who use to tell stories in the modern era (Bell, 1991)

Fowler (1991) in this regard elaborated that newspaper does not contain facts but ideas. Although a general notion about language of newspaper is that it is clear and unbiased but in actual the 'selection' and 'transformation' of a news is highly dependent upon ideology and belief systems and many other factors that affect the presentation of a news. In this regard Reah (2004) adds that although news is formulated in accordance with a reader's taste but the reader has no control over the selection of news which is to be added in a newspaper. The items which are to be included and excluded in a newspaper depict the way a reader's mind is manipulated in forming certain worldview. Harris (1980) puts the concept of language within the paradigms of society, relating the verbal activities with human activities thus, linking the study of language with man's existence within a certain social context. Linking this view of 'language' with 'news', Fowler (1991) elaborates the news to be "the social construction of reality" (p. 2). Therefore, the way in which language is organized to portray this reality is highly dependent upon the linguistic structure chosen for this purpose (Sajdl, 2007).

Cotter (2010) states his view of news language in the following words:

"News language reflects and reinforces social norms, displays agendas, and develops identities, actions that are accomplished through language and the interaction of journalists, the public, and human and natural events" (p. 02).

### **2.2.1. Structure of a News Story:**

By the early 1970's many linguists became interested in exploring the fact that would attract the reader. In addition to this, they were also after finding ways from which a story can be told by indicating the desired perspective (Lee, 1992; Simpson, 1993; Thomas & Wareing, 1999). News stories do contain a distinct structure that is distinguishable from others (Aitchison, 2006). The factors that make news stories discernible are "structures of the text and by the kinds of information that are borne by the text" and both these factors are tightly interlocked within the process of news writing (Cotter, 2012, p. 135). VanDijk (1988) states:

"Each news item in the press has a headline...Headline precedes Lead, and together they precede the rest of the news item. Their structural function is also clear. Together they express the major topics of the text. That is, they function as an initial summary. Hence, as in natural stories, we may also introduce the category summary, dominating headlines and

Lead. The semantic constraint is obvious: Headline + Lead summarize the news text and express the semantic microstructure" (p. 53).

A headline describes the whole story in a nutshell i.e., gives the gist of the news and signifies its relative position and readers then are able to get an outline information of the complete story (Reah, 2004). It is the only significant feature of the news content that makes the reader interested to continue or stop reading the news (Praskova, 2009).

Subject matter and style are the key elements that capture reader's interest (Aitchison, 2006). Reah (2004) states that the vocabulary of a newspaper headline must be "short, attention getting and effective" i.e., it should be capable of capturing the story in as small a number of words as possible by maintaining its attractive appearance in order to draw attention of the reader towards the story (p. 15). According to Praskova (2009), a news headline must be a sentence or few words, due to the limited space available on the pages. To summarize with, Aitchison (2006) states that dramatic touch, less number of words and embellished type-face are the key characteristics of a headline along with a colored picture. Type face of headline includes "large, bold, capital letters... surplus words such as the articles a, the, are routinely omitted. Predictable verbs such as is, has are left out." (p. 12)

Headline is followed by lead. Structure of a news story is largely dependent upon Lead as its arrangement influences the organization of later story structure. It constitutes the first part of the story i.e., inaugural paragraph (Cotter, 2010). Headline and Lead, in Van Dijk's view (1988), have a huge readership and are usually unforgettable so, are capable of putting an instant influence upon the reader.

The beginning of a news story is woven with six basic W/H questions i.e., who, where, what, when, why and how of the incident, where the inquisition of who, what and where is of utmost significance as it enables the reader, in hurry, to get the gist of the news by giving a look to the first paragraph only (Aitchison , 2006)

‘Inverted Pyramid’ is the most common type of story design where the way events progress is altogether inverted. First of all a summary, containing the most significant and newsworthy elements, is given at the top which is named as lead, succeeded by the information that explains the way things happened. The course of events follows the line from most important to least important elements (Aitchison, 2006 & Cotter, 2010). The rationale behind this structure is that instead of the narrative format the significance of news element carries more importance (Bell, 1991). The proposed structure of a news story is as follows:

## NEWSPAPER ARTICLE

## HEADLINE

### SUB-HEAD

## ABSTRACT

(First sentence, WH x 6)

## EVENTS

## STATE OF PLAY

## EVALUATION (Aitchison, 2006, p. 09)

### 2.3. Text:

Previously, a text was assumed to be any piece of language that has a physical existence on paper. Whereas the sound waves having an abstract existence in the form of speech and the stance of different types of text were not included in the definition of a text, these assumptions clearly illustrate the viewpoint that so far text was something that has clearly no connection with the message. 'Text' is defined as "any form of written material" (Oxford Advanced Learner's Dictionary, 2014). So far as this definition is concerned, the word "text" was coined by having exterior manifestation of the text in the mind.

Many scholars have defined the term 'text' differently. For Brown and Yule (2003), in a communication, a text is verbal evidence. Halliday and Hasan (1976) consider a Text as '*a system of discourse*' which alone is not capable enough to produce meaning because its semantic interpretation and function is dependent on another discourse. Martin (1994) defines text to be a highly contextual entity not lexico-grammatical one and so varies in size and nature.

A piece of language becomes meaningful when parts of it are interconnected in order to form a cohesive unit. Halliday and Hasan (1976) marked a unified whole of the written or spoken piece of language as a 'text' irrespective of its length. Butler (1985) states two standards to be maintained in order to mark a piece of language as 'text'. They are standards of cohesion and coherence. Cohesion refers to retrieval of meaning from surface structure of a text and coherence refers to receptibility of a text. Van Dijk (1977,

as cited in Esser, 2009) marks the difference between a ‘text’ as “an abstract theoretical construct” and ‘discourse’ to be its manifestation (p. 03).

A text is considered to be a product of discourse, produced in the form of speaking, reading, listening, and writing, which itself is a process. Hence, cohesion also falls in the category of process that works upon a written form of discourse (Halliday, 1994). Yule (2006) also points out that cohesion crosses the periphery of registers. A text then is “an ongoing process of meaning” shaped up by cohesion in the smooth flow of discourse (Halliday, 1994).

#### **2.4. Texture: Structural and Non-Structural Relations**

The links that hold up parts of a text and that of a sentence are different from each other. Where a sentence is bound through structural relations only, a text involves incorporation of both structural and non-structural elements (Taboada, 2004). And this very property of a text that binds it together into a cohesive unit is called texture. Tierney and Mosenthal (1983) defined texture to be that very characteristic of a text which makes the text a unified whole. Therefore, texture in any text depends upon two links i.e., structural and non-structural. Cohesion falls under the category of non-structural links. It does not fall into the paradigm of structure as structure in a text is a grammatical entity. Structural links are necessary for creation of a text whereas non-structural links result in formation of discourses. This shows that if the structural link between the same clause-complex is absent then the semantic interpretation solely depends upon cohesion (Halliday, 1994). Texture attains a proper shape by conflating both contextual and structural perspectives. Eggins (2004) describes that texture integrates both “external

context" and "text's internal cohesion" (p. 31). Amalgamation of contextual as well as structural perspective of a text is not sufficient for the endurance of the texture rather the survival of texture is dependent on sense relationship of textual and contextual paradigms. Bloor and Bloor (2004) further elaborated that a text achieves its texture when it is coherent and 'makes sense'.

### **2.5. Cohesion:**

Human communication is possible when words are meaningfully connected to each other in the form of clauses and sentences giving rise to large pieces of discourses. One important difference between a collection of isolated, unrelated words or sentences and the text is 'the unifying force'. For Olatunde (2002), cohesion is responsible for the unification of the internal mechanism of language with its functional and contextual aspects. It extends the boundaries of words and sentence and caters the level beyond clauses, across the passages of any length and distance within a text (Halliday, 1994).

McArthur (1996) traced the origin of the word 'cohesion' and stated that it has Latin origin as it originated from a word 'Cohesasio' which means "cling together". Furthermore, he described that the purpose of cohesion is to expose a semantic relationship amongst different elements of discourse. Cohesion is a binding force that makes the words capable of producing meanings. Moreover, it is an internal property of a text which plays a significant role in the mechanism of producing meanings. Yun (1998) argues that cohesion is able to unfold the meaning of a text as it strings up elements of a text in the form of beads and gives continuity to a text. In the opinion of Halliday and

Hasan (1976) Cohesion is a semantic relationship within a text and it is thus cohesion because of which a text is known to be a “Text”.

Cook (1989) states that cohesion is a non structural entity used for the production of a text by the writer's creative ability. In addition to this he maintains that cohesive devices work to hold a relationship between the sentences and clauses due to which formal links are established in a text which is why a writer is able to hang the language in such a way that a text looks like a semantic whole.

Cohesion is “the textual lexico-grammatical resources for expressing relations within text without creating grammatical structure” (Matthiessen, Teruya, & Lam, 2010, p. 74). It is a multifaceted system which is capable of providing a junction point to all the textual elements present within a discourse. Furthermore specification of this system includes a mechanism which is capable of guiding speaker intended message to the listener by indicating towards textual links (Scott & Thompson, 2001)

Yule (2006) signifies cohesive analysis by proclaiming it to be a source of evaluating a text as well written or not, as in his viewpoint cohesive links expose the way a writer structures his thoughts.

As cohesion in a text is achieved by referring to some other entity and that entity may exist within the same text or outside the text. Therefore, cohesion needs to involve two types of context. One is “linguistic context” and another is “social context” (Halliday & Hasan, 1976).

For Hoey (1991) study of cohesion as a system of language enables the user to understand how cohesive devices are working together in the organization of a text. Cohesion in a text occurs when some part of a text is dependent on another part within the same text during the process of interpretation. In other words cohesion is a linguistic unit which enables a text to work as a single unit. The concept of cohesion refers to meaning relations and caters elements of grammar and vocabulary present within a text. Therefore, cohesion can be divided into two broad categories i.e., grammatical cohesion and lexical cohesion (Tanskanen, 2006). Where grammatical ties are themselves indicative of their cohesive function, lexical ties need to be paid attention in order to explore their cohesive function (Halliday & Hasan, 1976, as cited in Tanskanen, 2006). According to Butler (1985), even though from the perspective of clause as a message; cohesion contributes in the formation of textual components leading to semantic unity but it is not merely a structural entity because it usually occurs at inter and intra sentence level. He further pointed out that cohesive ties are the forces responsible for complete portrayal of message hidden behind words within sentences and between sentences.

In Scott and Thompson (2001) point of view cohesive devices serve the dual purpose of “linking and chunking” i.e., they demarcate between different parts of a text as well as link them so that a reader is able to differentiate as well as connect different parts of a text. Cohesion helps in retrieval of previously mentioned information (Fakuade & Sharndama, 2012)

### **2.6. Cohesive Tie:**

According to Halliday and Hasan (1978), text cannot be discussed without discussing texture and tie. Cohesion relates “longer stretches of a text” i.e., it connects clauses and sentences (Tanskanen, 2006). There is a binding force that is responsible for hanging two phrases or sentences together in such a way that it becomes a text and this binding force according to Taboada (2004) is known as cohesive tie. Tanskanen (2006) elaborates that formation of a cohesive tie results in unity of a text as it creates a relation between items of a text. Butler (1985) stated that cohesive ties exist “within or between sentences”. It is a cohesive relation between a presupposing and a presupposed element. The function of a cohesive tie is of giving indication, that is to say it lets the reader know about a text’s relation with some other text (Tierney & Mosenthal, 1983)

### **2.7. Grammatical Cohesion:**

It is a type of cohesion where all the ties formed, involve interdependency between items existing within a text (Taboada, 2004). The study of how the grammatical device is used to create relationship amongst sentences in a more explicit way fall under the paradigm of grammatical cohesion. These grammatical devices guided by cohesive principle are used in a special way to hang different constituent of text together. Furthermore sentences which are merged together by using cohesive devices exhibits some semantic relationship which needs to be interpreted in some linguistic environment mutually shared by all the constituents present within and between the sentences (Harmer, 2004)

### **2.7.1 Reference:**

Semantic interpretation of certain items of a text has often been dependent upon certain other items of the same text, in order to make it a cohesive unit. This property of a language is called Reference. The referring item needs some other source in order to be interpreted semantically (Taboada, 2004). Halliday (1994) defines reference to be the property of a text whereby an item either participant or circumstance serves as a reference for something that comes after it. Referring items in English language include Personals, Demonstratives and Comparatives (Halliday & Hasan, 1976). Bloor and Bloor (2004) also illustrate that for a reference to be cohesive, it must involve at least two expressions referring to a single entity. It caters a person, thing or any idea. When used for the second time the referred entity is presented via 'pronoun, demonstrative or comparative'.

2. Comparative reference uses adjectives and adverbs in order to maintain relation of "identity or similarity" between items of a text e. g., "same, equal, otherwise" etc. (Halliday & Hasan, 1976 p. 37)

3. Demonstrative reference uses "scale of proximity" in order to maintain record of spatial-temporal information within a text e.g., "this, that, here, then" etc. (Halliday & Hasan, 1976 p. 37)

4. Personal reference uses noun, pronoun and possessive determiners in order to map out language functions of "persons" within a speech situation e.g., "he, she, it" (Halliday & Hasan, 1976 p. 37)

Reference is the tool used by writers/speaker by which he maintains the record of participants i.e., people, places and things, talked about within a text. Either they will be

'presented' as new or 'presumed' that is the interpreter has to trace it out from some other source (Eggins, 2004).

Reference as a device of cohesion was introduced into the world of linguistics with a name of special relationship due to which words and sentences hang together in a text (Lyons, 1969). With the development in linguistic especially text linguistics, the status of reference experienced diverse modification due to which another category of understanding a text became visible , a category of meaning dependency on outside sources of element such as a situation or context which contribute towards achieving semantic wholeness (Salkie, 1995)

Cook (1989) pointed out that cohesive device such as reference establishes a sequential link amongst different constituent of text which gives a text a sense of completeness from a semantic point of view. In this regard, Gail McKoon and Roger Ratcliff (as cited in Holloway, 2012) did an experiment and concluded that reference helps in recollection of major points of a text by the reader, for a long period of time.

#### **2.7.1.1 Exophoric Reference:**

Exophoric reference is also known as outside reference or reference which is context or situation dependant. As De Beaugrande (1980) stated that exophoric reference operates cohesion in a text in such a way that the interpretation and understanding of message in the text is only accessible through situational and contextual routes.

Paltridge (2008) states that due to the exophoric reference mechanism, a texture of a text is maintained by binding up various textual images of the text with its social

context to provoke complete semantic sense in the text. This kind of relationship plays a significant role in building up a connection of a text with the world of discourse present outside the text and in addition to this it enhances the credibility of listener's or reader's understanding to the notion being portrayed in the text. Exophoric reference locates a word in its situational context in order to work out the entity it refers to (Paltridge, 2008). Although Exophoric reference provide greater understanding from meanings perspective which makes a text eligible to be called as Text but there is another type of equally important reference named as Endophoric reference that instigate cohesive relationship by utilizing constituent present within the text for the purpose of interpretation. Exophoric is reference "outside the text" and Endophoric is reference "within the text" (Bloor & Bloor, 2004, p. 94)

#### **2.7.1.2. Endophoric Reference:**

Halliday and Hasan (1976) are also of the view that when a text is using itself in the decoding of message and does not rely on any outside source for the interpretation of meaning then of course the mechanism functioning at the back is Endophoric reference. Furthermore they also marked endophoric reference with two sub categories named as 'anaphoric' referring to look back in the text and 'cataphoric' referring to look forward in the text. Accordingly Ali (1996) strongly agrees with Halliday and Hasan on this instance of endophoric sub division as Anaphoric and Cataphoric Reference.

From the perspective of interpretation of any text, Endophoric reference enables a text itself for the decoding of a message, encoded in the text and this is done through cohesive tie which lies within the text. Furthermore, this type of reference is occupied

with two additional classes: anaphoric reference that seeks the relationship by looking back in the text to identify the referent and Cataphoric reference that seeks the relationship by looking forward in the text to identify the referent (Brown & Yule, 2003).

On one hand Exophoric is a type of reference which is context or situation dependent and on the other hand is Endophoric which is subdivided into two more types of reference: anaphoric and cataphoric which are textual in nature. Anaphoric and cataphoric are the two types of reference which are used in to link the words or sentences within the text having no relationship with any entity outside the text (Halliday & Hasan, 1976).

The items that refer to the words present soon after in the text are named as cataphoric reference and the items that refer to the words present earlier in the text are named as anaphoric reference (Paltridge, 2008)

Bloor and Bloor (2004, p. 94) elaborated the mechanism of locating the types of endophoric reference. The cataphoric reference i.e., "forward pointing" can be located when the referring expression that is a pronoun or demonstratives precedes the referred expression whereas in an anaphoric reference i.e., "backward looking", the referring pronoun or demonstrative follows the referred item.

### **2.7.2. Ellipsis and Substitution:**

Halliday and Hasan (1976) noted that substitution is a simple phenomenon of replacing words of same domain with each other in a text. Furthermore, it is significant

for the purpose of presenting same ideas in a unique manner by maintaining the semantic relationship with the previous items which have undergone the practice of substitution.

Ali (1996) stated that substitution is a modification in the construction of sentences or phrases within the text in which one already used constituent is replaced with another. According to Halliday (1994), verbal, nominal and causal groups are the available context for both substitution and ellipsis. Furthermore they added that although ellipsis is a cohesive device whose utmost purpose is to attain semantic unity like all other cohesive devices such as reference but unlike references which seek to develop semantic links by looking for forward or backward referent in the text, ellipsis instigates a relationship which is not entirely semantic rather lexico-grammatical which is the direct relationship amongst words rather than meaning.

McCarthy (1991) pointed out that Ellipsis and Substitution are similar as they share some functional operation such as both of them maneuver at verbal, nominal and causal level. Salkie (1995) writes that ellipsis is a filler of gaps and unsaid information consciously left vacant by the author of the text by having the notion in the mind that this information is already known to the reader or listener as it is a product of something already said. Cook (1989) agrees with Salkie (1995) by maintaining his notion that gaps can only be left vacant if the writer is sure that it can be understood without it. Ellipsis involves omission of an item which can be recuperated in relation to an item used before in the text (Paltridge, 2008).

Paltridge (2008) defines substitution as “a substitute form” sited in place of a word or phrase. Substitution and Ellipses share “similar grammatical environment” i.e., they occur at nominal, verbal and clausal level (Bloor & Bloor, 2004). According to Halliday and Hasan (1976) too, substitution is categorized into three basic types: Nominal group, Verbal Group, and Causal group. In Nominal group, substitution takes place when a noun in previous sentence is substituted with another word or phrase and substitution only occurs at head level which means only a nominal head can undergo substitution with one another (Halliday & Hasan, 1976, p. 91). Furthermore, they pointed that in English language, verbal substitution is ‘do’ as it occupies head or final position in the group (ibid, p. 112). Causal substitution as marked by Halliday and Hasan is a different kind of substitution in which presupposed item is not the part of same clause rather it is present in an entirely new clause and the available words for this substitution are ‘so and not’ (ibid, p.130). Bloor and Bloor (2004) suggest that substitution acts as a source to refrain repetition.

### 2.7.3. Conjunction:

The words that determine “logical-semantic relationship” between items of a text by hooking up the phrases and sentences are termed as conjunction (Paltridge, 2008). It falls under the category of cohesive tie where parts of text like events and ideas are linked in such a way that their semantic beauty is maintained (Bloor & Bloor, 2004). The writer is able to arrange the text from semantic organizational perspective by using different linguistic apparatus equipped by conjunction (Hoey, 1991).

The responsible mechanism that tends to establish acquaintance amongst the different constituent of the text i.e., clause, and variety of combination into which those constituent of text properly fit together is called “conjunction” (Scott & Thompson, 2001). It develops such a bond that can be recognized in correspondence to the other part of the text towards which the relationship was directed (Nunan, 1993).

In the simplest sense conjunction can be defined in words of Cook (1989) as a force which binds together the words, sentences and clauses within a text in such a way that all the constituents of the text exhibit a semantic relationship. Conjunctive relations i.e., ‘for example’, ‘and’, ‘for instance’, are used with the purpose of resizing the broader statement with the narrowed suitable contextual case (Martin & Rose, 2007, p. 135).

For Halliday and Hasan (1976) conjunctive ties themselves do not possess any cohesive stance rather they make up semantic sense, when used in correspondence to other elements of the discourse by merging up relevant links. Different constituents in a structure would mean certainly different, if they are used in isolation. One important function of conjunction, in this sense, is to provide lamination to the structure so that it can be used to fulfill the desired function of the writer.

Conjunctive maneuvers are classified in two distinguished groups: internal and external. Former one is used to establish correlation between different activities, while the later one is used with the purpose of giving shape, in terms of organization, to the text (Martin & Rose 2007). Holloway view's (2012) conjunction to be different from other

cohesive devices in the sense that "it deals with the semantic relations between sentences" (p. 213).

According to Martin and Rose (2007), conjunction can arouse logical sequence in the text against four types: "adding, comparing, time, and consequence".

Additional information in terms of supporting information is induced into the text with the application of "additive conjunction" .i.e., and, (Halliday & Hasan, 1976). The real essence of "additive conjunction" is to emboss the junction that supplementary information is significantly attached with the preceding information (Martin & Rose, 2007)

Nunan (1993) while describing the types of conjunction views the 'adversative conjunctions' to be liable for the supply of information that qualifies the previous one while the 'causal conjunctions' state the reason and fallouts of an event and the 'temporal conjunctions' as responsible for maintaining time sequence among the events (p. 27).

#### **2.7.4. Lexical Cohesion:**

So far the concept of grammatical cohesion had been reviewed. In order to complete the picture of cohesive relationship, it is important to throw light on another type of cohesion which is related to word choice or the choice of lexical items in a discourse i.e., lexical cohesion. "Lexical cohesion is 'phoric' cohesion that is established through the structure of the vocabulary" (Halliday and Hasan 1976, p. 318). It "... refers to the cohesive effect of the use of lexical items in discourse where the

choice of an item relates to the choices that have gone before" (Bloor & Bloor, 2004, p. 99)

It corresponds to 'textual continuity' by creating semantic relationship between lexical items and other cohesive ties present in a text (Flowerdew & Mahlberg, 2009).

The stance of lexical cohesion is to deal with the fact that what the text is about. It keeps the text intact with its focal point through the use of words, clauses and sentences.

Lexical cohesion functions by the use of open class words, which play their role in encoding lexical items (Eggins, 2004). Paltridge (2008) named these words as 'content words' which exhibit a certain semantic relationship.

According to Halliday (1994), lexical cohesion is associated with the choice of lexical items which seek some relationship with those lexical items which are gone before and the concept was further explained through its types i.e., repetition, synonymy, and collocation.

Repetition means recurrence of inflected or derived items in a text (Paltridge, 2008). Halliday and Hasan (1976) explained the mechanism of "reiteration" as a process of repetition of lexical choices that is capable of establishing cohesive ties. They further explained "reiteration" through "general words" as a mechanism that creates a network of lexical items referring back to an umbrella term. Hoey (1991) identified "lexical repetition" as having two major types: Simple and Complex. "Simple lexical repetition" involves a repetition of lexical items with no modification and "complex lexical

repetition" involves a process of repetition in which a single morpheme is shared by two lexical items with different grammatical functions.

Words with similar semantic configuration i.e., the items which refer to 'the same concept' constitute **synonymy** (Paltridge, 2008). Bloor and Bloor (2004) elaborated **synonyms** as words having "same effect" (p. 99) and in Eggins's (2004) view, when two words essentially restate each other they constitute the **synonymous relationship** between them (p. 43).

The third type of lexical cohesion is **collocation** described as an association encapsulating "two or more words which can be said to 'go together' in the sense of frequency of occurrence" (Bloor & Bloor, 2004, p. 100). According Halliday and Hasan (1976) twosome or sequence of lexical items leaned to share the same environment of lexical hierarchy is called "**collocation**".

It is a relationship between words having consistency to coexist with each other in a pair (Paltridge, 2008). This relationship corresponds to word association in similar "lexical environment" whereas **synonyms** and **repetition** of two entities share a single referent (Halliday & Hasan, 1976 as cited in Flowerdew & Mahlberg, 2009). It means that both the words in that relation refer to a single object or concept.

According to Brown and Yule (2003) there are also some other lexical connections i.e., "**hyponymy**", "**part-whole/whole-part**", "**comparability**", and "**collocability**" (p. 194). The "**part-whole/ whole-part**" relation is the "**superordinate**" relation i.e., when a meaning of a lexical item is included in another word and former

word dominates the earlier one from the perspective of lexical nomenclature (Halliday & Hasan 1976).

Cohesion plays a significant role in developing semantic links between different constituents of a text formulating its texture and facilitating reading comprehension. Language's communicative purpose is also achieved when the reader is able to comprehend the given information. Thus, the basic premise of the study is to identify and quantify the use of cohesive devices in order to validate their relative significance in producing semanticity in the text. The previous researches in this regard, mentioned in this chapter, confirmed the significant role of cohesion in producing semantic unity in the text. These researches typically catered the quantification of cohesive devices. The present research is therefore specially designed to analyze the sample text by identifying, quantifying and then illustrating the potential of each cohesive tie in generating semantic links leading to comprehension of complex types of writing.

## **CHAPTER # 3 RESEARCH METHODOLOGY**

### **3.1 Study Design**

The study intended to decipher the way cohesive unity is generated in the language of newspaper. In this process, the study dealt with all the cohesive devices that lead towards semantic unity in the text by binding it into a cohesive unit. By applying the model of cohesion upon the newspaper text, the study identified all the types of cohesive devices and then analyzed them in order to determine their role in knitting up the fragments of language into a coherent whole. As the frequency of occurrence of all the types of cohesive devices was the major concern of the present study so that the quantified description can let the researcher know about the dominant type of cohesion therefore, the quantitative research methodology was taken up for the analysis of selected lead stories from the newspapers where first the data was analyzed and then quantified in terms of percentage. Quantitative research as defined by Aliaga and Gunderson (2000, as cited in Muijs, 2011, p. 1) is 'Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)'. So, this methodology is considered to be the most appropriate method for identifying and then quantifying the cohesive devices in newspaper text.

#### **3.1.1 Study Framework**

The sample taken from the newspapers have been analyzed by adapting the model of cohesion put forth by Halliday and Hasan (1976) in their book "Cohesion in English". The detailed view of the model has been provided in chapter no. 2.

### **3.1.2 Why this Model**

This specific model of cohesion was selected on the basis of the fact that beside the other models of cohesion, Halliday and Hasan's model (1976) is the most compact one, catering all the types of cohesive devices that bind a newspaper text. It is regarded as "the best known and most detailed model of cohesion" (Xi, 2010, p. 139). The connotative and denotative understanding of newspaper text is achieved by developing correct association between the contents to be presented in the news story and at the very same time making the text striking by keeping its originality and individuality as well. This all is possible by the correct use of cohesive devices and Halliday and Hasan's model has the potential of providing the basis for identifying these complex semantic links in the formal texts like language of newspaper. Furthermore, this model comprehends both the grammatical and lexical cohesion thus accommodating both the levels of complexities of the formal texts. It also illustrates the interdependency of different items of a text for their semantic interpretation.

### **3.2 Delimitations of the Study**

Cohesion is the essential part of any type of writing, as it allows the writer to transform a piece of language into a composite text. The present study is therefore delimited to the study of formal writing in which it is further specified to the study of language of newspaper.

Lead stories in the newspaper were taken as the research sample as they constitute the most significant broadcasting information. This section of the newspaper deals with

the top stories which are of reader's interest and is most read part of the newspaper.

Newspaper writing being persuasive in nature involves such use of language which is of reader's interest and at the very same time, it essentially includes all the major incidences related to that news. The writer has to keep the story potentially factual as well as interesting. This is achieved through an intricate use of cohesive devices that binds all the contents of the news in an appealing way. So, cohesion was regarded as the best way to analyze the internal complex structure of the news text that on the one hand, provides semantic interpretation of the text and on the other hand, reveals the exquisiteness of this type of writing.

Moreover, the researcher was also concerned with the frequency of occurrence of cohesive devices in the text on a broader scale, therefore the data has been selected from two of the Pakistani English newspaper i.e., Dawn and The News (print edition), as these newspapers are considered to be the leading English newspaper in Pakistan having maximum readership (Sadaf A. , 2011)

The text to be taken from the newspapers is further delimited to the lead stories, where from each newspaper; three stories were randomly selected from the section of 'Top Stories' dated 2.9.12, 12.1.13 and 23.7.13, in order to avail an equal chance of the selection for data. In the "Dawn" news this section is characterized as lead stories whereas in "the News" it is named as top stories.

The selection of stories from the newspapers as sample data was done for the purpose of highlighting the importance of cohesion in interpretation of any narrative piece of writing as Halliday and Hasan (1976, p.4) stated that "Cohesion occurs where the INTERPRETATION of some elements in the discourse is dependent on that of

another". This delimitation of narrative part of newspaper shows the researcher's interest in deciphering cohesive bonds in story writing which will also help the ESL learners in interpretation and understanding of a text.

A general way adopted by the teachers while teaching story writing to the students is that they are asked to write a comprehensive story by providing them with a general outline. No knowledge regarding the use of cohesive devices is granted to the students which results in absence of a well knitted plot in the story and lack of an overall organization, which then formulates a misinterpreted piece of writing. This deficiency calls for a formal instruction upon the use of cohesive devices in formulating any narrative piece of writing.

Selecting the sample from two different newspapers was intended to show the comparison between the use of linguistic tools by two different news publications and at the very same time it validates the wide-ranging use of cohesion for binding the text into a cohesive whole.

### **3.3 Scheme of Analysis**

By applying the selected framework, each sample story's text has been analyzed one by one. The analysis followed five steps.

Firstly, each news item was segregated into lines where all the content was assigned line numbers and the headline was marked as line no. 1. This was done in order to avoid the breakdown of "cohesive flow" of the text (Onguko, 2012). In the second

step, the data was presented in tabular form where the presupposing and the presupposed items along with their corresponding cohesive devices were presented in order to determine the interdependency of both these items upon themselves in the semantic interpretation of the text. This was followed by a narrative description of the tabular content in order to answer the first research question. The detailed view of each cohesive type and its occurrence in correspondence to the line numbers in which they occur was intended to show that how cohesive devices are used to generate semantic unity in the text. The fourth step determined the numerical calculation of each news item individually, where the pie diagrams were used for the representation of the quantified percentage of all the types of cohesive devices. It was then followed by a conclusive report of the frequency of occurrence of each cohesive device that occurred in the entire selected sample. This was done in order to respond to the second research question that what is the dominant type of cohesion found in the language of newspaper under investigation.

## **CHAPTER # 4 DATA ANALYSIS**

This chapter deals with the detailed analysis of the six lead stories of newspaper selected from "The News" and "Dawn" (Section 3.2). Complete original text of the news is provided in the appendix-1. News No. 1, 2 and 3 are obtained from "the News" whereas News No. 4, 5 and 6 have been taken from "Dawn".

### **4.1 Scheme of Analysis**

The news texts have been sequenced by giving them line numbers and are attached in Appendix-2, which is followed by a tabular representation of the news content adapted from Nwogu (1990, as cited in Fakuade & Sharndama, 2012), provided in Appendix-3. The tables contain the following elements:

1. Line number
2. Presupposing element
3. Line number
4. Presupposed element

Cohesion in the news text has been explored by applying the model of Halliday & Hasan (1976), explicitly comprehended in Chapter 2. The following analysis has been done through the extraction of the data from the tables, which is then presented after the segregation, under five basic types of cohesion as explained in Section 2.2.1.

For the sake of reader's convenience, all the sub types of each cohesive device are given a separate heading. Those sub types which were not allocated in the text are not given any consideration in the analysis. While describing the functional types of

references, their spatial bifurcation that is “Cataphoric” and “Anaphoric” location is given in parenthesis (Section 2.7.1.2).

Afterwards, the analyzed data is statistically calculated with the help of percentage formula given by (Bungin, 2005):

$$n = \frac{f_x}{N} \times 100 (\%)$$

N

Where: n = percentage of types

$f_x$  = total types frequency of the sub-category

N = total of all categories

Each news story is initially demonstrated individually with the help of pie diagram as “pie diagrams” are used to show “proportion” that is percentages of multiple categories at a single time (Minter & Michaud, 2003, p. 6). These pie charts will illustrate the frequency of occurrence of each cohesive unit in terms of percentage. At the end, the average measure of occurrence of each cohesive unit is demonstrated in the form of a histogram and a pie diagram, giving an overview of the whole analysis.

#### 4.2 Analysis of News item 1

The news (The News, dated 12.1.2013, Appendix-1) contains 86 lines in total including the headline (Appendix-2). It has been noted that this News is a report regarding the withdrawal of Muttahida Qaumi Movement (MQM) from the Long March initiated by Dr Tahir ul Qadri from Tehrik-e-Minhajul Quran (TMQ). MQM Rabita committee and MQM Leader Altaf Hussain collectively decided to fall back from the

decision of taking part in the Long March of TMQ. Overall 239 instances of cohesive devices have been identified in the text.

#### **4.2.1 Reference**

The present section reveals that “Reference” along with its types occurred 184 times in the news content (Table-1, Appendix-3). Therefore ‘References’ constitute the highest proportion amongst all cohesive ties. The “types of Reference” are elaborated in the succeeding sections.

##### **4.2.1.1 Personal Reference**

Personal references occurred at 72 different occasions in the text amongst which personal pronoun “he” is used 29 times. The exhaustive use of personal pronoun “he” caters a position of holding reader’s attention to the central figure of the news story i.e., “Dr Qadri”. It has also been used to trigger cohesion amongst different sentences and paragraph of the news content. Initially “he” is used in line no. 11, 14, and 20, 24, 28 and 31 referring to “Dr Farooq Sattar” in line no. 09 (anaphoric). In the rest of the text “he” is used in line no. 46, 48, 50, 51, 52, 53, 56, 59, 60, 62, 65, 70, 73, 74, 78, 79, 81, 83, and 85 referring to “Dr Tahir ul Qadri” in line 4 (anaphoric).

The pronoun “his” is used 14 times in the news story in line no. 47, 48, 52, 52, 53, 53, 56, 61, 67, 72, 73, 78, 81, and 85 with an interesting notion that each occurrence of “his” is used for “Dr Qadri” in line no. 04 irrespective of other important figures in the news story (anaphoric). This again shows “Dr Qadri” as the central figure or issue around whom this news story was generated.

In the news story “their” is used 7 times. In line no. 8, “their” refers to “MQM Rabitta Committee” in line no. 6, in line no. 33 to “MQM and TMQ” in line no. 2 and 4, in line 58 to “MQM” in line no. 2, in line no. 70 to “armed forces” in line no. 70, in line no. 84 to “bus drivers and Owner” in line 84 and in line no. 68 to refer to “workers” in line no. 85 (anaphoric). Use of pronouns plays a significant role in constructing cohesion as it recounts the link between separate sentences; thus functioning as a cohesive bond between two sentences.

Occurrence of “him” is found 08 times at different places in the story. “Him” in line no. 8, 41, 54, 56, 58, 59, 62, and 83 intimates towards the same noun “Dr Qadri” in line no. 4, 40, 48, 55, and 72 respectively (anaphoric).

The pronoun “it” has been recorded 05 times. “It” in line no. 2 links to “MQM” in line no. 1 and “MQM” in line no. 1 is referring to “MQM Chief Altaf Hussain” in line no. 9 which is referred as “He” in line no. 11; therefore used as referential tool by generalizing “Altaf Hussain”. “it” in line no. 18 refers to “MQM Rabitta Committee” in line no. 6, In line no. 69 refers to “Islamabad” in the same line, in line no. 73 it refers to “Long March” in line no. 1 and in line no. 85 refers to “harassment of workers” in line no. 85 (anaphoric).

“Its” in line no. 1, 55, 56 and 57 refers to “MQM” in line no. 01. Pronoun “Its” in line no. 71 is referring to “armed force” in line no. 70 (Anaphoric).

Pronoun “I” appeared 2 times and “my” appeared once in line 49 hinting towards “Dr Qadri” in line no. 04 (anaphoric). Furthermore, they show the intensity of “Dr

Qadri's" relationship with his family. "We" in line 13 is used in place of "MQM Rabita Committee" and "MQM Chief Altaf Hussain" in line 9 and 10 respectively (anaphoric). Moreover, it exposes the mutual understanding amongst the leadership and members of "Mutahida Qaumi Movement".

#### **4.2.1.2 Demonstrative Reference**

In the news text, demonstrative references, are 107 in number out of which 82 are the definite article "the" which are used to draw reader's attention towards "long march", "Mutahida Qaumi Movement", "Tehrik e Minhaj ul Quran" and their roles in the whole activity. In total "the" is used 14 times in line no. 3, 4, 11, 24, 36, 41, 42, 56, 66, 68, 69, 74, 80, and 81 for "long march" in line no. 01, 06 times in line no. 02, 09, 20, 32, 55, and 57 for "MQM" in line no. 01.

Four times "the" is used in line no. 17, 29, 40, and 67 with "country" referring to "Pakistan" (Exophoric) and in line no. 9, 22, 26, and 34 with "MQM leader" referring to "Altaf Hussain" in line no. 09 (anaphoric).

"The" is used seven times in line no. 39, 60 (cataphoric), 61, 66, 69, 81, and 82 (anaphoric) to determine the role of "governments" in line no. 61.

In total "that" is used 19 times in the text. In all the instances, it is used to follow up the important information regarding the events. "That" in line no. 2, 13, 14, 24, 26, 28, 29, 32, 34, 36, 50, 54, 59, 61, 62, 65, 74, and 81 referring correspondingly to the "withdrawal of MQM from the long March", "Continuity of Democracy", "Better

Democracy”, “reforms”, “Sabotage”, “situation & conditions”, “Vision of Dr Qadri”, “participation”, “Electoral reforms”, “Long March”, “Mission”, “for Him”, “Thursdays blast”, “Corrupt politicians”, “the first class threat”, “Long March”, “Punjab government”, and “natural Click” in line no.3 (cataphoric), 13 &14, 14, 24, 26, 28, 29 , 32, 34, 36, 50, 54, 59, 61, 62, 65, 74, and 81 (anaphoric).

Furthermore, “here” is used once in line no. 7 for referring to the spatial information that is “governor house” in line no. 3 (anaphoric). likewise “there” and “these” are also used once in line no. 13 & 20 referring to “country” and “two blast in Quetta” in line no. 29 (anaphoric) and 19 (cataphoric) respectively.

“This” is used thrice in line no. 8 and 9 referring back to “the decision” in line no. 1(anaphoric) and in line no. 79 refer to “the alternative routes” in line no. 78 (anaphoric).

#### **4.2.1.3 Comparative References**

“Comparative references” are relatively few in number in comparison to the “personal” and “demonstrative references”. Out of six, “simultaneously” and “as well as” occurred twice, whereas “too” and “on the top” occurred only once. Both “simultaneously” and “as well as” are used to compare two different entities happening at the same time. “Simultaneously” is used in line no. 10 and 16 referring to a session of “MQM Rabitta Committee” held in “London and Karachi” at the very same time in line no. 10 (anaphoric).

“As well as” is used in line no. 12 and 26 referring to “national interest, peace and stability”, and “situation and condition” in line no. 12 and 26 respectively (anaphoric).

The single occurrence of “too” in line no. 28 builds off likeness amongst “Dr. Qadri” and “Altaf Hussain” in line no. 28 (anaphoric). On the other hand, “on the top” in line no. 85 is used to show the intensity of harassment of “the TMQ workers” in line no. 85 during the “long march” struggle.

#### **4.2.2. Conjunction:**

In total, there are 56 instances of “conjunction” in the news content which constitutes the second highest proportion among all the cohesive devices (Table-1, Appendix-3).

##### **4.2.2.1 Additive Conjunction**

“Additive conjunctions” are used Forty three times with the greatest appearance amongst all the other types of “Conjunction”, with the purpose of connecting ideas, by adding more information in a sentence or part of a sentence, in order to maintain story narration through “the technique of interlocking”. In line 8 “and” connects the lines 7-8. Likewise in line 10 “and” develops a connection between the two places in line 9-10. In line 12 “and” links back to “peace and stability” in line 11-12.

Apart from the manifestation of linking capability as observed in most of its cases during analysis, additive conjunctions are also capable of expanding what has already been said as in line 18, 20 and, 28 “and” is used two times within the same sentence.

Apart from linking different constituents within the sentences, it also serves to expand the parameters of a sentence by merging three isolated parts within the lines 18-19, 20-21, and 28-30 into one complete sentence, respectively. In lines 31- 33 “and” is used three times for the purpose of binding line no. 32 and 33 with line no. 31. In the same way “and” in line no. 37, 39, 43, 45, 48, 49, 54, 56, 57, 59, 60, 61, 62, 63, 67, 71, 72, 75, 76, 79, and 84 is used as an “additive tool” for merging the later information in the sentence with the previous one.

“Also” occurred once in line no. 22 with the purpose of connecting a single instance of “bomb Blast” at two different places named “Quetta” and “Swat” in line no. 19 & 22.

#### **4.2.2.2 Causal Conjunction**

In the news text, “so” is used as “causal conjunctions” only once in the story, with the purpose of illustrating the cause and effect relationship amongst different sentences. In line no. 29 “so” holds cause and effect relationship among the lines 28-30.

#### **4.2.2.3 Adversative Conjunction**

“Adversative conjunction” appeared five times in the text; used for the indication of ‘contradiction to expectation’. Out of which “or” is used three times in line no. 41, 42, and 48. Each of the time it is used to develop “binary Conditions”. In line no. 41 “or” develops a link between the anticipation of victims of terrorism which includes “him (Dr Qadri)” and “participants of the long march” in line no. 40 & 41. Likewise in line no. 42

"or" refers "to any attack or anything happens to me" in line no. 42 and in line no 48 it refers to "attack before or after the march" in line no. 49 & 50.

"If i was assassinated" in line no. 49 refers to "he might be killed" in line no. 48

#### **4.2.2.4 Temporal Conjunction**

Seven instances of temporal conjunctions are found in the text which is explicitly developing the "chronological order of the information" for the reader. "While" occurs twice in the text in line no. 4 and 46, whereas rest of the temporal conjunctions appear only once. These are "after" in line no. 48, "since" in line no. 54, "then" in line no. 66, "now" in line no. 67 and "before" in line no. 80 (anaphoric).

#### **4.2.3 Ellipsis and Substitution**

These types of cohesion appeared only 12 times in the text out of which ellipsis appeared five times and substitution occurred seven times (Table-1, Appendix-3).

##### **4.2.3.1 Ellipsis**

In the text the vacant "structural slots" depicts use of "Ellipsis". In line no. 48, 61, 70, and 79 "he" is omitted once in each line in order to depict the obviousness of the speakers

Likewise "i shall" is twice elliptically constructed in line no. 49. For example in line 49- 50 "I shall gather my family tonight and \*make a will, and \* tell them ...," in the

above sentence “i shall” is omitted in a sentence as it is already understood. “i shall” in line no. 49 shares the vacant elliptical places in the above mentioned lines.

#### **4.2.3.2 Substitution**

It occurred at seven different places in four different forms. “That” as a “substitution” appeared three times in line no. 13, 28, and 54 by substituting “Continuity”, “Vision”, and “revenge” in line no. 13, 28, and 53 respectively.

“Both” appeared twice in line no. 34 and 60 by substituting “MQM-TMQ” in line no. 32 and “federal/ Punjab governments” in line no. 60 & 61. “Do” in line no. 54 replaces “take” in line no. 53.

#### **4.2.4 Lexical Cohesion**

Lexical cohesion appeared 13 times in the text in five different types (Table-1, Appendix-3) that are explained in the sections below.

##### **4.2.4.1 Repetition**

Seven instances of “repetition” were identified. The words “prevail”, “routes” and “peace” are repeated two times, whereas the words “secure” and “attack” occurred three times. The word “reform” occurred four times and the word “terror” occurred five times. The essence of “repetition” is to mark the significance of any entity. The most frequent “repetition” of the word “terror” indicates its position as the central concern of the stakeholders in the news story. Rest of the repeated words are “attack”, “reform”, and

“secure” which show that the stakeholders demand security and reforms while criticize any type of “attacks”.

#### **4.2.4.2 Repetition through Synonymy**

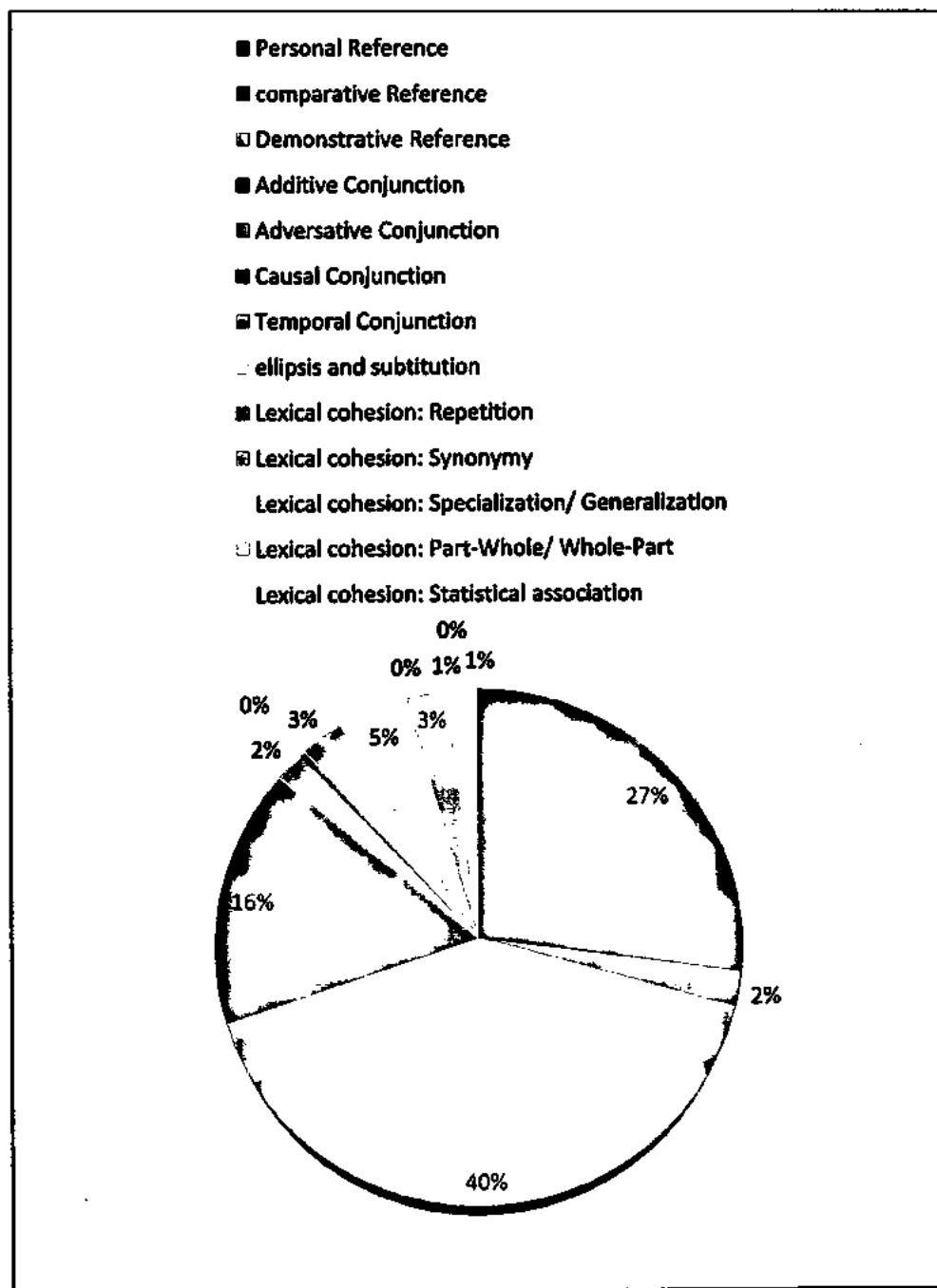
“Repetition through synonymy” occurred twice between the words “fake-false” and “turn its back- withdrawal”.

#### **4.2.4.3 Repetition through Statistical Association**

“Repetition through statistical association” is traced out between two lexical pairs which were “security -solidarity” and “peace - stability”. These words did not appear to have any direct relationship but they usually occur together.

#### **4.2.4.4 Repetition through the Whole-Part/Part-Whole Relationship**

“Repetition through the whole/part relationship” is found in the news text. The word “terrorism” appears to exist as a category of the whole, and the parts of it include “terrorist”, “killed”, “massive bloodshed”, “threats”, “attacks”, “assassinated”, “death”, “Martyrdom”, “terrorise”, “Taliban’s Attack”, “suicide attack”, “dismantled”, “forced” and “harassing”. The presence of all these words indicates the reservations of “Dr. Qadri”.



**Figure 1: Frequency of Occurrence of Cohesive devices in News Item-1**

### **4.3 Analysis of News item 2**

The news (The News, dated, 23.7.2013, Appendix-1) in total contains 46 lines along with the headline (Appendix-2). This news informs about the new arrival of a baby boy in the “Britain’s Royal Family”. There are total 108 instances of “cohesion” found in the text.

#### **4.3.1 Reference**

63 instances of “Reference” and its types have been traced out in the content which corresponds to the highest occurrence (Table-2, Appendix-3).

##### **4.3.1.1 Personal Reference**

These references are 15 in number amid which the “personal pronouns” “I, Her, Him, and its” appeared once in correspondence to line no. 37, 09, 36, and 27 for “John Loughery”(Cataphoric), “Queen Elizabeth II”, “The Baby”, and “Baby” (Anaphoric) whereas “they, and he” occurred twice in line no’s , ‘27 & 31’ and ‘12 & 17’, respectively referring to “Royal Couple” and “baby” and “Obama” in line no. 31, and 1 & 17(Anaphoric).

It occurred thrice in line no. 05, 28, and 41 referring to “Baby”, “new arrival”, and “fact” in line no. 02, 28, and 40 respectively (Anaphoric).

The third person plural pronoun “they” at both the occurrences replaces “the Royal Couple; William and Kate”. Firstly, it is used to avoid repetition and secondly, to exhibit the relationship between the parents of “the baby”. “It” as a pronoun is used for

three different nouns in the text, once for “the announcement of the baby’s birth”, second for “the fact” of baby being “a boy” and third for “the new arrival”. Similarly “he” also replaces two different nouns, once it is used for “the baby boy” and second for “US President Barack Obama”.

“His” constituted the highest frequency of occurrence occupying line no. 8, 20, 21, and 35 (Anaphoric). Twice it has been used to refer to “Prince William” which reflects the position of the “Prince” as a significant figure as he has given a new “Heir” to “The Royal Throne” and similarly it has been used for “Britain’s Prince Charles” to depict his role as a member of chain to “the throne”.

#### **4.3.1.2 Demonstrative references:**

The frequency of “demonstrative reference” appeared to be the highest in all the types of “references” found in the text. The “demonstrative references” are present at 44 different occasions in the text. Only three types of “demonstratives” were able to be seen in the text i.e., “the”, “then”, and “that”. Determiner “the” holds the highest frequency occurring 36 times whereas “that” occurred 7 times and “then” occurred once.

The News of “birth” in line no. 2 acquires the status of being the lead event of the news as it has been highlighted 7 times by the use of “the” in line no. 11, 15, 18, 23, 24, 40 .“The” is used 6 times in line no. 13, 31, 32, 34, 37, 39 for specifying “St. Mary’s Hospital” in line no.13 as the birth place of “Williams and Kate’s son”. It is 4 times used in line no. 6, 9, 13, and 25 referring to “Kate” in line no. 1, as she has been the mother of the new born, 4 times in line no.7, 11, 34, and 35 for referring to “baby boy” in line no. 1.

Thrice it happens to be with “world” and “palace” in line no. 3, 34 & 36 and in line no. 5, 15 & 23, respectively and twice it accompanies “royal family” and “future king” in line no. 18 & 41 and in line no. 7, respectively. Other occurrences of “the” includes once for “William” as the new born of “Princess Diana” and “Prince Charles”. Later on it occurs along with “Royal couple, boy’s name, first family, family, fact, rank, throne, scene ” in line no. 31, 12, 17, 18, 28, 32, 7, 35 in order to highlight the activities going around on this auspicious event of a new arrival in the “Royal family”.

The second type of “Demonstrative reference” is “that” which elaborates the different happenings going on in relation to the birth event. It is used in line no. 3, 17 and 24 to describe the anticipations about the main occasion, in line no. 5 it is used to “announce the birth”, in line no. 28 to describe “Baby’s sex”, in line no. 29 to determine the consequences if it happened to be “a girl” instead of “the boy” and in line no. 41 to ensure the continuation of “British Royal Throne”. “Then” appeared in line no. 08 referring to “Eldest Son William” in the same line (Anaphoric).

#### **4.3.1.3 Comparative Reference:**

“Comparative references” in this text correspond to the varying anticipations regarding the lead event of baby’s birth in the “Royal family”. They have been demarcated 4 times in the text at different places to draw likeness among parallel ongoing activities in the text. “Than” in line no. 24 compares the expected date of birth and the actual birth date of “the baby” (Anaphoric).

The use of “same” in line no. 34 renders similarity between the birthplace of both the father and the son. “Also” in line no. 37 shows the likeness among excitement of “the media and the royal fanatic” and in line no. 38 the use of “like” marks off the resemblance between the excitement of “John Loughery and a washing machine” (anaphoric).

#### **4.3.2. Conjunction:**

“Conjunctions” along with its types are found in the text. In total, there are 29 instances of “Conjunction” (Table-2, Appendix-3). Out of which “additive “Conjunction” hold the highest frequency of occurrence that is 16. “Temporal” stands for second highest frequency by appearing 09 times, whereas “causal and adversative “Conjunction” appeared twice and once, respectively.

##### **4.3.2.1. Additive Conjunction:**

In the news “and” is found to be working as a merging force between the sentences in such a way, that two different sentences shrink into a single complex entity. Moreover, it adds on further information into a sentence for example, in line no. 7-8 and 17-18, “and” is used three times within the same sentence. Same is the case with line no. 20-21, 22, and 34-35 in which “and” occurs two times in each sentence. In line no 1, 5, 25, and 40 “and” is used just once by playing the traditional role of “Conjunction”. “Also” appeared once in line no. 37 performing same function as “and” in above lines.

#### **4.3.2.2 Causal Conjunction:**

In total, this type of “Conjunction” appeared five times in the text to determine the causal issues. Three occurrences of “as” are traced in the text. Firstly, it has been used in line no. 5 to determine the cause of public cheering and rushing towards the gates of “Buckingham palace” and it was the news of baby’s birth. Secondly, it occurred in line no. 12 and 21 to describe the name by which the baby will be known and the status of “William” to be the search and rescue pilot, respectively. Two instances of “so” appeared in the text in line no. 38 used by “the royal fanatic” in description of his excitement which is the result of the news of continuation of the third heir to the crown.

#### **4.3.2.3 Adversative Conjunction:**

The “Adversative conjunction” “but” is found in line no. 12 to state the contradictory news regarding the name of the baby boy. Else it is not found in the text. Therefore, the only one occurrence of this type corresponds to the fact that this “lead story” is an announcement of a happy event which is without contradictions and does not contain any controversies.

#### **4.3.2.4 Temporal Conjunction:**

This type of “conjunction” expresses time relationship between different constituents of the lead story in newspaper language. As this story is a narrative description of a royal event so these “conjunctions” are used time and again to elaborate the “temporal sequence” of all the incidences that happened upon the “royal birth in Britain”.

10 different occurrences of “temporal conjunction” are found in the news content. “When” and “after” appeared twice in line no. 31, 35 and 7, 27, respectively. Both these types are used to describe the circumstantial happenings going on at different time intervals before and after the birth of the baby. Single instances of “at around”, and “while” are used in line no. 14, and 22 respectively, for the same purpose of describing the sequential activities happening at that time.

#### **4.3.3 Ellipsis and Substitution**

In total there are five instances of these cohesive devices in the news text (Table-2, Appendix-3).

##### **4.3.3.1 Ellipsis**

It appeared four times in the text with the purpose of creating “semantic link” between the sentences and even within the sentences. All of the elliptical functions occurred after a ““Conjunction”” in the text. For example in line no 18, 20, 21, and 22; the pronoun “he” was omitted twice, “Royal Air Force” and “both” were omitted once.

##### **4.3.3.2 Substitution**

Only a single instance of “substitution” was found to exist in the text. “Both” in line no. 22 replaces “mother” and “son” in the same lines. Features of “sameness and oneness” was inducted into the words “mother” and “son” by substituting these words with the word “both”.

#### **4.3.4 Lexical Cohesion:**

“Lexical cohesion” corresponds to vocabulary items and their repetition in the text for the sake of emphasis on those items and to bind the different constituents into a semantic whole. It occurred 5 times in the present text (Table-2, Appendix-3).

##### **4.3.4.1 Repetition:**

“Repetition” of 3 lexical items has occurred in the text. These items include “baby, royal, and queen”. ‘Baby’ is repeated 6 times whereas ‘Royal’ is repeated 5 times and ‘Queen’ is repeated 3 times.

##### **4.3.4.2 Repetition through Synonymy:**

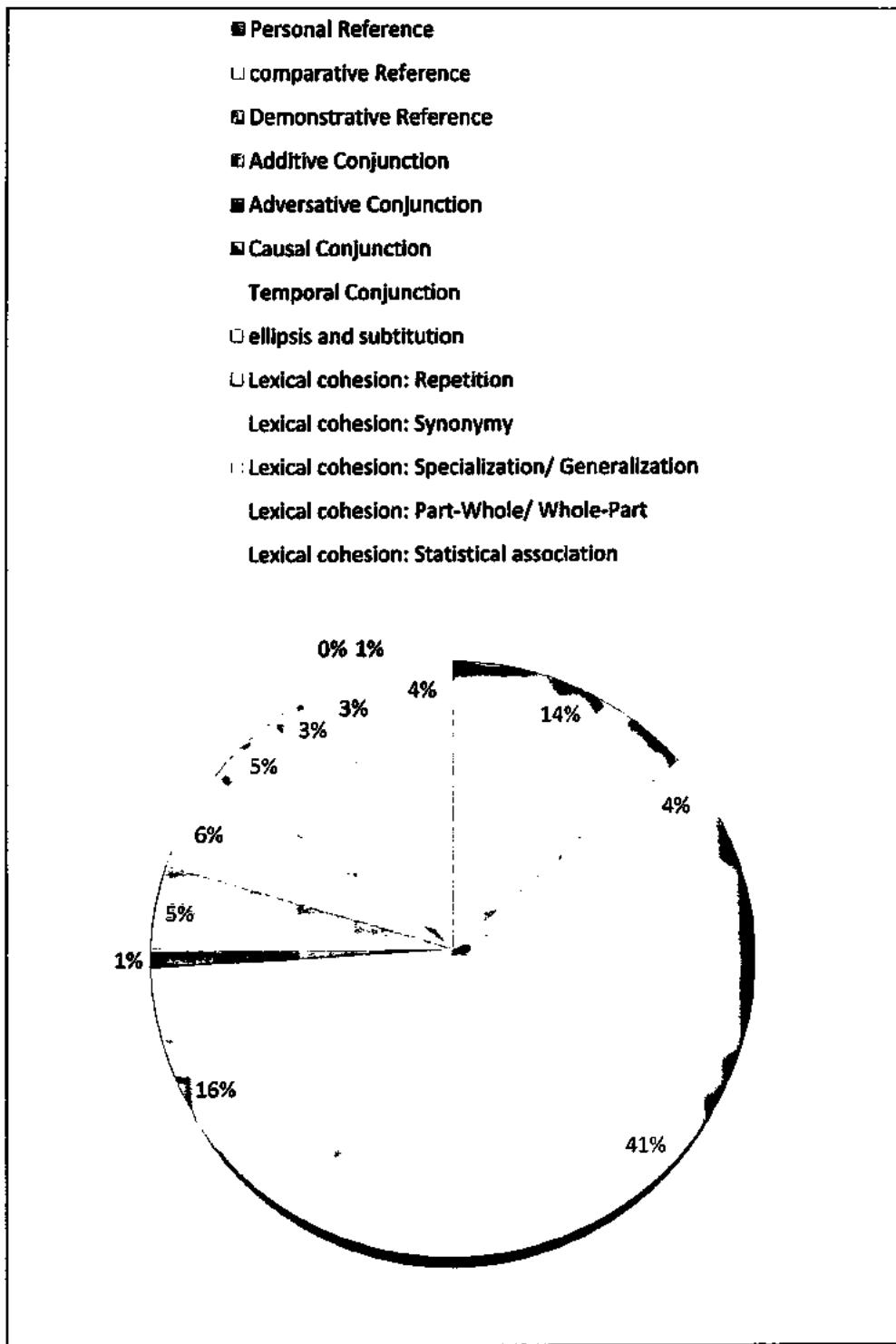
A single instance of repetition through “synonymy” occurs between the words “cheered—delighted—excited” as they have meaning resemblance. These words elaborate the “royal family” and “public’s enthusiasm” and happiness on the occasion. “King—the crown” and “baby boy—son, baby, boy, prince, male heir, prince of Cambridge, Duke of Cambridge” are the two other “synonymous” chains used in the text with the purpose of creating “semantic” variation and enrichment.

##### **4.3.4.3 Repetition through statistical association:**

This type of “lexical” pairing is the signal for equivalent status of two items being used in a pair. The present text contains four pairs of this type which are “cheered-rushed”, “search-rescue”, “the family-all of great Britain” and “Charles-his first wife Diana”. All the forecasted pairs having “statistical association” depict their relevant importance in the corresponding text.

#### **4.3.4.4 Repetition through whole/part relationship:**

The whole/part relationship in the text was exhibited by the very core members of the news that is “Britain’s Royal family” forming the whole with its corresponding constituents “Prince William’s wife Kate, baby boy, future king, male heir, Duchess of Cambridge, Prince Charles, William, Prince of Cambridge, Kate Middleton, Grandchild for Charles and Queen Elizabeth II’s eldest son”. All these lexical items demonstrate the “Royal hierarchical chain”.



**Figure 2: Frequency of Occurrence of Cohesive devices in News Item-2**

#### 4.3.5 Description of Pie diagram of News 2

The above diagram illustrates the total frequency of occurrence of "Cohesive devices" in the News Item 2 in terms of percentage. The highest percentage is occupied by "reference" along with its types that is 58.33%. Out of which "demonstratives" are the types of "reference" that acquired the highest frequency amongst all the three types i.e., 40.74%. As the central concern of the news was to present a report related to the "birth in royal family" that is why "Demonstratives" were used to specify all the members in the "family". The other two types being "Personal" and "Comparatives" acquired 13.88% and 3.703% respectively.

"Conjunctions" along with its types stands with the second highest frequency of appearance that is 26.85%. The calculated percentage for "Additive "Conjunction"" was 15.74%, for "adversative" it was just 0.92%, for "causal" it appeared to be 4.62%, and for "temporal" it was 5.55%. The lowest frequency of "adversative conjunctions" depicts the event to be highly non contradictory and in accordance to the "expectation". "Ellipsis and Substitution" collectively hold the frequency of 4.62%.

"Lexical Cohesion" was seen to be occupying 10.18% of the content. In which "Repetition" and "Synonymy" quantified to be 2.77% each. "Repetition through statistical association" occupied 3.703 %and "part-whole relationship" was 0.92% of the whole content.

#### **4.4 Analysis of News Item 3**

This news item (The News, dated, 02.9.2012, Appendix-1) along with its headline consists of 80 lines (Appendix-2). The present lead story deals with the reservations of "Altaf Hussain" in which he is of the view that Pakistan is posed with critical issues in terms of threats hence leading towards "disintegration". He suggested some of the solutions in order to exterminate the chaos. The forth mentioned types of Cohesion (Chapter 2) appeared 295 times in the present News text.

##### **4.4.1 Reference**

The lead story contains the highest occurrence of "references" i.e., 196 in total including all its sub-types (Table-3, Appendix-3) whose details are elaborated below:

###### **4.4.1.1 Personal Reference**

58 instances of "personal references" were found in the text with the highest frequency of 'he' occurring 24 times in line no. 6, 13, 15, 16, 19, 22, 27, 29, 30, 31, 32, 35, 38, 40, 42, 45, 63, 64, 69, 71, 75, 77, and, 80 referring to "Altaf" in line 1 (Anaphoric). The excessive use of "he" for "Altaf Hussain" suggests that the flow of information is presented in the form of a "monologue".

"Their" appeared nine times in the text and so has the second highest frequency. In line no. 21 and 26 "Their" is correspondingly referring to "Ulema" in line no. 21 (Anaphoric). In line no. 28, 51, 59, 63, 67 and 74 it is referring to "Shia and Sunni Ulema" in line no. 28, to "Shias" in line no. 50, to "Sunni People" in line no. 58, to "Shia Ulema" in line no. 63, to "Killers" in line no. 67 and to "The Government, Army and ISI" in line no. 73, respectively (Anaphoric).

“Personal Pronoun” “it” appeared seven times with the third highest frequency in the text. In line no. 9, “it” refers to “the continuous killing of Shias” in line no. 9, in line no. 20, 26, 66, 66, “it” is referring to “time” in line no. 20 (Anaphoric). “It” in line no. 67 forwardly refers to “releasing the killers” in line no. 68 (Cataphoric). Lastly “it” in line no. 71 refers back to “Supreme Court of Pakistan” in line no. 70 (anaphoric).

It is noted that “I” is used six times in the line no. 47, 49, 54, 55 and 70 and in all the cases it is referring to “Altaf” in line no. 1 (Anaphoric). Third person pronouns “they” appeared four times and “them” is found to appear three times in the text. “They” appeared in line no. 19, 24, 51, and 74 correspondingly referring to “Hindus, Christian and other factions” in line no. 18, “religious scholars” in line no. 23, “Shias” in line no. 50, “the Government, Army & ISI” in line 73 (Anaphoric).

“Them” is used in line no. 63, 77, and 78 referring to “Shia Ulema” in line no. 63, and “Religious Scholars” in line no. 76 respectively (anaphoric).

“His” appeared two times in line no. 22 and 44 referring to “Altaf Hussain” in line no. 01 (Anaphoric). “Me”, and “Him”, as a “Personal reference” appeared just once in line no. 56, and 69, referring to “Altaf” in line no. 01 (Anaphoric), and “Us” appeared in line no. 79 referring to “Pakistani” (Exophoric).

#### 4.4.1.2 Demonstrative Reference

In the news text, 134 are the instances of demonstrative references amongst which determiner “the” are 105 in number, all of which are used to clarify the perspective presented by “Altaf Hussain” as the reason of Pakistan’s current conditions. “Religious sect” is assigned the most essential role in the whole course of event because

they have been specified 29 times in the text by the use of the determiner “the” in line no. 18, 21, 23, 24, 26, 27, 35, 37, 39, 41, 42, 44, 46, 47, 48, 50, 53, 57, 58, 63, 64, 66, 76, 78, 79, and 80.

The situation of “Pakistan” is further clarified through the use of “the” in line no. 2, 5, 15, 17, 20, 21, 22, 23, 30, 33, 35, 36, 38, 46, 50, 57, 60, 62, 65, and 68. “The” is used 18 times with the word “People” to specify the people or the victims of Pakistan in line no. 13, 14, 18, 29, 30, 32, 43, 44, 46, 48, 54, 55, 60, 65, 68, 71, and 78. “The” is used to determine different institution of “Pakistan” e.g. “Pakistan Army”, “ISI”, “Supreme Court” etc, in line no. 4, 7, 11, 12, 70, 73, and 77. “Violence” is another category which is specified by the use of “the” in line no. 9, 16, 27, 30, 33, 39, 43, 50, 51, 60, 67, and 68. The last category which is specified by the use of “the” is “country” in line no. 2, 7, 19, 24, 31, 37, 40, and 75.

“This” appeared four times in line no. 17, 19, 31 and 54 referring to “sectarian violence”, “demand a separate state”, “Mercy”, and “Infidel” in line no. 16, 19, 31, and 54 respectively (anaphoric).

“That” appeared 24 times in line no. 3, 9, 11, 13, 15, 29, 32, 34, 35, 39, 40, 42, 44, 50, 53, 53, 55, 57, 62, 66, 67, 67, 73, and 77 to demonstrate the sequence of the “text” in order to maintain the “narrative”.

#### **4.4.1.3 Comparative Reference**

These "references" occupied four instances of appearance in the current text in which "only" in line no. 23 compares the "ethnic bifurcation" in "Pakistan" such as "sermons and preaching from mosque" with the "accountability of the preachers".

Same is the case with "equally" in line no. 36 that compares "religious tolerance" and "sectarian harmony". "Only" in line no. 45 compares "Sunnis" with "Shias" by considering both as Muslim Brothers. "Highly" in line no. 67 shows the degree of being "Unfortunate" in terms of release of "killers".

#### **4.4.2 Conjunctions**

There are total 75 occasions of "conjunctions" along with its types in the news content (Table-3, Appendix-3).

##### **4.4.2.1 Additive Conjunction**

"Conjunctions" for the purpose of adding information is used 53 times in the text which includes the major proportion of "and" i.e., 46 times whereas "also" occurs four times in line no. 24, 48, 54, and 57. "Including" occurred twice in line no. 12 and 18. Whereas "Besides" occurred once in line no. 36.

"And" is used 32 times for the purpose of binding isolated parts of information into a "cohesive whole" (sentence) as well as it has also appeared to be providing a sentence an opportunity to broaden its parameters to cater huge and complex information within it. For example in line 2-5, 26 -28, 34 -37, and 63 - 65, "and" is used four times each, in line no 18- 20, and 21 -25 it occurs three times each. Furthermore, in line no. 11-

12, 38-40, 42-43, 47- 49 and 73-75, it occurs twice, whereas in line no. 9, 13, 17, 45, 51, 59, 61, 68, 70 and 78, it occurs just once with the purpose of simply adding information.

#### **4.4.2.2 Causal Conjunction**

There are total four instances of “conjunctions” in the text that has developed the “causal relationship”. “Because” appeared twice in lines 40 and 54 developing the causal relationship with the former utterances. “Killings of Muslim” in line no. 39, as an effect is associated with the cause of “sectarian difference” in line no. 40.

Conditional bonding is achieved through the use conjunctions such as “unless” in line no. 56 and “otherwise” in line no. 33. “Otherwise” in line no. 33 is functioning as a precondition “Conjunction” that builds up a link with the beforehand results i.e., “the government to maintained peace and tranquillity” in line no. 32 is linked with “the situation will go out of control” by using a preconditioned “Conjunction” “because”.

#### **4.4.2.3 Adversative Conjunction**

This type of “conjunction” is used only 10 times in the news text with the purpose of showing “contradiction to expectation”. Negation of the probability is achieved through the use of “if” which appeared 5 times in the news content in line no. 4, 18, 60, 74 (Cataphoric) and 79 (Anaphoric). “If” in line 4 is referring to “Pakistan might be dismembered” in line 5 by elaborating suitable conditions. Likewise, “if” in line no. 79 is referring to “Allah will help us” in line 79.

In addition to this, “but” is used twice in line no. 50 and 58, whereas single instances of “or”, “however”, and “then” are found in line no. 29, 49, and 54, respectively; to correlate the opposite information.

#### **4.4.2.4 Temporal Conjunction**

In the news story, positional and durational meanings are achieved through the following four “Temporal conjunctions” occurring at eight different occasions. “At the same time” in line no. 21 links the narrative sequence which is established in 1-20. Same is the case with “as” in line no. 24, 30, and 71 as it develops the sequential link between the lines 22-25, 30-33, and 67-72 respectively.

Another instance of “Conjunction” functioning as temporal in the text is “Now” in line no. 51 and “after” in line no. 51, 58, and 67 by using which the narrator has achieved durational stance in order to develop a connection of some past events with the present ones.

#### **4.4.3 Ellipsis and Substitution**

In total, the two types of cohesion appeared just five times in the text (Table-3, Appendix-3).

##### **4.4.3.1 Ellipsis**

There are total three instances of “Elliptical” formation in the text. Firstly, “it” in line no. 9 was omitted, then “Ulema” is omitted after “and” in line no. 26.

Lastly “Shia and Sunni” both the “sects” were omitted in line no. 28 after the “Conjunction” “and”. All the instances of “elliptical formation” were used because the clarity of meaning in the sentences was already maintained.

#### **4.4.3.2 Substitution**

Only two instances of "substitution" were found to be located in the text. "Both" in line no. 27 replaced "Shia and Sunni" in the same line. Similarly "one" in line no. 45 replaced "Shia and Sunni" in the same line. Both of the instances appeared to be done with the same purpose that is to develop both the "sects" into a bond of unification.

In addition to this the prime purpose obtained by using "substitution" was to knit the different isolated entities within as well as between the sentences into a "syntactically" as well as "semantically" compatible whole.

#### **4.4.4 Lexical Cohesion**

"Lexical cohesion" was found in the form of 19 different categories in the text (Table-3, Appendix-3). Each of them corresponds to the following types.

##### **4.4.4.1 Repetition**

"Repetition" occurred at eight different places. The words "killing" and "Ulema" occupied the highest frequency by occurring six times each; the word "Pakistan" occurred five times; the word "situation" and "religious" appeared four times each whereas the word "decision" and "threats" acquired the lowest frequency each occurring twice in the text. This "repetition" highlights the significant aspects of the news content.

##### **4.4.4.2 Repetition through Synonymy/ Antonym**

"Repetition through synonymy" is found to be occurring three times at five different places i.e., "peace- harmony- unity- solidarity and freedom", "Chaos- Disintegrating- Out of control- Anarchy and dismembered" and "Killing- Bloodshed-

**Murder- killed and Gruesome Murders”.** ‘Antonym’ appeared only once between the words “Unity- Disunity”.

#### **4.4.4.3 Repetition through statistical association**

Five instances of “statistical association” mark the parallel importance of the corresponding pair of words. “Peace- Tranquility”, “Sect-Religious Believes”, “Gross Injustice- Barbaric Act”, “Religious tolerance- Sectarian Harmony”, and “The Pakistan- The Army” are the five pairs statistically associated for the reason of developing parallel meanings.

#### **4.4.4.4 Repetition though part-whole/whole-part relationship**

“The whole-part relationship” is found twice in the text with the purpose of constructing a network of vocabulary items, capable of catering the same sense or meanings. Furthermore, the specific type of “lexical networking” is developed with the intention to accommodate the major concern of the news that is “Violence” as a result of “religious disintegration”. The whole category is of “violence” and parts of it include “killing of shias”, “sectarian violence”, “Barbaric Act”, “Bloodshed”, “killing of innocents”, “target killing”, “Gruesome Murders”, “terrorist”, and “internal and external threats”.

The second whole category is of the word “religion” and parts of it are “muslims”, “Shias”, “Sunnis”, “Islam”, “Hindus”, “Christians”, “Sikhs”, “Imam Bargah”, “masajid”, and “Asna Ashri Shias Sect”.

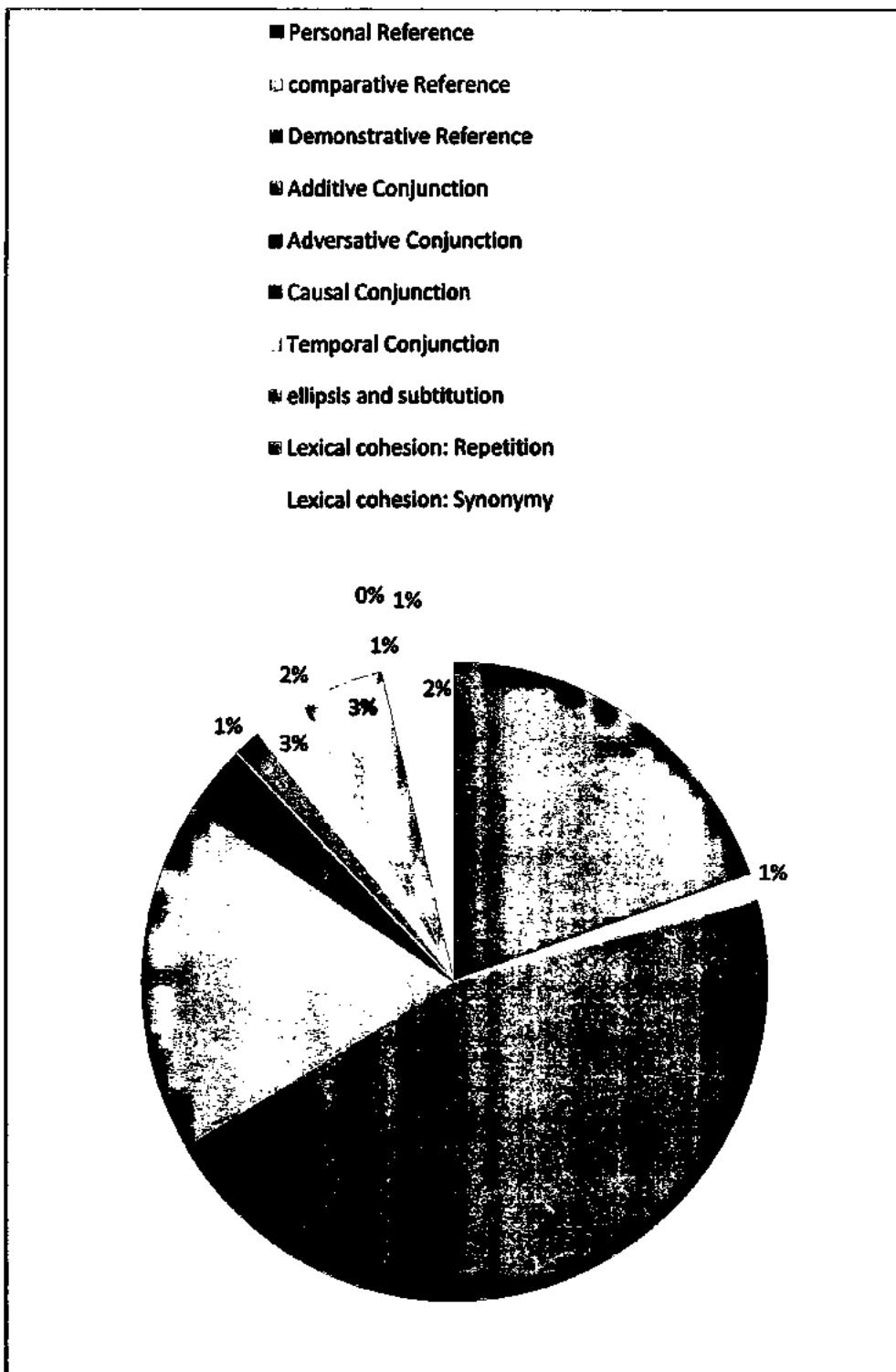


Figure 3: Frequency of Occurrence of Cohesive devices in News Item-3

#### 4.4.5 Description of pie diagram of news item-3

The present section deals with the statistical description of the "cohesive devices" present in News 3. "References" again occupied the highest frequency of 66.44% in which it contains 19.66% "personal references", 1.35% "comparative references" and 44.42% 'demonstrative references'. The reason of demonstratives being covering the near half of pie diagram is embedded in the "semantic" interpretation of the text. The news story type required a clear reference to all the major sections/institutions of the society which were being discussed. Furthermore, the intended perspective to be presented is made clearer with the help of "demonstrative references".

"Conjunction" along with its types covered the second largest portion of the pie diagram i.e., 25.42%. Additive conjunctions are 17.96% whereas adversatives are 3.38%. Temporal and causal conjunctions are 2.71% and 1.35%, respectively. The highest frequency of additives corresponds to the complex connectivity between sentences. Ellipsis and substitution are lowest in number i.e., 1.69%. This shows again the presence of varying views for whose clarity omissions are not used in greater number and substitutions are also restrained.

"Lexical cohesion" covers a small part of the pie diagram i.e., just 6.44%. This small percentage is indicative of differential views being stated in the news story. The percentage value for "repetition" is 2.71%, for "repetition through synonymy" it is 1.35%, for "repetition through whole/part" category it is 0.67% and for "repetition

through statistical association" it is again 1.69%. These characteristic values depict the presence of an overall chain relationship indicative of a single perspective in the news story.

#### **4.5 Analysis of news item 4:**

The news (Dawn, dated, 02.9.2012, Appendix-1) comprises of overall 46 lines including the headline (Appendix 2). It is a report regarding the turning of "a blasphemy case" in the favour of a Christian girl named "Rimsha Masih". After "muezzin" of the mosque testified that "Rimsha Masih" has been played falsely by the "Imam of Masjid", the case has turned in her favour. Taken as a whole, the news content encloses 142 occurrences of the "cohesive devices".

##### **4.5.1 Reference:**

"Reference" along with its types appeared 97 times in the news story acquiring the highest number among all the other types of "cohesion" (Table-4, Appendix-3).

###### **4.5.1.1 Personal Reference:**

"Personal references" appeared 30 times in the text. These "pronouns" mostly address "the Christian girl" and "Imam Jadoon" who is known as "the Imam of Mehra Jaffer mosque". In addition to this, some of the "personal pronouns" also addressed the other important figures related to the "Blasphemy case" i.e. "Duty magistrate, Muezzin of the Mehra Jaffer Mosque".

In total, "Personal pronoun", "he" appeared 6 times. Out of which "he" is used 4 times in line no. 8, 19, 20 and 43 for "Hafiz Zubair" in line no. 8 (Anaphoric) who has provided a testimony in favour of "The Christian girl" and 2 times in line no. 32 and 44 for "Anis Jillani, a senior advocate and Child activist" in line no. 27 (Anaphoric).

Personal pronoun "she" appeared 5 times in line no. 12, 13, 29, 31 and 32 in the selected news text and interestingly all are referring to "The girl" in line no. 1 (Anaphoric). This indicates the magnitude of the Christian girl's existence in the case as she is the only one who became a victim of blasphemy in the hands of "the Imam of Mehra Jaffer Mosque".

"It" in line 1 refers to 'the blasphemy case' in line no. 4 (Cataphoric). "It" in line no.45 refers to "physical remand" in the same line (anaphoric). Explicitly it is visible that one reason of using personal pronouns is to avoid repetition and the other is to develop texture through "cohesive devices".

"Its" appeared twice in line no. 25 and 42 referring to "charge" and "testimony" in line no. 10 and 1 respectively (Anaphoric).

The personal pronouns "we" and "I" appeared once and twice, respectively. In all the instances, these are used by "the investigating officer" as a speaker in the news narration. In line no. 37 and 39 "I" refers to Munir Hussain Jaffery in line no. 34 (Anaphoric) and in line no. 42 "we" which is first person plural pronoun is used for Munir Hussain Jaffery in line. 34 and Anis Jillani in line 27, collectively (Anaphoric).

As far as the possessive pronouns are concerned, “his” appeared 7 times, whereas “him” and “her” are used two and three times, respectively. “His” is used twice each time for “Imam Jadoon” in line no. 8 & 18, for “Hafiz Zubair” in line no. 16 (Cataphoric) & 42, for “Ayaz Amir” in line no. 21 and once for “Anis Jillani” in line no. 32 (Anaphoric). These forward and backward manoeuvres of personal referencing are used to develop semantic links amongst different sentences and paragraphs as well as headline and related news story in the news text.

“Him” appeared twice in line no. 9 and 46 replacing the noun “Imam Jadoon” in line no. 02. “Her” occurred thrice in line no. 10, 13, and 27 in place of “girl” in line no. 01 (anaphoric).

#### **4.5.1.2 Demonstrative Reference:**

In this news text, “demonstrative references” are 63 in number out of which 53 are the determiner “the” which is used to draw readers attention towards the important issues, personalities involved in the case of blasphemy, whereas “that” as a demonstrative reference appeared nine times which is far lesser in terms of number of appearances in comparison to the appearance of the determiner “the” in the news text and “this” appeared just once.

There are six instances when “the” is used with the noun “girl” in line no. 1, 9, 11, 24, 27 & 34 (anaphoric), four times with the noun “Case” in line no. 3, 16, 21 & 34 (anaphoric), “Pages” in line no. 22, 36, 37 & 38 (anaphoric) and “Imam” in line no. 20, 25, 28 & 45 (anaphoric), three times with the noun “Officer” in line no. 34, 40 &

45(anaphoric) and "Evidence" in line no. 20, 24 & 36(anaphoric), two times with the noun "Muezzin's statement" in line no. 15 & 24 (anaphoric), and once with the noun "Mosque, Police station, and Court" in line no. 39, 42 & 44 respectively (Anaphoric). "The" in line no. 09 (cataphoric), 17, 18, and 22 (anaphoric) is used with "two plastic bags" in order to specify the "evidence". In total, "girl" is the noun which is specified the most by using it with the determiner "the" in comparison to other nouns. This is to make the character of "The Girl" as the prime concern of the news story. In the headline i.e., line no. 1 "the girl" becomes "Exophoric reference" because the reader is able to identify "the girl" as "Rimsha Masih" from the "context".

Likewise, "that" has been used nine times in the news story which again plays an efficient role in building a pathway of information. "That" in line no. 8 refers to "the testimony" provided by "Hafiz Zubair" in lines 18- 19 (Cataphoric). In line no. 37 "that fire" refers to "the burning of Holy Quran Pages" in lines 11-12 (Anaphoric). Similarly "that" in line 40 refers to the statement provided by "Hafiz Zubair" against "Imam Jadoon" in lines 9-10 (Anaphoric). "This" appeared once in line no. 33 referring to "the case" in the same line (anaphoric).

#### **4.5.1.3 Comparative Reference:**

Four "comparative references" were found in the text. 'Similarity' or 'likeness' are the feature properties of "comparative reference" which are to be held responsible for the development of "semantic unity" initiated by this kind of "reference". For example, "not only" in line 13 compares the right of the victimized girl in "blasphemy case" that she can apply for "her bail" along with "her acquittal" in line 14-15. Similarly "one and

the other" in line 17 compares the two plastic bags containing "partially burnt pages" and "the ashes". "As well as" in line 25 compares 'Police Prosecution' for "Imam Jadoon" as police can charge "the Imam" for "blasphemy" and "implicating minor falsely in blasphemy case". Lastly "as well" in line 28 compares the right of victimized girl to "suite damages against the Imam and the State".

#### 4.5.2 Conjunction

"Conjunction" as 'cohesive device' acted as a binding force within the different constituent of the news story i.e., sentences, paragraph, headline, and the related news story, for the maturity of semantic unity. In total, "Conjunction" is used 23 times in the news story (Table-4, Appendix-3).

##### 4.5.2.1 Additive Conjunction

"Additive conjunctions" act as a tool of adding information by joining two or more ideas at inter-sentential and intra-sentential level through the technique of interlocking the news text. Additive "Conjunction" "and" is used eleven times in the news story. It is used in line no. 7, 17, 27, 28, 30, 32, 38, 39, 42 & 43 to develop link between the content present in the corresponding lines. "Also" appeared once in line no. 20 referring to "two other witnesses" in the same line.

Additive "Conjunction" has the greater occurrence in comparison to other types of "Conjunction" in the news text and the reason is that a news text is usually a narration of facts in which the story is generated by merging different incidents into a whole that appears to be relevant according to the context.

#### **4.5.2.2 Causal Conjunction**

“Despite” in line no. 18 is the single instance of “causal conjunction” that develops “causal” link between “Imam Jadoon’s fabrication” and “his Objection”.

#### **4.5.2.3 Adversative Conjunction**

A single instance of “adversative Conjunction” has been found in the news content. It is the presence of “but” in line no. 37 that compares two opposite occurrences regarding the burnt pages of “Quran” that are reported in the same line.

#### **4.5.2.4 Temporal Conjunction**

There are total nine occurrences of “temporal Conjunction” in the news text. “Since” as a “temporal Conjunction” appeared just once in line no. 11. It is used to indicate narrative textual sequence in the news text. “While” also appears once in the text in line no. 36 correlating the information present in line no. 35 and 36. “Meanwhile” is used in line no. 33 to associate two different events that were occurring at the same time, stated in line no. 33 and 34. “Before” occurred twice in line no. 6 and 9 referring to “the trial” and “Muezzin’s testimony” in line no. 6 and 01.

“Now” appeared once in line no. 12 referring to “the girl’s bail” and “acquittal” in line no. 12 and 13. “After” appeared thrice in line no. 1, 7 and 27 referring to “muezzin’s testimony” in line no. 01 and “her acquittal” in line no. 13.

#### **4.5.3 Ellipsis and Substitution**

There are total ten appearances of “Ellipsis” and “Substitution” in the text (Table-4, Appendix-3).

#### 4.5.3.1 Ellipsis

“Ellipsis” appeared seven times in the text with the purpose of knitting the isolated chunks into a cohesive whole. For example, in line no. 7, and 42 “Imam Jadoon”, and “we” were omitted but their places are understandably shared with these “nouns” and “pronouns” in previous lines.

Similarly in line no. 12 “her” was omitted between the words “for bail” and in line no. 39 “i” is omitted between the words “and went”. In both the cases, the omission of words is done because their places were shared with their former “pronouns”. “But” in line no. 13, “containing” in line no. 17, and “we” in line no. 43 are omitted with the same purpose.

#### 4.5.3.2 Substitution

‘ It appeared just three times in the text. In line no. 17 the words “two Plastic bags” were substituted once with the word “one” and once with the word “the other” in the same line. “One” in line no. 9 replaces plastic bag in the same line.

### 4.5.4 Lexical Cohesion

Lexical cohesion marks the unity of a text at word level i.e., individual lexical items are observed in their effort of binding the text into a unified whole. It is traced out nine times in the text (Table-4, Appendix-3).

#### 4.5.4.1 Repetition

The present text contains five instances of repetition out of which the repetition of the word ‘pages’ is greatest in number i.e., ten, affirming it to be the central point of

concern. 'Evidence' occurs four times which is again directly relevant to the current issue and that has generated the climax of the whole event. Rest of the three lexical items "the remand", "the bag" and "testimony" are equal in proportion i.e., they occur thrice in the text highlighting their importance between the main course of event.

#### **4.5.4.2 Repetition through synonymy**

"Repetition through synonymy" occurs twice in the text and it is of the words "proof-evidence" and "file-suit" as they have similar meanings and can offer rich repertoire of "semantic relation".

#### **4.5.4.3 Repetition through statistical association:**

The two instances of statistically associated pairs were identified in the present text. These were "mental agony-torture-threats" and "Surah Ikhlas- Quranic Text". In both the cases, the identical impact of all the elements has been highlighted. In the first instance, the effects of gruesome attacks on the girl are highlighted and in the second instance, the consequence that both the imam and the state can face through their misguided roles is shown.

#### **4.5.4.4 Repetition through the Whole-Part/Part-Whole Relationship**

The "whole/part relationship" occurs at three places in the text. Firstly, it exists between three lexical items in the text that are "evidence-- evidence against the girl, witness and altered evidence". Secondly, it resides between the words "remand-- judicial remand and physical remand". Thirdly, it is between "pages of Quran-- two pages of Quran, partially burnt pages, the half burnt pages, some pages of Quran and the pages

from Quran". Here the whole is "pages of Quran" and rest of the items are bound to it as its parts.

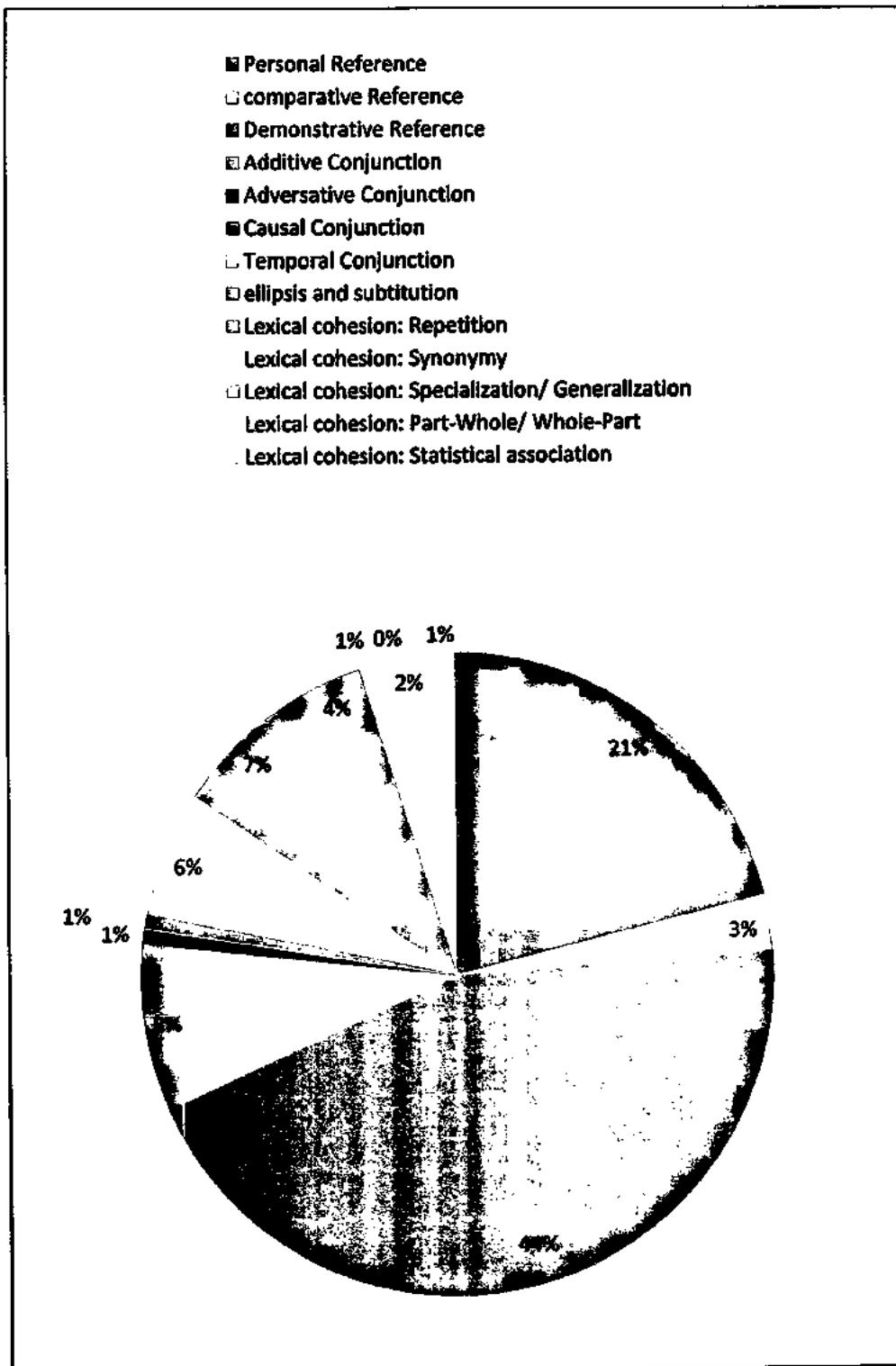


Figure 4: Frequency of Occurrence of Cohesive devices in News Item-4

#### **4.5.5 Description of pie diagram of News item-4:**

The percentage description of News item 4 in accordance with the number of cohesive devices being identified in the text has been elaborated in the present section. “References” acquiring the highest frequency cover the largest portion of the pie chart with percentage figure 68.30. This is further categorized into “personal references” being 21.12%, “comparatives being” 2.81% and “demonstratives” being 44.36%. With the highest frequency of “demonstratives”, it is evident that the news contains certain nominal groups that are being highlighted again and again in the main event under discussion. The second highest frequency of personal pronouns portrays the presence of some direct narrations in the news content.

The second highest quantified figure was identified for “conjunctions” i.e., 16.19%. Among its types “additives” have 8.45% occurrence whereas “Causal” and “adversative conjunctions” have 0.74%, and “temporal conjunction” occupy 6.33%. This small figure for “conjunctions” reveals that ‘the add on knowledge’ is not present much in the news. The “additives” are just used in order to state the factual information regarding the case being conferred. “Ellipsis and substitution” carry the lowest frequency of occurrence i.e., 7.04%. Their use in the text reflects the presence of certain obvious facts that are omitted.

“Lexical cohesion” occupies 8.45% of the cohesive percentage of the news story. “Repetition” has the highest percentage i.e., 3.52%. “Repetition through synonymy” is just 1.40%, “repetition through statistical association” is 1.40% and “repetition through

whole/part relationship" is 2.11%. The presence of these lexical chains provides the cohesive link throughout the text.

#### **4.6. Analysis of News Item 5**

This news item (Dawn, dated, 23.7.2013, Appendix-1) consists of 75 lines along with its headline (Appendix- 2). The current news is a report presented in the form a story. The story revolves around a subject of lost kids rehabilitated by one of the renowned organization for public services named as "Edhi Foundation". For the purpose of "Cohesive Analysis" the News is scrutinized into its various types of cohesive devices which are found to have 258 instances in total.

##### **4.6.1 Reference**

This news item contains 172 numbers of "references" along with its types (Table-5, Appendix-3).

###### **4.6.1.1 Personal Reference**

There are 80 instances of personal references in the text. "He" is used 22 times, "his" is used 11 times, "him" is used 9 times, "their" is used seven times and "they" is used eight times, "them" is used four times and "we" is used three times, "I" is used three times, "she", and "my" are used twice, whereas "her", "it", and "these" appeared only once.

Out of which “he” in line no. 2, 3, 4, 18, 32, 35, 36, 37, and 38 refers to the “lost boy” in line no. 1 (Anaphoric), whereas “he” in line 45 refers to the “father” in line no. 44 (Anaphoric). “He” in line no. 46, 66, and 68 is used for referring to the names of the “lost boys” which are “Ramzan Ali”, and “Abdul Samad” in line no. 43 and 65 respectively. The extensive use of “he” as a personal pronoun for a “boy” constructs a semantic role of central figure for him.

“His” in line no. 2, 08, 31, and 34 refers to the “Boy” in line no. 2, whereas “his” in line no. 21 refers to “Abdul Sittar Edhi” in line no. 19 (Anaphoric). “His” in line no. 43, 46, 66, 74, and 75 is again used to refer to the names of “the lost boys”, “Ramzan Ali”, and “Abdul Samad” in line no. 43 and 65 respectively. These personal pronouns are used to evoke semantic connection between the “Headline” and “the related news content” by avoiding repetition as well as to integrate different isolated parts with the use of “forward” and “backward” referencing.

“Him” in line 6, 8, 14, and 15 is again used for the “lost boy” in line no. 2 (Anaphoric) because of the same reason mentioned in the above paragraph. Similarly “him” in line no. 16, 34, and 36 is used for “my son” and “Zeshaan” in line no. 15 and 05 respectively.

“They” in line no. 23, 29, 32, 49, and 52 are used to refers to “lost boys” in line no. 1 (Anaphoric) whereas “they” in line 36 and 70 refers to “Police” and “Edhi Officials” in line no. 35 and 11 (Anaphoric). Personal pronoun “their” in line 12, 26, 29, 62, and 65, refers to the “lost boys” in line no. 1 (Anaphoric) while “their” in line no. 53 refers to “Edhi Officials” in line no. 11 (Anaphoric). Likewise “them” in line no. 24, 28,

and 41 and “these” in line no. 49 refer to “lost boys” in line no. 1 (Anaphoric) whereas “them” in line no. 69 refers to “Edhi Officials” in line no. 11 (Anaphoric).

“She” in line no. 14 and 16, “her” in line 8, “I” in line no 15 and “my” in line no. 15 and 16 refer back to “Taj Bibi” in line no. 8 (Anaphoric).

“We” appeared twice in line no. 14 and once in line no. 15 referring to the “boy’s family” in line no. 06 (Anaphoric). “It” in line no. 63, 64, and 65 refers to “the incident of returning children” in line no. 61 (Anaphoric). “Its” occurred twice in line no. 61 referring back to the “bus trip” in the same line.

#### 4.6.1.2 Demonstrative Reference

In total 88 instances of “demonstrative references” are separated and explained under this heading in which determiner “the” holds the highest frequency of occurrence in i.e., 70 the News text.

In the text “the” is mostly used for the “Lost Boys or Children”, “Edhi Foundation”, “Bus”, “Families”, “country” and very few times it happens to occur with other entities such as “mechanic”, “garage” etc. Overall “the” appeared 70 times in the text out of which it is used 05 times for the lost boys in line no. 11, 20, 26, 49, and 60 which all together refer to the “lost boys” in line no. 1 (Anaphoric). Four times “the” is used in line 6, 11, 69, and 71 referring to “families” in line no. 01 (Anaphoric).

“The boy” is used 05 times referring to “Lost Boys” who were “reunited” with their families; twice in line no. 2 and 18 referring to “Zeeshan” in line no. 05, once in line no. 45 referring to “Ramzan Ali” in line no. 43, and twice in line no. 65 and 66 referring to “Abdul Samad” in line no. 65 (Anaphoric).

"The" is used nine times in line no. 9, 22, 25, 29, 39, 51, 64, and 73 all of which are used for "Pakistan Edhi's Foundation" in line no. 09 (Anaphoric). "The" is used thrice in line no. 25, 26, and 61 referring to "tour" in line 11 (Anaphoric).

05 times "the" is used in line no. 18, 22, 28, 31, and 74 all of which are backwardly referring to the "Cross country Bus" in line no. 11. "Edhi's Bus" in line no. 11 stands as a symbol of reunification of the "lost boys" with their "Families", this spirit of reunification is specified and specialized with the use of determiner "the" with the bus (Anaphoric).

"The" is used in line 3, 05, 09, 22, 32, 33, 34, 35, 54, 68, 70, and 71 for "mechanic", "garage owner", "Edhi Officials", "country", "tears", "neighbours", "police", and "bazaar" in the text (Anaphoric).

"That" appeared 8 times as a "demonstrative reference" in the text. In line no. 12 "that" specifies "Karachi" as "the city that takes care of the Lost boys". In line no. 16 and 23 "that" refers to "the expectation of meeting with the lost grandson". "That" in line no. 35 specifies the location "Rawalpindi" from where "the lost boy" was first picked by "Edhi's Bus" (Anaphoric).

"This" appeared just twice in line no. 28 and 62 specifying the "departure time of the bus" and "Edhi Foundation's Job" in line no. 28 and 62, respectively (Anaphoric).

"Those" occurred twice in line no. 52 and 61 referring to "families" and "lost boys" in line no. 01 (Anaphoric). "There" is used five times in line no. 07, 23, 33, 34, and 68 to determine the "spatial" information such as "a nearby street", "once lived", "garage", "owner's house", and "town outside Islamabad" in line no. 06, 23, 02, 33, 66, and 67 respectively.

#### **4.6.1.3 Comparative Reference**

There are total 4 appearances of these types of references in the text. Firstly “more than” in line no.3 compared the situation of the “Lost boy” after leaving the house with “his” arrival in the house. Comparison technique was required to achieve the specific objective of the “news story telling”. Therefore, such functions were taken with the use of “comparative references”.

In line no. 18 “than” compared the feelings of the “lost boys” before and after unification with their family specifically “smiles” were compared with “tears”. Similarly “many” in line no. 39 compared the two different types of the lost cases as one category of those who “runaway willingly” and the other of “lost by mistake”.

#### **4.6.2 Conjunctions**

There are total 62 instances where the researcher is able to locate conjunctions along with its types in the news text (Table-5, Appendix-3).

##### **4.6.2.1 Additive Conjunction**

In total “and” appeared 26 times in the text with the purpose of joining or adding information in a sentence in order to develop a semantic tie.

In line no. 3 “and” is used to bind two sentences into one cohesive unit on the basis of “likeness”. For example, in line no. 3 “the boy is lost” and the information of his capturing by the police is given in the same sentence with the help of additive feature of the “Conjunction”.

Same is the case with the appearance of “and” in line no. 6, 7, 7, 8, 12, 15, 18, 20, 21, 29, 32, 34, 36, 37, 41, 49, 56, 59, 62, 63, 66, 67, and 68. All of these instances of “and” are used to create “semantic links” amongst different ideas by presenting them in similar groups of sentences. For example, “and” is used three times in line no. 7 and 8 or in other words in single sentence “and” is used thrice with the purpose of broadening the parameter of a sentence to accommodate all the compatible information in it. This again reveals the additive feature of a “conjunction”.

#### **4.6.2.2 Causal Conjunction**

Conjunctions that are found to merge different sentences together on the basis of cause/reason and effect relationship appeared 6 times in the text.

“Despite” and “Because” appeared twice in line no. 14, 46 and 45, 46, respectively, whereas “so” and “even though” as a “Causal Conjunction” appeared just once in line no. 37 and 52, respectively.

“Despite” in line 14 and 46 is used to join one sentence with another on the basis of cause and effect relationship e.g. in line 14 “hope is consistent despite the tears”.

#### **4.6.2.3 Adversative Conjunction**

Conjunctions that are used for “categorizing differences” appeared 14 times under the following three manoeuvres. “Or” appeared eight times in line no. 20, 24, 38, 40, 45, 56, and 62, whereas “but” appeared five times in line no. 33, 36, 38, 46, and 71 and “except” appeared once in line no. 30.

Distinction is achieved amongst different items within sentences through adversative conjunction in the text. For example, in line no. 20 “lost and runaway children” are categorized by the use of “or”.

Same is the case with “but” which is responsible for the emergence of “contradiction” in opposition to “expectation”. For example, in line no. 36 “police took the lost boy to Edhi centre in Karachi” irrespective of knowing the fact that the boys actually belonged to “Rawalpindi”.

#### 4.6.2.4 Temporal Conjunction

“Conjunctions” used for merging the information in sentences on the basis of time appeared 16 times in the text. All the found cases appeared to cater the sense of justifying “when” while merging one sentence into another.

“Once” and “then” appeared three times each in line no. 23, 31 and 15, 34,37, respectively. Both the types demonstrate the proposed time sequence in the narrative. For example, “then” in line no. 15 merged former narrative with the later one which is the narrative sequence created by the Mother of “lost boy” when she started “consoling her family” after the fruitless effort of finding their “lost grandson”.

“As” and “now” appeared twice in line no. 7, 75 and 3 and 71 respectively, whereas “when” appeared in line no. 05, 35, 38, and 68. “As long as”, “before” and “just” appeared once in line no. 61, 29, and 65 respectively.

#### 4.6.3 Ellipsis and Substitution

Elliptical cohesive operation was seen to comprise 8 instances of appearance unlike “substitution” that appeared just once in the text (Table-5, Appendix-3).

#### **4.6.3.1 Ellipsis**

"He" is omitted after "and" in line no. 3, 18, and 37. Likewise in line no. 6 "the garage owner" is omitted. The word "some" is omitted in line no. 41 after "and". In addition to this "so" in line 37 and "who" in line no. 56 are omitted after "and". In all the above illustrated instances of "Ellipsis", all the vacant spaces were filled in for the purpose of making the information compatible with the information it was joined with.

#### **4.6.3.2 Substitution**

Only one instance of "substitution" was seen to exist in the text. In line no. 71 the word "thought" is replaced with the "none" in the same line.

#### **4.6.4 Lexical Cohesion:**

On the whole, the ratio of lexical cohesion was found to be a bit less as compared to other news items under analysis. This figure identified was 15 (Table-5, Appendix-3) which are further grouped as follows:

##### **4.6.4.1 Repetition:**

The frequency of repetition was seven which occurred for the lexical item "reunite" i.e., 4 times whereas for "boy" it happened to be 9 times and for "memories" and "children" repetition occurred two times each. "Edhi Foundation" and "garage" appeared five times each, whereas the word "bus" is repeated ten times.

The purpose of repetition instead of replacing them with pronouns was to highlight their individual importance in the whole course of events.

#### **4.6.4.2 Repetition through Synonymy:**

A single instance of “semantic” relation was identified in the news item.

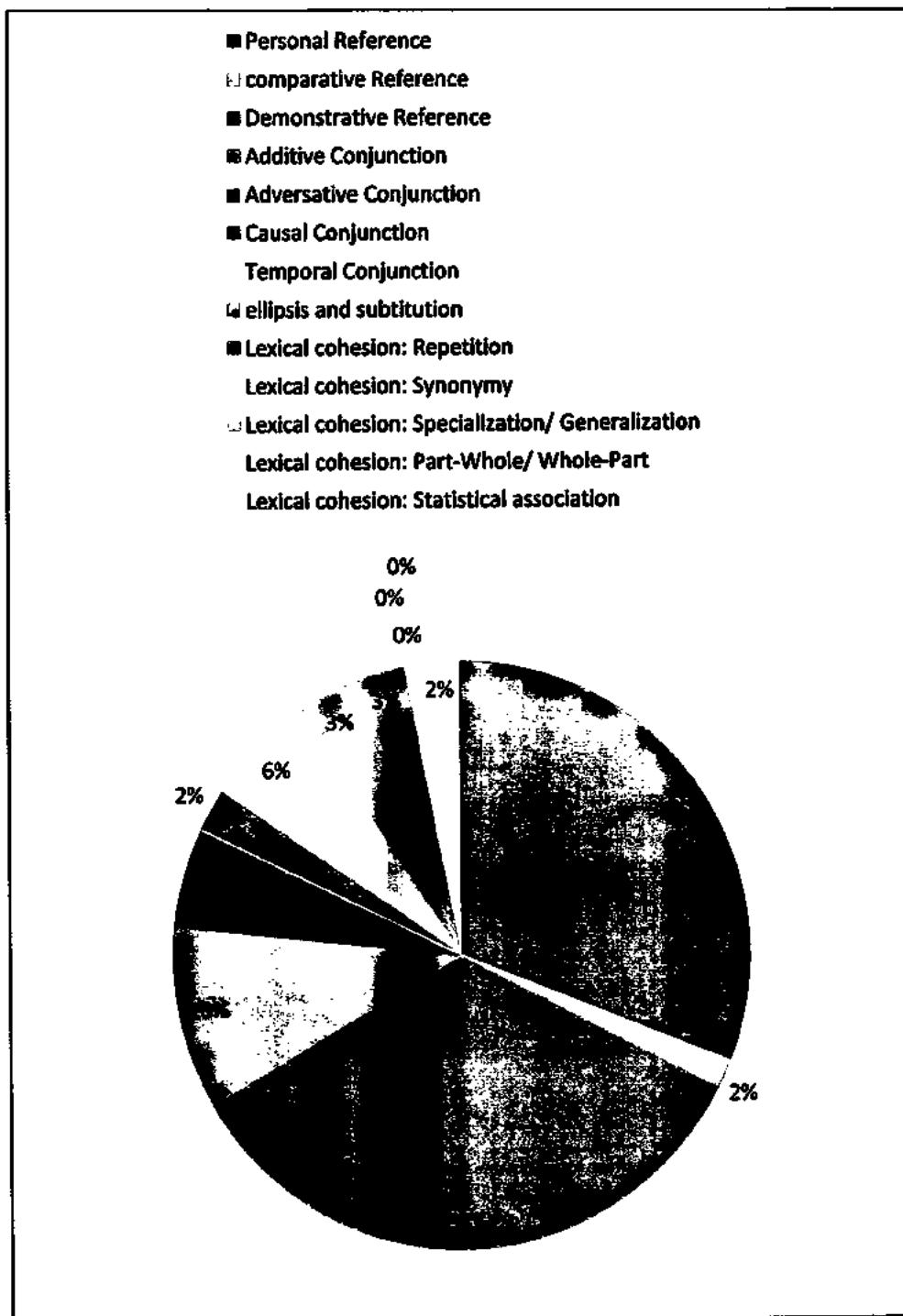
Synonymous lexical items present in the text are “tears-cry”.

#### **4.6.4.3 Repetition through Statistical Association:**

The number of pair of words introduced in the text in order to bring to light their analogous significance was 6. These pairs were “rickshaws-motorcycles”, “abandoned-runaway”, “angry-afraid”, “lost-abandoned”, “abducted-ran away” and “widespread property-rising population”.

#### **4.6.4.4 Repetition through Whole/Part Relationship:**

The most significant category of the news is forming the whole/part relationship in the present text where the whole category is “lost boys” and the parts of it are “lost, abducted, abandoned, runaway children”. This chain of lexical items reflects all sort of boys who have been provided shelter in Edhi homes; thus, presenting the sheer efforts made by these people in reuniting the boys with their families.



**Figure 5: Frequency of Occurrence of Cohesive devices in News Item-5**

#### **4.6.5. Description of the Pie-Diagram of News Item 5:**

“Reference” holds one of the highest frequencies of appearance in comparison to the other “cohesive” devices. In which “Personal and Demonstrative Reference” occupied the 31.00% and 34.10% in the overall text whereas “comparative reference” were seen to contain just 1.55%. The News central notion was the “lost or runaway boys” and especially those “boys” who were returned to their homes by “Edhi foundation”. In order to avoid repetition “personal references” were used and specifications were achieved through the “demonstratives”.

“Conjunctions”, on the other hand, also played a significant role in knitting “cohesive bond” amongst different isolated entities of the text. Out of its different types “additives” were holding 10.077%, “temporal” uphold 6.20%, “adversative” 5.42%, and “Causal” maintained 2.32 % of the overall text.

“Ellipsis” and “Substitution” collectively hold just 3.48% of the cohesive responsibility in the text.

“Lexical cohesion” holds 5.81% along with its types in the overall frequency of appearance. Different occasional manifestations e.g., “happiness”, “tearful moments” were achieved through “synonymy”, “statistical association”, and “repetition.”

#### **4.7 Analysis of News Item 6**

This news item (Dawn, dated 12.1.2013, Appendix-1) consists of 36 lines along with its headline (Appendix- 2). The current news is presented in the form of a report

regarding the “sanitation facilities” in Azad Jammu and Kashmir. Furthermore, the present condition of water and sanitation facilities and required modification in Pakistan are also reported. For the purpose of cohesive analysis the news is disintegrated into its various types of cohesive devices which are found to be 88 in number.

#### **4.7.1 Reference**

The current news item holds 45 instances of “reference” along with its types (Table-6, Appendix-3).

##### **4.7.1.1 Personal Reference**

There are total 12 instances where the researcher is able to locate the presence of personal reference in the news text. “He” and “it” are the only personal pronouns which appeared as an agent of personal reference in the text.

“He” in line no. 9, 12, 17, 18, 21, 26, 30, and 32 refers to “Babar Minhas” in line no. 5 (Anaphoric). This again shows the functionality of “pronouns” in a text that is to “semantically” tie up different nouns with contextually agreed upon “pronouns” in order to create “Texture”.

“It” appeared four times in line no. 9, 28 and 31 and all of these are referring to “Water” in line 1 (Anaphoric). Consistent use of “it” in place of “water” reveals the significance of news central concern i.e., “water sanitation facility”.

##### **4.7.1.2 Demonstrative Reference**

“The”, “these” and “that” are the three “demonstrative references” used in the current news for the purpose of directing reader’s attention towards the central notion of

the news story i.e., “facilities of sanitation and government policies”. In total “the” is used 24 times in the text.

“The” in line no. 4 refers to the “government” in the same line by specifying the “government” as the “local Government of Azad Kashmir”. In general, “the” is used three times in line no. 5, 10 and 31 to refer to “government” in line no. 4, in line no. 6, 22 and 32 for “policies” in line no. 2 and in line no. 13, 19 and 36 for “population” in line no. 12 (Anaphoric).

“That” is used only five times in the news text. “That” in line no. 6, 12, 20 and 27 is used for referring to the “Policies” regarding the “water sanitation facilities of Kashmir” (anaphoric). “These” is used twice in line no. 14 and 15 with “basic facilities” and “policies” in line no. 1 and 2, respectively (anaphoric).

#### **4.7.1.3 Comparative Reference**

Two instances of “comparison” through reference were marked in the text. “Only” in line no. 31 compared the “the sanitation cost” of the “Rural” areas with “the Urban one”. “As well as” appeared just once in line no. 20 with the purpose of just comparing identical information into the space available in a sentence (anaphoric).

#### **4.7.2. Conjunction**

In total, there are 31 instances of “conjunctions” along with its types in the text (Table-6, Appendix-3).

#### **4.7.2.1 Additive Conjunction**

“And”, “also”, and “besides” are the three types of conjunction used with additive feature in the text.

“And” appeared 22 times in line no. 2, 4, 5, 8, 10, 12, 13, 15, 16, 17, 19, 22, 23, 25, 29, 33, and 35 in the text. Mostly it is used in a sentence to enhance the sentence’s credibility of catering complex information in it. For example, in a sentence from line no. 2-4 “and” is used three times with the purpose of joining information, identical to each other. Likewise, in another sentence from line no. 12- 14 “and” is again used thrice with the purpose of mere adding information into one sentence by extending the parameters of a sentence to the extent of handling complex information. “Also” and “besides” appeared once in line no. 33 and 16 for the same purpose of adding up information.

#### **4.7.2.2 Causal Conjunction**

There is only a single appearance of “causal conjunction” in the text. “Therefore” in line no. 10 is functioning as linking device that connects two or more fragments into one whole, on the basis of “cause and effect relationship”. For example, “water shortage” in line no. 10 is connected to “water scarce region” through the use of “therefore” which exhibits the feature of “cause and effect relationship” in the text.

#### **4.7.2.3 Adversative Conjunction**

“Conjunctions” connecting different information by categorization appeared just four times in the text and are explained as following:

“But” in line no. 9 and 31 joins the “contradiction” (shortage of water) with their respective “expectation” (Kashmir is rich land from water’s perspective). Similarly, “whereas” in line no. 35 acted the same as “but” in the previous instance.

#### **4.7.2.4 Temporal Conjunction**

Binding of one sentence with another sentence from the perspective of time is achieved through five different “connectors” in the text which are explained as follows:

“As” appeared twice in line no. 10 and 15. Both of the times, it is used to connect two separate types of information from the perspective of “time” while catering the sense of “when”.

“Later” and “after” in line no. 6 are also the two conjunctions exercising time narrative sequence in the text by merging the information of one sentence with the information of another. “While” in line no. 27 connects the information by arousing the midway time possession in a sentence.

#### **4.7.3 Ellipsis and Substitution**

In total there are just three appearances of “Ellipsis” in the text. None of the instance of “substitution” was sighted in the selected news text (Table-6, Appendix-3).

##### **4.7.3.1 Ellipsis**

“Ellipsis” like all other cohesive devices was used in the text to develop the link between different isolated chunks within and between sentences. In line no. 4 “drinking water and sanitation polices” are the group of words omitted after the “Conjunction”. “It”

is omitted after “62 percent” in line no. 10. Likewise, “population” is omitted after “had” in line no. 10. The reason behind omitting these combinations of the words is to properly link the information before and after the “Conjunction” by avoiding repetition of words as well as to give some part of a previous sentence; a vacant place to be filled in.

#### 4.7.4 Lexical Cohesion

Categorically, lexical cohesion occurred nine times in the text, as illustrated below (Table-6, Appendix-3).

##### 4.7.4.1 Repetition

In the text “repetition” occurred in four different forms. Firstly, “Water” as a lexical entity recurred 20 times in the text. For example, “drinking water” in line no. 2, 10, 13, 15, 20, and 26 are the repetitive extensions of the word “water” in line no. 1.

Likewise “water resources” appeared three times in line no. 9, 20, and 23, hence another repetitive extension of the word “water” in line no. 1.

The lexical chain through repetition prevail to exist in the form of four different lexical combination i.e., “portable water” in line no. 21, “water purification” in line no. 25, “water scarce region” in line no. 11, and “rain water” in line no. 23.

Secondly, the repetition of the term “sanitation” in line no. 1 occurred eleven times in which the term “total sanitation” occurred twice in line no. 32, and 33. In addition to this, “sanitation policies” in line no. 2 and “sanitation facilities” in line 13 appeared once in the text. “Drinking” occurred six times.

Lastly, the term “facilities” is repeated five in line no. 13 and 14 in the form of “sanitation facilities” and “basic facilities”, respectively.

#### **4.7.4.2 Repetition through Synonymy**

Three “lexical items” were found to be having synonymous relationship in two different forms. These are “sanitation-purification-disinfection”. Second instance of synonymy is “shortage-depleting- scarce”

#### **4.7.4.3 Repetition through Statistical Association**

Two combination of “lexical items” were found to be “statistically associated” in the text which are “Drinking water-sanitation policies”, and “water purification techniques-disinfection options”. These lexical combinations were developed in the text in order to influence the reader’s attention towards the central concern of the report.

#### **4.7.4.4 Repetition through whole-part/ part- whole relationship**

The pivotal point of news is told to the readers through logical construction of “lexical items” in terms of “whole—part relationship”.

Although the particular concern of the news was to enlighten “the sanitation facilities of Kashmir” but the reporter has also included all the regions associated with it in a whole -part relationship .e.g. “state”, “division”, “district”, “tehsil”, “rural areas”, “Urban Areas”, “catchment areas”, and “water scarce region”.

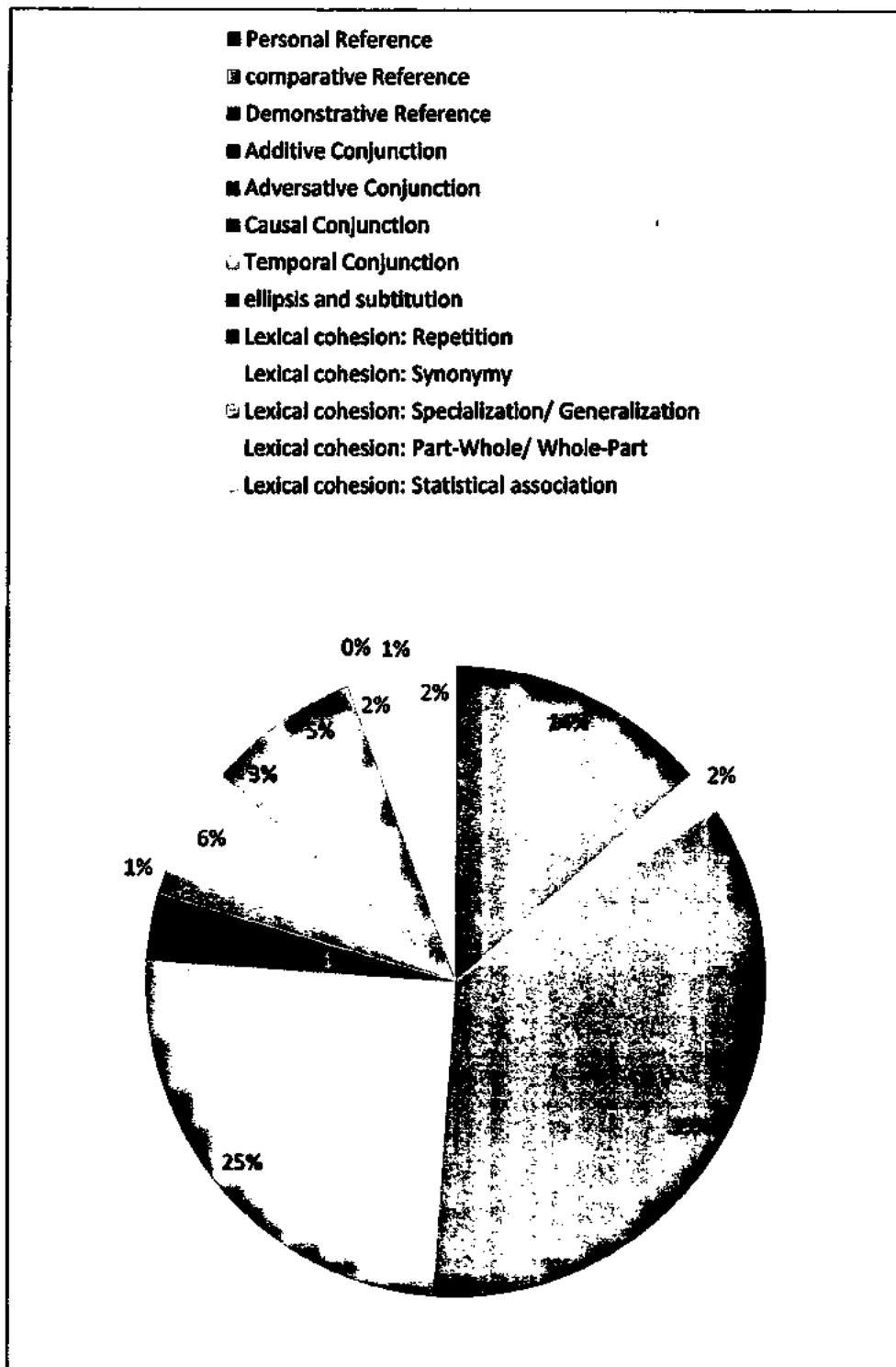


Figure 6: Frequency of Occurrence of Cohesive devices in News Item-6

#### **4.7.5 Description of the Pie Diagram of News Item-6:**

All the “cohesive devices” present in the News 6 are statistically described with the help of the above pie diagram. “References” acquired the highest frequency i.e., 51.13%. “Comparatives” are smallest in number i.e., 2.27%, “personal references” are having second highest percentage i.e., 13.63% and “demonstratives” are highest in number having the percentage 35.22%. The greater use of “demonstratives” describes the sheer need of determining the specificity of nouns and pronouns present in the text.

Conjunctions are 38.63% in the news story developing links between the whole content. “Additives” are 25%, “temporal conjunctions” are 5.68%, “adversatives” are 3.40% and “causal conjunctions” are only 1.13%. The least occurrence of “causal conjunctions” shows the lack of causality in the sequence of affairs. “Additives” are used to connect the prevailing situations and their remedial concerns. “Ellipsis” contains 3.40% share in developing cohesion in the present text.

Cohesion developed with the help of chain of lexical items constitutes the 10.22% of all the cohesive devices being found in the text. The text contains 4.54% “repetition”, “repetition through synonymy” and “repetition through statistical association” is 2.27% each, whereas it contains 1.13% of repetition through whole/part. The consistency in the percentage use of these types of lexical cohesions depicts their absolute significance in binding up a text into a cohesive and coherent unit.

## CHAPTER # 5 RESULTS AND INTERPRETATION

The proposed intention of the study was to demonstrate the role of cohesive devices in text comprehension. Cohesion was presumed to be a reliable resource in the development of a meaningful link between different constituent in the text whether it comes to paragraph, sentences, or different lexical items i.e., verb, noun, pronouns etc. The quantitative results deduced from the cohesive analysis of the sample text revealed the significant contribution of cohesive devices in correct interpretation of the constituents of a text.

The histogram in figure 7 shows the relative frequencies of all the cohesive devices used in the six selected news items. This graph illustrates the comparative statistical figures of each cohesive device in all the sample news items to determine their relevant significance in deciphering meaning out of the text. Figure 8 shows the relevant dominance in the frequency of occurrence of the five cohesive devices in newspaper text.

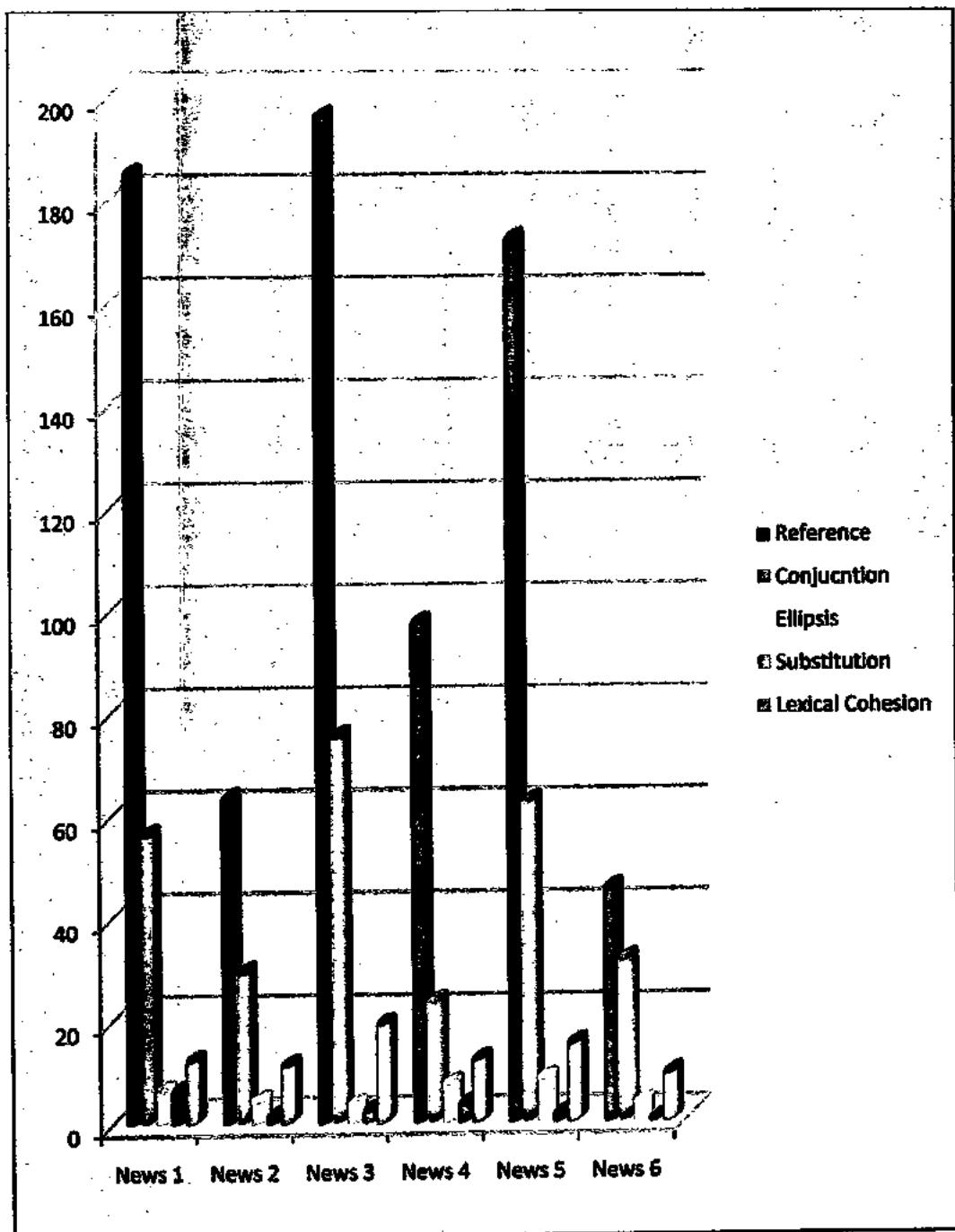
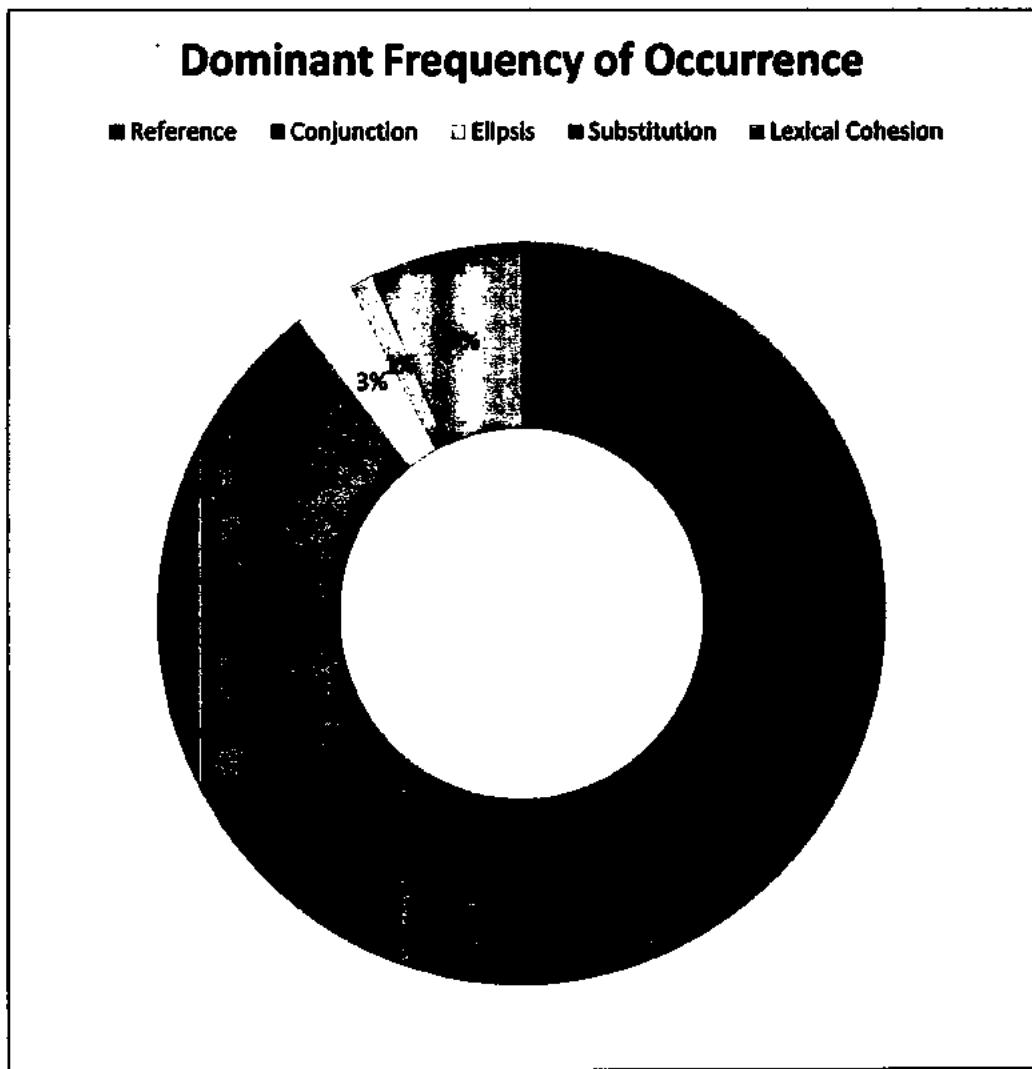


Figure 7: Comparative Frequencies of Occurrence



**Figure 8:** Dominant frequency of Occurrence

Figure 7 illustrates the comparative results of the cohesive analysis applied on the sample news text. Each of the news, as depicted in the above figures 7 and 8, shows "reference" as occupying the highest frequency of occurrence. Conjunctions to be the second most occurring cohesive device, lexical cohesion acquiring the third position, ellipsis to be second lowest occurring cohesive device and substitution carrying the least number of occurrences. The consistency in the occurrence of these cohesive devices, in all the six news items, marks the newspaper text as formal type of writing.

Cohesion is proved to be playing a significant role in building up semantic unity in the text as the overall analysis, figured out in the above diagram, shows. The stance of reference to justify the reader's intended presupposition is validated in the present analysis, as all the Exophoric and Endophoric references used in the text are explicitly referring to the presupposed items. The accomplishment of presupposition builds up the semantic links in the mind of the reader which helps him in the retrieval of information in order to comprehend the text. As Shi (2004) puts it references helps the user of language to map out experiential content of the text. Therefore, identifying references in a text facilitates reading comprehension. The reader incorporates both linguistic and situational context through the use of references thus, developing a chain of presupposed items and later on interpreting them through presupposing items. In addition to this, the sequencing and specification of the news constituents through the use of demonstratives has been proved to be highly significant in identification of particular elements present in the text.

The use of reference as a significant cohesive device is also validated through the previous studies conducted on cohesive analysis. It is found to be the most dominant cohesive device occurring in legal documents (Ambi, 2013), professional and popularized texts (Fakuade & Sharndama, 2012), and in academic and newspaper texts (Onguko, 2012).

Cohesion is mostly applied on the literary texts in most of the research works. The application of this model on formal newspaper text, in the present study, proves the use of cohesion to be significant in formal and complex forms of writing and the universality in the application of this model.

The previous researches show that the use of “cataphoric references” generates creative element in writing and the occurrences of cataphoric references in the present analysis proves newspaper text to be creative. Thus, Cohesion as a source of developing effective reading and writing skills is also proven to be true from the present study, as the analysis shows its applicability on creative style of writing in two different types of newspaper texts. The newspaper writing is intended to capture the interest of a large readership so, in such form of writing, the excessive use of cohesive devices shows, how a text can be made creative with the help of use of these cohesive devices.

Conjunctive devices are said to be used for creating a link between closely used items and in the analysis they are used in exactly the same way so that semantic links are formulated between the previous and upcoming information. The study explored that the use of conjunctions helps the writer to supply a large bulk of information either it be similar, opposite, cause and effect or temporal sequencing in the text thus generating causal bond between the closely associated pieces of information.

Substitution and ellipsis are solely grammatical categories and their lesser frequency in the sample texts reveals that newspaper writing needs more semantic explicitness as compared to the grammatical one. Although they are helpful in stating obvious information, as it is considered to be purely textual link, the researcher found them to be significant in generating cohesive tie in the text.

Lexical cohesion in the present analysis is found to be quite frequent in developing vocabulary repertoire. It is purely a lexical relation which is found to exist between different linguistic items of a text. The analysis shows that how lexical chains in the text connect one lexical item with the others to keep a track of information whether it be synonymous, antonymous or repetitive. It was also found to create a scope for the writer to develop a vocabulary inventory in the particular language.

Cohesion is thus found to be highly useful in text comprehension and semantic interpretation of it. A detailed analysis of each news item along with the pie diagrams depict the significant role of cohesion developing chain of links in the text and the quantified data in the pie diagrams makes it clear that cohesion captures a very huge part of the text.

## CHAPTER # 6 CONCLUSIONS AND RECOMMENDATIONS

Language is a complex phenomenon that requires an in-depth examination of its mechanism for the purpose of gaining meaningful insight of its multiple functions. This complex phenomenon entails an intricate system of meanings that operates at two levels; 'form' and 'function'. When both of them operate in correspondence to each other then comprehensibility of language arises for the user of language. The form of language, after becoming explicit gives rise to understandability of the function that language performs. The form machinates different grammatical resources among which "Cohesion" is a resource that corresponds to the systematic use of language in order to convert a piece of language into a "text" capable of producing meaning by incorporating the two types of contexts given by Fromkin, Rodman, Hyams (2013) which are linguistic and situational. Halliday and Hasan (1976) are of the opinion that meaning in text is produced with the help of a chain of "cohesive relations" and these relations are responsible for the development of a link between "linguistic" and "situational" context thus, creating "texture".

English being an international language has acquired the status of official language in many countries. Pakistan is one such example. Pakistanis being multi-lingual speakers have to manage the accuracy and fluency in the use of their official language. The role of cohesion in developing accuracy in the use of language has been proved potentially significant through the detailed research studies in the field of syntax and semantics. Pakistani learners face great problems in developing competence in the

identification and use of cohesive devices in a text. Thus, are unable to comprehend language easily. Therefore, a sheer need to make the users of language aware of the methodological use of cohesion arises, so that Pakistani users of English may get command over the accurate use of language.

The language of Newspaper is categorized as a "formal" piece of text and has been widely used by the researchers as a reliable resource for conducting researches in English language. The rationale of the present research was to signify the use of cohesive devices in developing organization and deciphering meanings out of the text for both newspaper readers and user of language, in general. The methodology taken up was a quantitative analysis of six lead stories selected from two of the renowned newspapers of the country i.e., "The News" and "Dawn". The objective of the study was to authenticate the use of cohesive devices in developing comprehension of both oral and written text and to mark their frequency of occurrence to work out the dominant cohesive type and its role in text comprehension. The analysis comprised of three step procedure for elaborating the function of cohesion in revealing the structural links in the text by incorporating its linguistic and situational context and also to illustrate the significance of their excessive use by determining their frequency of occurrence.

### **5.1. Conclusion:**

The study aimed at elucidating the role of cohesive devices in shaping up a newspaper text into a semantic whole. It has been found that the five types of cohesion are frequently used in the news story and play a major role in semantic processing of the text. Identifying the presupposition with the help of cohesion, results in the organization of the text which helps in semantic interpretation of it. In addition to this, the pie diagrams reveal the statistical figures for these cohesive devices thus, validating their relevant importance and frequent use. A complete semantic comprehension of the text arises through careful recognition of the cohesive elements and then knitting them with correct presuppositions.

Leech (as cited in Markels, 1984) stated that cohesive devices keep a track of information in the mind of the reader; therefore, a thorough understanding of these devices helps the reader in unifying the constituents of a text. ESL learners are usually not at ease in reading foreign language and in comprehending its semantics. They find it really a tiresome job and thus, don't develop interest in reading any sort of text written in foreign language specifically, formal text. Reading and writing in a foreign language with a cohesive orientation will help them find their task easy and develop their skills in tackling a new language, either it be a formal text like newspaper, in particular or any informal text, in general.

### **5.2. Recommendations:**

**The study has validated the extensive use of cohesive devices in newspaper writing.** The newspaper reading is usually considered odious for the new readers because they find it difficult to grasp the meanings and sentence structure of the text. The readers are suggested to locate the cohesive devices in the text in order to develop links between its constituents, so that it will become easy for them to comprehend the news.

**This study also suggests the writers, writing for the purpose of news reporting,** that in order to induce attractiveness for the reader, in the news, they must bombard their expression with cohesive devices. Furthermore, it is recommended that the journalists must reduce the use of Exophoric references as they correspond to the informal style of writing.

**Lexical cohesion can be helpful for the readers in retention of lexical items which share some sense relation.** If the chain of lexical items is kept in mind, a large repertoire of words can be memorized. ESL learners are suggested to focus on the use of lexical chains in order to develop their vocabulary of the foreign language.

**The role of cohesion in developing creative writing skills suggests its significance in pedagogy.** The teachers are suggested to focus on teaching the correct use of cohesive devices in developing creative writing skills of the ESL learners. If the learners would get good command over the identification and use of these devices, it will result in improvisation of their organizational skills which will further enhance their reading comprehension and writing skills.

**Future researchers are recommended to conduct researches on the role of cohesion in pedagogy to explore more conducive role of cohesion in classroom context as**

**the basic reading and writing skills are to be developed during academic training of the learners.**

Future researchers are also recommended to apply and investigate the model of cohesion on different types of writing, like formal and informal texts, so that their individual style of writing can be explored.

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## Appendix-1

### News # 1 (The News)

MQM turns its back on long march

**Dr Qadri says march to go ahead come what may; nominates president, PM, Rehman Malik, Nawaz, Shabaz, Sanaullah for FIR in case of terror attempt on long march; accuses govt of promoting terrorism, harbouring terrorists**

Saturday, January 12, 2013

From Print Edition

**KARACHI:** The Muttahida Qaumi Movement (MQM) on Friday announced that it will not 'practically' take part in the January 14 long march of Tehrik-e-Minhajul Quran (TMQ) in view of the prevailing situation, while Dr Tahirul Qadri said the long march will go ahead come what may.

Dr Farooq Sattar, Deputy Convener of the MQM Rabita Committee, at a press conference here at the Governor House said Dr Tahirul Qadri had been informed about their decision and they discussed with him the reasons for this decision.

Farooq Sattar said the MQM chief Altaf Hussain has endorsed this decision taken by the MQM Rabita Committee which met simultaneously in London and Karachi.

He said the decision of not taking part in the long march had been taken in the larger national interest as well as for peace and stability.

"We desire that there should be continuity of democracy and that a better democracy prevails," he said, adding that reforms for the promotion of democracy should be implemented.

Farooq Sattar said a long session of the Rabita Committee was simultaneously held on Thursday night at Karachi and London which reviewed the overall situation in the country. It especially discussed rapid increase in acts of terrorism and militancy and particularly the two blasts in Quetta on Thursday in which over 100 people were killed.

He said the MQM strongly condemned these incidents and expressed sorrow and grief with the bereaved families.

The MQM leader said a bomb blast also took place in Swat on Thursday which killed 22 people.

He said reports were coming in that in order to sabotage the January 14 long march, the terrorists were active and they are planning massive bloodshed.

The MQM leader said that given the situation as well as conditions at the country's borders, they have decided to extend only moral support to Dr Qadri's long march.

He said Altaf Hussain too had the same vision and programme as that of Dr Qadri regarding basic reforms in the country so that everyone could participate in the political and economic process.

Farooq Sattar said reforms should provide a level playing field for everyone. He further stated that a "natural click" has been established between the MQM and TMQ and they will continue their contacts and consultations.

The MQM leader said both the parties have the understanding that electoral reforms are essential for bringing a real political revolution through ballot. —APP

Asim Hussain adds from Lahore: Dr Tahirul Qadri reiterated on Friday that the long march would be held at all costs, and the sit-in in Islamabad would continue for an indefinite period even in the face of all threats, as the protest was aimed at liberating the poor masses from the political dictatorship of capitalists and certain families.

Dr Qadri nominated six top officials of the country who should be held responsible if any terrorism attempt was made on him or the participants of the long march.

"If the long march is subjected to any attack or anything happens to me, six people should be held responsible and FIR should be registered against President Asif Zardari, Prime Minister Raja Pervaiz Ashraf, Interior Minister Rehman Malik, Pakistan Muslim League-Nawaz (PML-N) chief Nawaz Sharif, Punjab Chief Minister Shahbaz Sharif and Punjab Home Minister Rana Sanaullah," he said while addressing a press conference at his party's central secretariat.

Dr Qadri was apprehensive about his life and said he might be killed during or after the march. "I shall gather my family tonight and make a will, and tell them what to do if I was assassinated," he told reporters. Dr Qadri said he was not afraid of death, adding that he was carrying forward the mission of Hazrat Imam Hussain (AS).

He said his words should be considered as formal public FIR against his possible murderers. However, he advised his workers not to take any revenge for his martyrdom and remain peaceful since Allah Almighty would Himself do that for him.

Dr Qadri, however, did not criticise the MQM over its sudden decision of not taking part in the long march. He praised the party over its support and joining his cause. He said withdrawal from the march was the MQM's democratic right and its leadership had already informed him about their decision about the withdrawal.

He alleged that Thursday's blasts in Quetta were planned to terrorise him and deter him from proceeding with the long march plans. He accused both the federal and Punjab governments of joining hands to frustrate his march, and added that the governments were themselves promoting terrorism and harbouring terrorists. He alleged that corrupt politicians enjoying power through

fake and stolen mandate were not allowing him to hold a peaceful democratic march to win the rights of the masses.

He recalled that the first false threat about Taliban's attack was clarified by the Taliban themselves, then the Punjab government issued another threat of suicide attack on the march, and now a huge wave of terrorism was unleashed in the country to terrorise his followers from joining in the march.

Dr Qadri said the long marchers would open Islamabad even if it was sealed by the government. He praised the armed forces for their support to democracy and said the whole nation was behind the army in its efforts to secure national security and solidarity.

Dr Qadri mentioned the high court decision of dismissing petitions against his march, and allowing it as the constitutional right of every citizen. He said any more criticism of his march would amount to a contempt of court. He reiterated that the long march was according to the provisions of the Constitution and aimed at securing the usurped democratic and constitutional rights of the people by the professional and corrupt politicians.

He evaded questions about what route or alternative routes would be taken for his march, and said he would not give any details in this regard at the moment. He said he would announce further agenda before launching the long march on Sunday.

He alleged that the Punjab government dismantled his welcome camps for the long march, and said the provincial government was making media announcements to allow him the march. He said paid bookings for the buses of long march were being cancelled and bus drivers and owners were being forced to submit their licences, permits and registration papers. He said on the top of it, the Punjab Police were harassing his workers at their homes.

**News # 2 (The News)****Baby boy for Britain's Prince William and Kate**

**Tuesday, July 23, 2013**  
**From Print Edition**

**LONDON: Prince William's wife Kate gave birth to a baby boy on Monday, providing Britain's royal family with a future king in an event that had been anticipated around the world, Kensington palace said.**

Crowds cheered and rushed towards the gates of Buckingham Palace as it was announced that the Duchess of Cambridge had produced a male heir weighing 8lbs 6oz (3.8 kilos).

The baby will be third in line to the throne and in the direct line of succession after head of state Queen Elizabeth II's eldest son and heir Prince Charles, and then his eldest son William.

"Her Royal Highness The Duchess of Cambridge was safely delivered of a son at 4:24 pm (1524 GMT)," Kensington Palace said in a statement just over four hours afterwards.

"The baby weighs 8lbs 6oz. The Duke of Cambridge was present for the birth."

The boy's name was not revealed, but he will be known as Prince of Cambridge.

The former Kate Middleton was admitted to the private Lindo Wing of St. Mary's Hospital, Paddington, central London, at around 6:00 am in the midst of a summer thunderstorm.

The birth was later officially announced to great cheers on a golden easel placed in the forecourt of Buckingham Palace.

US President Barack Obama's spokesman had earlier said that he and the first family were "waiting with anticipation" for the birth and "wish the family and all of Great Britain well on this pending momentous occasion."

William, at his wife's bedside, has been on annual leave and will take two weeks' paternity leave from his military job as a Royal Air Force search and rescue pilot.

Both mother and son were "doing well" and will remain in hospital overnight while the queen was "delighted with the news", according to the palace.

The birth came later than widely expected, adding to the sense of anticipation that has built up ever since William, whose mother Diana died in a Paris car crash in 1997, and the former Kate Middleton married with huge fanfare in April 2011.

Bookmakers had largely backed a girl baby, after Kate had said they did not know its sex. The fact that it is a boy relieves the need to rush through new succession laws across the 16 Commonwealth realms, which would mean that a girl could no longer be overtaken by any future younger brothers.

The royal couple used a back entrance to the hospital when they arrived at 6:00 am (0500 GMT), missing the ranks of international media who have camped outside the hospital for three weeks.

The prince was born in the same hospital wing and media from across the globe are hoping for a repeat of the scene in 1982 when Charles and his first wife Diana brought out the baby to show him off to the world.

Royal fanatics gathering outside the hospital also took their excitement to a new level. "I'm so excited. Like in a washing machine. Never been so high!" said John Loughrey, who has slept outside the hospital for seven nights, wrapped in a British flag.

The new arrival is Queen Elizabeth's third great-grandchild, and a first grandchild for Charles. It ensures that there are three generations of heirs to the crown of the UK's biggest economy.

### News # 3 (The News)

**Pakistan heading towards disintegration, warns Altaf**

**Urge govt, army to rise to occasion; stresses harmony among religious sects; stands by his statement that Quaid-i-Azam was Asna Ashri Shia**

***Shamim Bano***

**Sunday, September 02, 2012**

**From Print Edition**

**KARACHI:** Expressing concern over the deteriorating law and order situation in the country, Muttahida Qaumi Movement (MQM) chief Altaf Hussain said that Pakistan was faced with both external and internal threats and if the government and the army did not rise to the occasion, Pakistan might be dismembered.

He was addressing via telephone from London a large gathering of prominent religious scholars belonging to various schools of thought at the Muslim Unity Conference at the Lal Qila Ground, Azizabad, on Saturday.

Altaf Hussain, resenting at the continuous killing of Shias, said that it was creating anarchy and was a planned conspiracy against Pakistan.

Holding the intelligence agencies responsible for the law and order situation, he said that all the institutions, including the MI, ISI, Rangers, police and other law enforcement agencies, had failed to provide protection to the people. He demanded that these institutions be disbanded and the people should take self-defence measures.

Taking advantage of the situation, he said that the enemies of Pakistan were set to create rift among different religious sects. The recent surge in sectarian violence, he said, caused grave concerns and God forbid this situation was leading towards the dismemberment of Pakistan.

“If the lives of people, including the Hindus, Christians and other factions, are not protected, they will demand a separate state and this will be an alarming situation,” he said and added, “The country is in the grip of chaos and it is time to promote harmony among different faiths.”

At the same time, he also cautioned the Ulema present on the occasion to play their role and contribute practically to bridge the gap among different sects. In his hard-hitting tone, he said, delivering sermons from mosques and preaching were not the only responsibility of the religious

scholars as they must come to the streets to spread the message of Islam and also make themselves accountable.

"It is not a time for hypocrisy and the Ulema must realise their responsibility and take practical steps to bring the killings of innocent people to an end," he said, making a request to both the Shia and Sunni Ulema to shun their differences and shake hands with each other.

He said that all the people, whether Hindus, Christians, Sikhs or of any other faith, were equal Pakistanis. He asked where the law enforcement agencies were as the people were left at the mercy of terrorists. "If this situation persists, the country might break up," he cautioned, saying that he had repeatedly warned the ruling elite to take bold steps to maintain peace and tranquility otherwise the situation would go out of control.

Hussain said that Pakistan was surrounded by internal and external threats and hence the enemies of Pakistan could take advantage of the disunity and differences. He said that the spirit of religious tolerance and sectarian harmony was equally essential besides the need for forging solidarity among all the linguistic, cultural and ethnic entities in the country.

He stressed the need for establishing a forum for promoting unity and sectarian harmony among the Muslims of different schools of thought saying that the killing of an innocent Muslim because of sectarian differences was gross injustice and a barbaric act. He said that the forum should have representation of scholars belonging to all the schools of thought.

He said that the religious scholars should give up expediency and opportunism and make practical efforts for stopping the bloodshed of the innocent people.

Referring to his statement on the religious creed of the Quaid-i-Azam, Mr Hussain said that a number of people had objected why he was talking about one particular sect only and what was the need to talk about the religious beliefs of the Quaid-i-Azam.

"I have always urged not to talk about sects and religious beliefs. If the religious beliefs and particular schools of thought are mentioned, the religious beliefs of the Quaid-i-Azam would also come under discussion. However, no one heeded what I had said."

Mr Hussain said that in the past there used to be isolated instances of the killing of Shias, but now they were being killed after being identified, and the videos of their gruesome murders were being uploaded on YouTube.

Mr Hussain said that slogans were being raised that the Shias were infidels. "If the Shias are infidels, then, God forbid, the Quaid-i-Azam was also an infidel. I say this because I can say with confidence that the Quaid-i-Azam was the follower of the Asna Ashri Shia sect. I will stand by my statement unless someone proves me wrong by coming up with incontrovertible evidence."

Mr Hussain said that the Sunni Ulema had also fallen victim to the incidents of targeted killings but there was no example where Sunni people were killed by the Shia people after being taken out of buses and verifying their identity by seeing their identity cards.

Mr Hussain said if the public was left at the mercy of the terrorist elements, the law enforcing agencies should be dissolved, and people should be given freedom to protect themselves.

Mr Hussain said that everyone should make the effort to save Pakistan from disintegrating.

Hussain asked the Shia Ulema to exercise restraint in their speeches and sermons. He asked them to preach sectarian harmony and reach out to the Sunni Ulema. He asked the Shia and Sunni people to join hands and get united against the elements creating feud among the people.

Hussain asked the Ulema that it was not a time of mere talking. "It is time to act."

Hussain said that it was highly unfortunate that the killers were released soon after their arrest. "Does the freedom of judiciary mean releasing the killers of scores of people and removing the prime minister who was elected by the votes of people by sentencing him?" he asked.

"I would say to the Supreme Court of Pakistan to hold the judges of the high courts and sessions courts accountable who set free known killers just as it holds accountable the politicians," he said.

Hussain said that the government, the army and the ISI would have to take courageous decisions. "If they did not take bold decisions, there would be left nothing in their hands and God forbid Pakistan might be wiped off the map of the world," he said.

Hussain asked the religious scholars to make a forum having representation of the religious scholars from every school of thought. He assured them that the MQM workers would stand shoulder-to-shoulder with them for eliminating the scourge of sectarianism and protecting the lives of innocent people. "Allah will help us if the Shia Ulema would deliver lectures in Masajid and the Sunni Ulema would deliver sermons in Imambargahs," he hoped.

**News # 4 (Dawn)****After muezzin's testimony It looks good for the girl****By Malik Asad | 9/3/2012 12:00:00 AM**[Newspaper view](#)[Print](#)

**ISLAMABAD, Sept 2:** A duty magistrate sent Mohammad Khalid Jadoon, Imam of Mehra Jaffer mosque, to Adiala Jail on Sunday on 14day judicial remand in the blasphemy case that has been rocking the city for two weeks.

Duty magistrate Nasar Minallah directed the Ramna police, which sought the remand, to produce the Imam before the trial court on Sept 16.

Imam Jadoon was arrested on Saturday, and booked for desecrating Quran, after the muezzin of his mosque, Hafiz Mohammad Zubair, testified before a magistrate that he saw him put two pages of Holy Quran into one of the two plastic bags seized from the Christian girl to strengthen the charge of blasphemy against her.

The girl, who has been lying in Adiala Jail since being accused of burning Holy Quran pages on August 17, may now qualify for bail which she was refused earlier.

Not only ball, she can apply for her acquittal under Section 265-K of the Criminal Procedure Code, jurist consultant to the Federal Shariat Court Dr Aslam Khaki said commenting on the muezzin's statement under Section 164 of the same Code.

In his testimony, Hafiz Zubair said Malik Hammad, the complainant in the case, had brought two

plastic bags, one containing partially burnt pages and the other just ashes. Imam Jadoon put pages of Quran in the first bag despite his objections to fabricating the evidence, he said.

Two other witnesses also tried to stop the Imam from altering the evidence, he said.

MNA Ayaz Amir, who investigated the case on his own, wrote in his newspaper column that the half-burnt pages in the bag were from Nurani Qaeda, a primer for children learning Arabic alphabets prior to starting Quran.

Dr Khaki said that in the light of the muezzin's statement, the evidence against the girl lost its credibility. In fact police can prosecute the Imam for blasphemy as well as for implicating a minor falsely in the blasphemy case.

Senior advocate and child rights activist Anis Jillani believes that after her acquittal the Christian girl can file damages suit against the Imam and the State as well.

'She has been kept in detention for more than two weeks in Adiala Jail on the basis of altered evidence and she can justifiably seek compensation against mental agony, torture and threats she suffered in confinement,' he told Dawn.

In his opinion, acquittal of Imam Jadoon in this case 'seems not easy' Meanwhile, Munir Hussain Jaffery, the officer investigating the case filed against the girl under FIR 303, has said that during the investigation police found that only pages of Nurani Qaeda were burnt while the

pages of Quran in the evidence bore no burn marks at all.

'I was puzzled that fire burnt other pages but the pages from Quran were untouched. Surah Ikhlas and some Quranic text could be read on the burnt out pages of Nurani Qaeda. I decided to inquire and went to the mosque where Hafiz Mohammad Zubair disclosed that Imam Jadoon had put some pages of Quran with the burnt pages,' the officer told Dawn.

'We shifted Zubair to the police station and recorded his statement and, in its light, arrested Imam Jadoon. Hafiz Zubair was enlisted as an approver and he recorded the same statement in the court, he added.

Asked why the police not seek physical remand of the Imam, the officer said it was needed as police had already collected proof against him.

**News # 5 (Dawn)****Edhi's lost boys reunite with families**

By AP

Published Jul 23, 2013 06:00pm

**RAWALPINDI:** The boy remembered a garage where he used to help his uncle repair motorbikes. Walking home one night, he got lost and was picked up by the police. Now, more than six years later, he was headed home again.

When 15-year-old Zeeshan Ali showed up on the mechanic's doorstep, the garage owner recognized him and took him to a nearby street where the boy's family still lives.

There, as rickshaws and motorcycles noisily passed by and bystanders stopped to stare, Zeeshan was reunited with his grandmother, Taj Bibi, who took him into her arms and sobbed.

The emotional reunion was the work of Pakistan's Edhi Foundation, the country's most well-known philanthropic organization, based in Karachi.

Officials from Edhi have been on a cross-country bus tour to find the families of 50 of the boys living at one of their facilities in Karachi that takes care of lost, abandoned and runaway children.

Zeeshan's grandmother said she never lost hope, despite the tears. "We wept for him. We looked for him everywhere. We searched for him everywhere. Then, I started consoling my son and I told him that my grandson will come back one day," she said, with one arm wrapped around Zeeshan.

The overwhelmed boy could do little more than cry and say he was happy to be home. The cross-country bus was the brainchild of Abdul Sattar Edhi, Pakistan's most famous philanthropist who helps orphans, drug addicts, the elderly, abandoned newborns, and lost or runaway children.

The wizened humanitarian and his wife run several facilities in Karachi and other cities across the country. The bus ride is meant to bring boys who had been sheltered by the Edhi Foundation to a place where they once lived. The hope is that once there, they recognize the surroundings — or someone recognizes them.

It was the second time the organisation has attempted a cross-country reunification. During the first bus tour, in 2008, 48 of the 55 boys on board were handed back to their parents during a 10-day trip, said Anwar Kazmi, an official at Edhi's Karachi office.

The bus this time left Karachi with 50 children. By Monday, 41 of them had been reunited with their families, and they were on their last stop — Quetta — before returning to Karachi. The foundation has little to go on except the boys' memories.

Zeeshan remembered a garage where his uncle worked in Rawalpindi. Once the bus got to the city, they drove around and he was able to recognize what seemed like the right garage. The owner of the garage wasn't there but one of the workers took Zeeshan to the owner's house nearby. From there, the owner called Zeeshan's uncle and then guided him to his family's home. Zeeshan said he had tried to tell the police when he was first picked up that he lived in Rawalpindi but he said they didn't listen and instead sent him to an Edhi office in Lahore.

By then, he said he was so angry and afraid that he didn't say anything and was eventually sent to an Edhi home in Karachi. He believes he was about eight or nine when he was picked up but no one seems to know for sure. The children come to the Edhi Foundation through various routes. Many are found on the street by bystanders or police, or are dropped off by poor families who can't afford to take care of them. Some are runaways, and don't necessarily have the happiest memories to return to.

About seven years ago, Ramzan Ali ran away from his home in Quetta, the capital of the southern province of Baluchistan, escaping a father who had "a short temper."

"He used to beat me every day because of some mistakes or without any reason," said the 14-year-old. But he said he's ready to go back despite his bad memories because he misses his family.

Stories like Ramzan's highlight the difficulties inherent in figuring out what is the best future for these young children. Edhi officials say the boys have all volunteered to go back, and they don't force anyone.

Amanullah, who is in charge of the children's section at the foundation's offices in Karachi, says they don't want to return children to abusive homes, though even those families are usually overjoyed to have their children back.

There is little to no government oversight for organisations like Edhi that fill the gap where the country's cash-strapped government services leave off. Pakistan has few options to take care of lost or abandoned children, who are often seen begging at street corners and washing car windows for spare change.

Authorities acknowledge that organisations like Edhi fill a valuable role in a country with widespread poverty and rising population. The head of the Pakistani government organisation, Baitul Mal, which is responsible for caring for the country's neediest, said he has no problems with the bus trip – as long as it's returning children for whom it's safe to go back, such as those who were abducted or ran away to find a job to help take care of their family. "This is a good job, and I think it should be done," said Tariq Khurshid Malik.

The organisers on the Edhi Foundation's bus say it isn't always possible to reunite children with their families. The story of Abdul Samad shows just how difficult it can be.

The eight-year-old remembered his father's name and that he lived in a town outside of Islamabad near two mountains and a petrol station.

When he and the Edhi officials got there, Abdul recognized the neighborhood and even guided them to a well where the family used to draw water.

They questioned neighbors who vaguely remembered a family who lived in some huts near the road. One person thought the family was now selling milk near the bazaar, but none of the leads panned out.

In the end, officials decided to leave Abdul at the Edhi Foundation's Islamabad shelter, hoping the search for his family would continue.

As the bus moved on, Abdul wiped tears from his eyes.

News # 6 (Dawn)

### **Improving water, sanitation facilities**

**Tariq Naqash Tariq**

Published 2013-01-12 23:01:31

**MUZAFFARABAD, Jan 12: Drinking water and sanitation policies for Azad Jammu and Kashmir (AJK) have been approved, in principle, by an officially constituted state level working group, here on Friday, and will soon be notified by the government.**

Babar Minhas, water and sanitation specialist in the AJK Local Government and Rural Development (LG&RD) Department, later told Dawn that the policies had been formulated after a two-year long process of consultations, done with the stakeholders at state, division, district and tehsil level workshops.

On the face of it, he pointed out, AJK seemed to be rich in water resources, but practically it faced acute shortage of drinking water and had therefore been declared by the government as a water scarce region.

He said that AJK's around 3.9 million population, only 57 and 62 per cent had access to drinking water and sanitation facilities, respectively, and 59 per cent of the total population was still without these basic facilities.

"Under these policies, provision of drinking water and sanitation facilities have been declared as a basic human right, besides acknowledging the need for representation of women and vulnerable segments in water and the sanitation sector," he said.

He said the state will be responsible for the provision of 40-litres of water per day per person in rural areas and 100-litres per day per person for the urban population.

Apart from that, legislation will provide for the preservation of drinking water resources as well as to arrest wastage of potable water in households, he added.

Mr Minhas said the policies called for identifying and developing catchment areas to enhance the quantity of water and promoting rainwater-harvesting initiatives to recharge the depleting water resources.

The consumers will be familiarised with household water purification techniques and disinfection options to ensure quality of drinking water, he said.

Mr Minhas pointed out that while the concept of community participation had taken root in rural areas it was virtually non-existent in the urban areas, where government was subsidising water supply and sanitation facilities.

For example, he said, per household water supply cost in the urban areas was Rs420 per month but the government was charging only Rs150 for it, which needed to be reviewed.

He said under the policies, community led total sanitation (CLTS), school led total sanitation (SLTS) approaches and Pakistan approach to total sanitation (PATS) will also be promoted.

Mr Minhas said that AJK required \$55 million by 2015 to meet the Millennium Development Goals (MDGs) gap/commitment of water and sanitation (WATSAN), whereas \$110 million were required to meet the remaining population target.

## Appendix-2

### News # 1 (The News)

1. MQM turns its back on long march

2. KARACHI: The Muttahida Qaumi Movement (MQM) on Friday announced that it

3. will not 'practically' take part in the January 14 long march of Tehrik-e-Minhajul

4. Quran (TMQ) in view of the prevailing situation, while Dr Tahirul Qadri said

5. the long march will go ahead come what may.

6. Dr Farooq Sattar, Deputy Convener of the MQM Rabita Committee, at a press

7. conference here at the Governor House said Dr Tahirul Qadri had been informed about

8. their decision and they discussed with him the reasons for this decision.

9. Farooq Sattar said the MQM chief Altaf Hussain has endorsed this decision taken by the

10. MQM Rabita Committee which met simultaneously in London and Karachi.

11. He said the decision of not taking part in the long march had been taken in the larger

12. national interest as well as for peace and stability.

13. "We desire that there should be continuity of democracy and that a better democracy

14. prevails," he said, adding that reforms for the promotion of democracy should be

15. implemented.

16. Farooq Sattar said a long session of the Rabita Committee was simultaneously held on

17. Thursday night at Karachi and London which reviewed the overall situation in the

18. country. It especially discussed rapid increase in acts of terrorism and militancy and

19. particularly the two blasts in Quetta on Thursday in which over 100 people were killed.

20. He said the MQM strongly condemned these incidents and expressed sorrow and grief

21. with the bereaved families.

22. The MQM leader said a bomb blast also took place in Swat on Thursday which killed 22

23. people.

24. He said reports were coming in that in order to sabotage the January 14 long march, the

25. terrorists were active and they are planning massive bloodshed.

26. The MQM leader said that given the situation as well as conditions at the country's

27. borders, they have decided to extend only moral support to Dr Qadri's long march.

28. He said Altaf Hussain too had the same vision and programme as that of Dr Qadri

29. regarding basic reforms in the country so that everyone could participate in the political

30. and economic process.

31. Farooq Sattar said reforms should provide a level playing field for everyone. He further

32. stated that a "natural click" has been established between the MQM and TMQ and they

33. will continue their contacts and consultations.

34. The MQM leader said both the parties have the understanding that electoral reforms are

35. essential for bringing a real political revolution through ballot. —APP

36. Asim Hussain adds from Lahore: Dr Tahirul Qadri reiterated on Friday that the long

37. march would be held at all costs, and the sit-in in Islamabad would continue for an

38. indefinite period even in the face of all threats, as the protest was aimed at liberating the

39. poor masses from the political dictatorship of capitalists and certain families.

40. Dr Qadri nominated six top officials of the country who should be held responsible if any

41. terrorism attempt was made on him or the participants of the long march.

42.“If the long march is subjected to any attack or anything happens to me, six people  
43.should be held responsible and FIR should be registered against President Asif Zardari,  
44.Prime Minister Raja Pervaiz Ashraf, Interior Minister Rehman Malik, Pakistan Muslim  
45.League-Nawaz (PML-N) chief Nawaz Sharif, Punjab Chief Minister Shahbaz Sharif and  
46.Punjab Home Minister Rana Sanaullah,” he said while addressing a press conference at  
47. his party’s central secretariat.

48.Dr Qadri was apprehensive about his life and said he might be killed during or after the  
49.march. “I shall gather my family tonight and make a will, and tell them what to do if I  
50.was assassinated,” he told reporters. Dr Qadri said he was not afraid of death, adding that  
51.he was carrying forward the mission of Hazrat Imam Hussain (AS).

52.He said his words should be considered as formal public FIR against his possible  
53. murderers. However, he advised his workers not to take any revenge for his martyrdom  
54.and remain peaceful since Allah Almighty would Himself do that for him.

55.Dr Qadri, however, did not criticise the MQM over its sudden decision of not taking part  
56.in the long mach. He praised the party over its support and joining his cause. He said  
57.withdrawal from the march was the MQM’s democratic right and its leadership had  
58. already informed him about their decision about the withdrawal.

59.He alleged that Thursday’s blasts in Quetta were planned to terrorise him and deter him  
60.from proceeding with the long march plans. He accused both the federal and Punjab  
61.governments of joining hands to frustrate his march, and added that the governments  
62. were themselves promoting terrorism and harbouring terrorists. He alleged that corrupt  
63.politicians enjoying power through fake and stolen mandate were not allowing him to  
64.hold a peaceful democratic march to win the rights of the masses.

65. He recalled that the first false threat about Taliban's attack was clarified by the Taliban  
66. themselves, then the Punjab government issued another threat of suicide attack on the  
67. march, and now a huge wave of terrorism was unleashed in the country to terrorise his  
68. followers from joining in the march.

69. Dr Qadri said the long marchers would open Islamabad even if it was sealed by the  
70. government. He praised the armed forces for their support to democracy and said the  
71. whole nation was behind the army in its efforts to secure national security and solidarity.

72. Dr Qadri mentioned the high court decision of dismissing petitions against his march, and  
73. allowing it as the constitutional right of every citizen. He said any more criticism of his  
74. march would amount to a contempt of court. He reiterated that the long march was  
75. according to the provisions of the Constitution and aimed at securing the usurped  
76. democratic and constitutional rights of the people by the professional and corrupt  
77. politicians.

78. He evaded questions about what route or alternative routes would be taken for his march,  
79. and said he would not give any details in this regard at the moment. He said he would  
80. announce further agenda before launching the long march on Sunday.

81. He alleged that the Punjab government dismantled his welcome camps for the long  
82. march, and said the provincial government was making media announcements to allow  
83. him the march. He said paid bookings for the buses of long march were being cancelled  
84. and bus drivers and owners were being forced to submit their licences, permits and  
85. registration papers. He said on the top of it, the Punjab Police were harassing his workers  
86. at their homes.



**News # 2 (The News)****1.Baby boy for Britain's Prince William and Kate**

- 2.LONDON: Prince William's wife Kate gave birth to a baby boy on Monday, providing
- 3.Britain's royal family with a future king in an event that had been anticipated around the
- 4.world, Kensington palace said.
- 5.Crowds cheered and rushed towards the gates of Buckingham Palace as it was announced that the
- 6.Duchess of Cambridge had produced a male heir weighing 8lbs 6oz (3.8 kilos).
- 7.The baby will be third in line to the throne and in the direct line of succession after head of
8. state Queen Elizabeth II's eldest son and heir Prince Charles, and then his eldest son William.
- 9.“Her Royal Highness The Duchess of Cambridge was safely delivered of a son at 4:24 pm
10. (1524 GMT),” Kensington Palace said in a statement just over four hours afterwards.
- 11.“The baby weighs 8lbs 6oz. The Duke of Cambridge was present for the birth.”
- 12.The boy's name was not revealed, but he will be known as Prince of Cambridge.
- 13.The former Kate Middleton was admitted to the private Lindo Wing of St. Mary's Hospital,
- 14.Paddington, central London, at around 6:00 am in the midst of a summer thunderstorm.
- 15.The birth was later officially announced to great cheers on a golden easel placed in the
- 16.forecourt of Buckingham Palace.
- 17.US President Barack Obama's spokesman had earlier said that he and the first family were
- 18.“waiting with anticipation” for the birth and “wish the family and all of Great Britain well on this
- 19.pending momentous occasion.”
- 20.William, at his wife's bedside, has been on annual leave and will take two weeks' paternity
- 21.leave from his military job as a Royal Air Force search and rescue pilot.
- 22.Both mother and son were “doing well” and will remain in hospital overnight while the queen
- 23.was “delighted with the news”, according to the palace.

24. The birth came later than widely expected, adding to the sense of anticipation that has built up  
25. ever since William, whose mother Diana died in a Paris car crash in 1997, and the former  
26. Kate Middleton married with huge fanfare in April 2011.  
27. Bookmakers had largely backed a girl baby, after Kate had said they did not know its sex. The  
28. fact that it is a boy relieves the need to rush through new succession laws across the 16  
29. Commonwealth realms, which would mean that a girl could no longer be overtaken by any  
30. future younger brothers.  
31. The royal couple used a back entrance to the hospital when they arrived at 6:00 am (0500  
32. GMT), missing the ranks of international media who have camped outside the hospital for  
33. three weeks.  
34. The prince was born in the same hospital wing and media from across the globe are hoping  
35. for a repeat of the scene in 1982 when Charles and his first wife Diana brought out the baby  
36. to show him off to the world.  
37. Royal fanatics gathering outside the hospital also took their excitement to a new level. "I'm  
38. so excited. Like in a washing machine. Never been so high!" said John Loughrey, who has  
39. slept outside the hospital for seven nights, wrapped in a British flag.  
40. The new arrival is Queen Elizabeth's third great-grandchild, and a first grandchild for  
41. Charles. It ensures that there are three generations of heirs to the crown of the UK. biggest  
42. economy.

**News # 3 (The News)**

- 1.Pakistan heading towards disintegration, warns Altaf**
- 2.KARACHI:** Expressing concern over the deteriorating law and order situation in the
- 3.country, Muttahida Qaumi Movement (MQM) chief Altaf Hussain said that Pakistan was**
- 4.faced with both external and internal threats and if the government and the army did not**
- 5.rise to the occasion, Pakistan might be dismembered.**
- 6.He was addressing via telephone from London a large gathering of prominent religious scholars**
- 7.belonging to various schools of thought at the Muslim Unity Conference at the Lal Qila Ground,**
- 8.Azizabad, on Saturday.**
- 9.Altaf Hussain, resenting at the continuous killing of Shias, said that it was creating anarchy and**
- 10.was a planned conspiracy against Pakistan.**
- 11.Holding the intelligence agencies responsible for the law and order situation, he said that all the**
- 12.institutions, including the MI, ISI, Rangers, police and other law enforcement agencies, had**
- 13.failed to provide protection to the people. He demanded that these institutions be disbanded and**
- 14. the people should take self-defence measures.**
- 15.Taking advantage of the situation, he said that the enemies of Pakistan were set to create rift**
- 16.among different religious sects. The recent surge in sectarian violence, he said, caused grave**
- 17.concerns and God forbid this situation was leading towards the dismemberment of Pakistan.**
- 18.“If the lives of people, including the Hindus, Christians and other factions, are not protected,**
- 19.they will demand a separate state and this will be an alarming situation,” he said and added, “The**
- 20.country is in the grip of chaos and it is time to promote harmony among different faiths.”**
- 21.At the same time, he cautioned the Ulema present on the occasion to play their role and**
- 22.contribute practically to bridge the gap among different sects. In his hard-hitting tone, he said,**
- 23.delivering sermons from mosques and preaching were not the only responsibility of the religious**
- 24.scholars as they must come to the streets to spread the message of Islam and also make**

25.themselves accountable.

26.“It is not a time for hypocrisy and the Ulema must realise their responsibility and take practical  
27.steps to bring the killings of innocent people to an end,” he said, making a request to both the  
28.Shia and Sunni Ulema to shun their differences and shake hands with each other.

29.He said that all the people, whether Hindus, Christians, Sikhs or of any other faith, were equal  
30.Pakistanis. He asked where the law enforcement agencies were as the people were left at the  
31.mercy of terrorists. “If this situation persists, the country might break up,” he cautioned, saying  
32.that he had repeatedly warned the ruling elite to take bold steps to maintain peace and tranquility  
33.otherwise the situation would go out of control.

34.Hussain said that Pakistan was surrounded by internal and external threats and hence the enemies  
35. of Pakistan could take advantage of the disunity and differences. He said that the spirit of  
36.religious tolerance and sectarian harmony was equally essential besides the need for forging  
37.solidarity among all the linguistic, cultural and ethnic entities in the country.

38.He stressed the need for establishing a forum for promoting unity and sectarian harmony among  
39. the Muslims of different schools of thought saying that the killing of an innocent Muslim  
40.because of sectarian differences was gross injustice and a barbaric act. He said that the forum  
41. should have representation of scholars belonging to all the schools of thought.

42.He said that the religious scholars should give up expediency and opportunism and make  
43.practical efforts for stopping the bloodshed of the innocent people.

44.Referring to his statement on the religious creed of the Quaid-i-Azam, Mr Hussain said that a  
45.number of people had objected why he was talking about one particular sect only and what was  
46.the need to talk about the religious beliefs of the Quaid-i-Azam.

47.“I have always urged not to talk about sects and religious beliefs. If the religious beliefs and  
48.particular schools of thought are mentioned, the religious beliefs of the Quaid-i-Azam would also  
49.come under discussion. However, no one heeded what I had said.”

50.Mr Hussain said that in the past there used to be isolated instances of the killing of Shias, but

51.now they were being killed after being identified, and the videos of their gruesome murders were  
52.being uploaded on YouTube.

53.Mr Hussain said that slogans were being raised that the Shias were infidels. "If the Shias are  
54. infidels, then, God forbid, the Quaid-i-Azam was also an infidel. I say this because I can say with  
55.confidence that the Quaid-i-Azam was the follower of the Asna Ashri Shia sect. I will stand by  
56.my statement unless someone proves me wrong by coming up with incontrovertible evidence."

57.Mr Hussain said that the Sunni Ulema had also fallen victim to the incidents of targeted killings  
58. but there was no example where Sunni people were killed by the Shia people after being taken  
59.out of buses and verifying their identity by seeing their identity cards.

60.Mr Hussain said if the public was left at the mercy of the terrorist elements, the law enforcing  
61.agencies should be dissolved, and people should be given freedom to protect themselves.

62.Mr Hussain said that everyone should make the effort to save Pakistan from disintegrating.

63.Hussain asked the Shia Ulema to exercise restraint in their speeches and sermons. He asked them  
64. to preach sectarian harmony and reach out to the Sunni Ulema. He asked the Shia and Sunni  
65. people to join hands and get united against the elements creating feud among the people.

66.Hussain asked the Ulema that it was not a time of mere talking. "It is time to act."

67.Hussain said that it was highly unfortunate that the killers were released soon after their arrest.  
68. "Does the freedom of judiciary mean releasing the killers of scores of people and removing the  
69.prime minister who was elected by the votes of people by sentencing him?" he asked.

70."I would say to the Supreme Court of Pakistan to hold the judges of the high courts and sessions  
71.courts accountable who set free known killers just as it holds accountable the politicians," he  
72.said.

73.Hussain said that the government, the army and the ISI would have to take courageous decisions.  
74."If they did not take bold decisions, there would be left nothing in their hands and God forbid  
75.Pakistan might be wiped off the map of the world," he said.

76.Hussain asked the religious scholars to make a forum having representation of the religious

77. scholars from every school of thought. He assured them that the MQM workers would stand  
78. shoulder-to-shoulder with them for eliminating the scourge of sectarianism and protecting the  
79. lives of innocent people. "Allah will help us if the Shia Ulema would deliver lectures in Masajid  
80. and the Sunni Ulema would deliver sermons in Imambargahs," he hoped.

**News # 4 (Dawn)**

- 1. After muezzin's testimony It looks good for the girl**
- 2. ISLAMABAD, Sept 2: A duty magistrate sent Mohammad Khalid Jadoon, Imam of**
- 3. Mehra Jaffer mosque, to Adiala Jail on Sunday on 14day judicial remand in the**
- 4. blasphemy case that has been rocking the city for two weeks.**
- 5. Duty magistrate Nasar Minallah directed the Ramna police, which sought the remand, to**
- 6. produce the Imam before the trial court on Sept 16.**
- 7. Imam Jadoon was arrested on Saturday, and booked for desecrating Quran, after the**
- 8. muezzin of his mosque, Hafiz Mohammad Zubair, testified before a magistrate that he**
- 9. saw him put two pages of Holy Quran into one of the two plastic bags seized from the**
- 10. Christian girl to strengthen the charge of blasphemy against her.**
- 11. The girl, who has been lying in Adiala Jail since being accused of burning Holy Quran**
- 12. pages on August 17, may now qualify for bail which she was refused earlier.**
- 13. Not only bail, she can apply for her acquittal under Section 265-K of the Criminal**
- 14. Procedure Code, jurist consultant to the Federal Shariat Court Dr Aslam Khaki said**
- 15. commenting on the muezzin's statement under Section 164 of the same Code.**
- 16. In his testimony, Hafiz Zubair said Malik Hammad, the complainant in the case, had**
- 17. brought two plastic bags, one containing partially burnt pages and the other just ashes.**
- 18. Imam Jadoon put pages of Quran in the first bag despite his objections to fabricating the**
- 19. evidence, he said.**
- 20. Two other witnesses also tried to stop the Imam from altering the evidence, he said.**
- 21. MNA Ayaz Amir, who investigated the case on his own, wrote in his newspaper column**
- 22. that the half-burnt pages in the bag were from Nurani Qaeda, a primer for children**
- 23. learning Arabic al-phabets prior to starting Quran.**

24. Dr Khaki said that in the light of the muezzin's statement, the evidence against the girl  
25. lost its credibility. In fact police can prosecute the Imam for blasphemy as well as for  
26. implicating a minor falsely in the blasphemy case.

27. Senior advocate and child rights activist Anis Jillani believes that after her acquittal the  
28. Christian girl can file damages suit against the Imam and the State as well.

29. 'She has been kept in detention for more than two weeks in Adiala Jail on the basis of  
30. altered evidence and  
31. she can justifiably seek compensation against mental agony,  
32. and threats she suffered in confinement,' he told Dawn.

33. In his opinion, acquittal of Imam Jadoon in this case 'seems not easy' Meanwhile, Munir  
34. Hussain Jaffery, the officer investigating the case filed against the girl under FIR 303, has  
35. said that during the investigation police found that only pages of Nurani Qaeda were  
36. burnt while the pages of Quran in the evidence bore no burn marks at all.  
37. 'I was puzzled that fire burnt other pages but the pages from Quran were untouched.  
38. Surah Ikhlas and some Quranic text could be read on the burnt out pages of Nurani  
39. Qaeda. I decided to inquire and went to the mosque where Hafiz Mohammad Zubair  
40. disclosed that Imam Jadoon had put some pages of Quran with the burnt pages,' the  
41. officer told Dawn.  
42. 'We shifted Zubair to the police station and recorded his statement and, in its light,  
43. arrested Imam Jadoon. Hafiz Zubair was enlisted as an approver and he recorded the  
44. same statement in the court, he added.  
45. Asked why the police not seek physical remand of the Imam, the officer said it was  
46. needed as police had already collected proof against him.



**News # 5 (Dawn)**

**1.Edhi's lost boys reunite with families**

**2.RAWALPINDI:** The boy remembered a garage where he used to help his uncle repair

**3.motorbikes.** Walking home one night, he got lost and was picked up by the police. Now, more

**4.than six years later, he was headed home again.**

**5.When 15-year-old Zeeshan Ali showed up on the mechanic's doorstep, the garage owner**

**6.recognized him and took him to a nearby street where the boy's family still lives.**

**7.There, as rickshaws and motorcycles noisily passed by and bystanders stopped to stare,**

**8.Zeeshan was reunited with his grandmother, Taj Bibi, who took him into her arms and sobbed.**

**9.The emotional reunion was the work of Pakistan's Edhi Foundation, the country's most well-**

**10.known philanthropic organization, based in Karachi.**

**11.Officials from Edhi have been on a cross-country bus tour to find the families of 50 of the boys**

**12. living at one of their facilities in Karachi that takes care of lost, abandoned and runaway**

**13. children.**

**14.Zeeshan's grandmother said she never lost hope, despite the tears. "We wept for him. We looked**

**15.for him everywhere. We searched for him everywhere. Then, I started consoling my son and I**

**16.told him that my grandson will come back one day," she said, with one arm wrapped around**

**17. Zeeshan.**

18. The overwhelmed boy could do little more than cry and say he was happy to be home. The cross-country bus was the brainchild of Abdul Sattar Edhi, Pakistan's most famous philanthropist who

19. helps orphans, drug addicts, the elderly, abandoned newborns, and lost or runaway children.

20. The wizened humanitarian and his wife run several facilities in Karachi and other cities across

21. the country. The bus ride is meant to bring boys who had been sheltered by the Edhi Foundation

22. to a place where they once lived. The hope is that once there, they recognize the surroundings --

23. or someone recognizes them.

24. It was the second time the organisation has attempted a cross-country reunification. During

25. the first bus tour, in 2008, 48 of the 55 boys on board were handed back to their parents during a 10-

26. day trip, said Anwar Kazmi, an official at Edhi's Karachi office.

27. The bus this time left Karachi with 50 children. By Monday, 41 of them had been reunited with

28. their families, and they were on their last stop -- Quetta -- before returning to Karachi. The

29. foundation has little to go on except the boys' memories.

30. Zeeshan remembered a garage where his uncle worked in Rawalpindi. Once the bus got to the

31. city, they drove around and he was able to recognize what seemed like the right garage. The

32. owner of the garage wasn't there but one of the workers took Zeeshan to the owner's house

33. nearby. From there, the owner called Zeeshan's uncle and then guided him to his family's home.

34. Zeeshan said he had tried to tell the police when he was first picked up that he lived in

36.Rawalpindi but he said they didn't listen and instead sent him to an Edhi office in Lahore.

37.By then, he said he was so angry and afraid that he didn't say anything and was eventually sent to

38.an Edhi home in Karachi. He believes he was about eight or nine when he was picked up but no

39.one seems to know for sure. The children come to the Edhi Foundation through various routes. Many

40.are found on the street by bystanders or police, or are dropped off by poor families who

41.can't afford to take care of them. Some are runaways, and don't necessarily have the happiest

42. memories to return to.

43.About seven years ago, Ramzan Ali ran away from his home in Quetta, the capital of the

44. southern province of Baluchistan, escaping a father who had "a short temper."

45."He used to beat me every day because of some mistakes or without any reason," said the 14-

46.year-old. But he said he's ready to go back despite his bad memories because he misses his

47.family.

48.Stories like Ramzan's highlight the difficulties inherent in figuring out what is the best future for

49. these young children. Edhi officials say the boys have all volunteered to go back, and they don't

50.force anyone.

51.Amanullah, who is in charge of the children's section at the foundation's offices in Karachi, says

52.they don't want to return children to abusive homes, though even those families are usually

53. overjoyed to have their children back.

54. There is little to no government oversight for organisations like Edhi that fill the gap where the country's cash-strapped government services leave off. Pakistan has few options to take care of

55. lost or abandoned children, who are often seen begging at street corners and washing car

56. windows for spare change.

57. Authorities acknowledge that organisations like Edhi fill a valuable role in a country with

58. widespread poverty and rising population. The head of the Pakistani government organisation,

59. Baitul Mal, which is responsible for caring for the country's neediest, said he has no problems

60. with the bus trip – as long as it's returning children for whom it's safe to go back, such as those

61. with the bus trip – as long as it's returning children for whom it's safe to go back, such as those

62. who were abducted or ran away to find a job to help take care of their family. "This is a good job, and

63. I think it shoul be done," said Tariq Khurshid Malik.

64. The organisers on the Edhi Foundation's bus say it isn't always possible to reunite children with

65. their families. The story of Abdul Samad shows just how difficult it can be.

66. The eight-year-old remembered his father's name and that he lived in a town outside of

67. Islamabad near two mountains and a petrol station.

68. When he and the Edhi officials got there, Abdul recognized the neighborhood and even guided

69. them to a well where the family used to draw water.

70. They questioned neighbors who vaguely remembered a family who lived in some huts near the

71.road. One person thought the family was now selling milk near the bazaar, but none of the leads

72.panned out.

73.In the end, officials decided to leave Abdul at the Edhi Foundation's Islamabad shelter, hoping

74.the search for his family would continue.

75.As the bus moved on, Abdul wiped tears from his eyes

**News # 6 (Dawn)****1.Improving water, sanitation facilities**

**2.MUZAFFARABAD, Jan 12: Drinking water and sanitation policies for Azad Jammu and**

**3.Kashmir (AJK) have been approved, in principle, by an officially constituted state level**

**4.working group, here on Friday, and will soon be notified by the government.**

**5.Babar Minhas, water and sanitation specialist in the AJK Local Government and Rural**

**6.Development (LG&RD) Department, later told Dawn that the policies had been formulated after**

**7. a two-year long process of consultations, done with the stakeholders at state, division, district**

**8.and tehsil level workshops.**

**9.On the face of it, he pointed out, AJK seemed to be rich in water resources, but practically it**

**10. faced acute shortage of drinking water and had therefore been declared by the government as a**

**11. water scarce region.**

**12.He said that AJK's around 3.9 million population, only 57 and 62 per cent had access to drinking**

**13.water and sanitation facilities, respectively, and 59 per cent of the total population was still**

**14. without these basic facilities.**

**15.“Under these policies, provision of drinking water and sanitation facilities have been declared as**

**16.a basic human right, besides acknowledging the need for representation of women and**

17. vulnerable segments in water and the sanitation sector," he said.

18. He said the state will be responsible for the provision of 40-litres of water per day per person in

19. rural areas and 100-litres per day per person for the urban population.

20. Apart from that, legislation will provide for the preservation of drinking water resources as well

21. as to arrest wastage of potable water in households, he added.

22. Mr Minhas said the policies called for identifying and developing catchment areas to enhance the

23. quantity of water and promoting rainwater-harvesting initiatives to recharge the depleting water

24. resources.

25. The consumers will be familiarised with household water purification techniques and

26. disinfection options to ensure quality of drinking water, he said.

27. Mr Minhas pointed out that while the concept of community participation had taken root in rural

28. areas it was virtually non-existent in the urban areas, where government was subsidising water

29. supply and sanitation facilities.

30. For example, he said, per household water supply cost in the urban areas was Rs420 per month

31. but the government was charging only Rs150 for it, which needed to be reviewed.

32. He said under the policies, community led total sanitation (CLTS), school led total sanitation

33. (SLTS) approaches and Pakistan approach to total sanitation (PATS) will also be promoted.

34. Mr Minhas said that AJK required \$55 million by 2015 to meet the Millennium Development

35. Goals (MDGs) gap/commitment of water and sanitation (WATSAN), whereas \$110 million were

36. required to meet the remaining population target.

**Table No.1**  
**News 1 Personal Reference**

| <b>Line No.</b> | <b>Presupposing Items</b> | <b>Line Reference No.</b> | <b>Presupposed Item</b> |
|-----------------|---------------------------|---------------------------|-------------------------|
| 11              | he                        | 9                         | Dr Farooq Sattar        |
| 14              | he                        | 9                         | Dr Farooq Sattar        |
| 20              | he                        | 9                         | Dr Farooq Sattar        |
| 24              | he                        | 9                         | Dr Farooq Sattar        |
| 31              | he                        | 9                         | Dr Farooq Sattar        |
| 28              | he                        | 9                         | Dr Farooq Sattar        |
| 46              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 48              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 50              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 50              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 51              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 52              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 53              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 56              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 56              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 59              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 60              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 62              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 65              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 70              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 73              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 74              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 78              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 79              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 79              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 79              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 81              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 83              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 85              | he                        | 4                         | Dr Tahir-ul-Qadri       |
| 47              | His                       | 4                         | Dr Tahir-ul-Qadri       |
| 48              | His                       | 4                         | Dr Tahir-ul-Qadri       |
| 52              | His                       | 4                         | Dr Tahir-ul-Qadri       |
| 52              | His                       | 4                         | Dr Tahir-ul-Qadri       |
| 53              | His                       | 4                         | Dr Tahir-ul-Qadri       |
| 53              | His                       | 4                         | Dr Tahir-ul-Qadri       |
| 56              | His                       | 4                         | Dr Tahir-ul-Qadri       |
| 61              | His                       | 4                         | Dr Tahir-ul-Qadri       |
| 67              | His                       | 4                         | Dr Tahir-ul-Qadri       |
| 72              | His                       | 4                         | Dr Tahir-ul-Qadri       |
| 73              | His                       | 4                         | Dr Tahir-ul-Qadri       |
| 78              | His                       | 4                         | Dr Tahir-ul-Qadri       |
| 81              | His                       | 4                         | Dr Tahir-ul-Qadri       |
| 85              | His                       | 4                         | Dr Tahir-ul-Qadri       |
| 8               | their                     | 6                         | MQM Rabitta Committee   |
| 33              | their                     | 2                         | MQM                     |
| 33              | their                     | 4                         | TMQ                     |

|    |       |        |                             |
|----|-------|--------|-----------------------------|
| 58 | their | 2      | MQM                         |
| 70 | their | 70     | Armed Forces                |
| 84 | their | 84     | Bus Drivers and owners      |
| 86 | their | 85     | Workers                     |
| 8  | him   | 4      | Dr Qadri                    |
| 41 | him   | 40     | Dr Qadri                    |
| 54 | him   | 48     | Dr Qadri                    |
| 56 | him   | 55     | Dr Qadri                    |
| 58 | him   | 55     | Dr Qadri                    |
| 59 | him   | 55     | Dr Qadri                    |
| 62 | him   | 55     | Dr Qadri                    |
| 83 | him   | 72     | Dr Qadri                    |
| 2  | It    | 1      | MQM                         |
| 18 | It    | 6      | the MQM Rabita Committee    |
| 69 | It    | 69     | Islamabad                   |
| 73 | It    | 1      | Long march                  |
| 85 | It    | 85     | harassment of the workers   |
| 55 | Its   | 1      | MQM                         |
| 57 | Its   | 1      | MQM                         |
| 56 | its   | 1      | MQM                         |
| 1  | Its   | 1      | MQM                         |
| 71 | Its   | 70     | Armed Forces                |
| 49 | I     | 4      | Dr Qadri                    |
| 49 | I     | 4      | Dr Qadri                    |
| 49 | My    | 4      | Dr Qadri                    |
|    |       |        | MQM Rabitta Committee & MQM |
| 13 | we    | 9 & 10 | Chief Altaf Hussain         |

#### News 1 Demonstrative Reference

| Line No. | Presupposing Items           | Line Reference No. | Presupposed Item                |
|----------|------------------------------|--------------------|---------------------------------|
| 2        | The MQM                      | 1                  | MQM                             |
| 3        | The Jan 14 Long march        | 1                  | Long march                      |
| 4        | the prevailing situation     | (cataphoric)18     | Acts of terrorism and militancy |
| 4        | the long march               | 1                  | Long March                      |
| 6        | the MQM Rabitta committee    | 1                  | MQM                             |
| 7        | The Governor House           | 7                  | here                            |
| 8        | The Reasons                  | (cataphoric)18     | Acts of terrorism and militancy |
| 9        | The MQM Chief                | 9                  | Altaf Hussain                   |
| 9        | the MQM                      | 1                  | MQM                             |
| 11       | The Decision                 | 1                  | turn Its back                   |
| 11       | the long march               | 1                  | Long March                      |
| 11       | The Larger National Interest | 1                  | turn Its back                   |
| 14       | The Promotion                | 13                 | Democracy                       |
| 16       | The MQM Rabitta Committee    | 1                  | MQM                             |
| 17       | The overall situation        | (cataphoric)18     | Acts of terrorism and militancy |

|    |                                    |         |                                 |
|----|------------------------------------|---------|---------------------------------|
| 17 | The Country                        | ?       | Pakistan                        |
| 19 | The Two Blasts                     | 18      | Acts of terrorism and militancy |
| 20 | The MQM                            | 1       | MQM                             |
| 21 | The Bereaved families              | 19      | Killing of 100 People in Quetta |
| 22 | The MQM leader                     | 9       | Altaf Hussain                   |
| 24 | The Jan 14 Long march              | 1       | long march                      |
| 24 | The Terrorist                      | 18      | Acts of terrorism and militancy |
| 26 | The MQM leader                     | 9       | Altaf Hussain                   |
| 26 | The Situation                      | 18      | Acts of terrorism and militancy |
| 26 | The Country's Borders              | ?       | Pakistan                        |
| 28 | The same vision                    | 29      | basic reforms in the country    |
| 29 | The Country                        | ?       | Pakistan                        |
| 29 | The Political                      | 13      | democracy                       |
| 32 | The MQM                            | 1       | MQM                             |
| 34 | The MQM leader                     | 9       | Altaf Hussain                   |
| 34 | The parties                        | 32      | MQM And TMQ                     |
| 34 | The Understanding                  | 13      | democracy                       |
| 36 | the long march                     | 1       | long march                      |
| 37 | The sit-in                         | 1       | long march                      |
| 38 | The face                           | 18      | Acts of terrorism and militancy |
| 38 | The protest                        | 1       | long march                      |
| 38 | The poor Masses                    | ?       | people of pakistan              |
| 39 | The Political dictatorship         | 60 & 61 | Federal and Punjab Government   |
| 40 | The country                        | ?       | pakistan                        |
| 41 | The participants                   | 69      | Long Marchers                   |
| 41 | the long march                     | 1       | long march                      |
| 42 | the long march                     | 1       | long march                      |
| 48 | The March                          | 1       | long march                      |
| 51 | The mission                        | 51      | Hazrat Imam Hussain (AS)        |
| 55 | The MQM                            | 1       | MQM                             |
| 56 | long march                         | 1       | long march                      |
| 56 | The party                          | 3 & 4   | TMQ                             |
| 57 | The March                          | 1       | long march                      |
| 57 | The MQM                            | 1       | MQM                             |
| 58 | The withdrawal                     | 1       | turn Its back                   |
| 60 | the long march                     | 1       | long march                      |
| 60 | The Federal and Punjab governments | 61      | Government                      |
| 61 | The Governments                    | 60      | Federal and Punjab governments  |
| 64 | the rights                         | 13      | democracy                       |
| 64 | the masses                         | ?       | people of pakistan              |
| 65 | the first false Threat             | 18      | Acts of terrorism and militancy |
| 65 | the taliban                        | 24      | The Terrorist                   |
| 66 | the Punjab government              | 82      | Provincial government           |
| 66 | the march                          | 1       | Long March                      |

|    |  |         |  |
|----|--|---------|--|
| 67 | the country                            | ?       | Pakistan   |
| 68 | the march                              | 1       | Long March   |
| 69 | the long marchers                      | 85      | Workers  |
| 69 | The Government                         | 60      | Federal and Punjab governments                           |
| 70 | The armed Forces                       | 71      | The Army   |
| 70 | The Whole Nation                       | ?       | Pakistan   |
| 71 | The Army                               | 70      | The armed Forces   |
| 72 | The High Court Decision                | 72      | dismissing petitions                                     |
| 73 | The Constitutional right               | 13      | democracy  |
| 74 | The Long March                         | 1       | Long March   |
| 75 | The Constitution                       | ?       | Constitution of Pakistan                                 |
| 75 | The Constitutional right               | 13      | democracy  |
| 76 | The people                             | ?       | people of pakistan                                       |
| 76 | The professional & corrupt Politicians | 42      | Six People   |
| 79 | The Moment                             | 36      | Friday   |
| 80 | The Long March                         | 1       | Long march   |
| 81 | the Punjab government                  | 82      | Provincial government                                    |
| 81 | the long march                         | 1       | long March   |
| 82 | the provincial government              | 81      | the Punjab government                                    |
| 83 | the march                              | 1       | long March   |
| 83 | the busses                             | 1       | long March   |
| 85 | the top of it                          | 84      | forced to submit licence s                               |
| 85 | the punjab police                      | 81      | the Punjab government                                    |
| 2  | that                                   | 3       | announced...it will not practically ...                  |
| 13 | that                                   | 13      | dersire...continuity of Democracy                        |
| 13 | that                                   | 13 & 14 | desire...a better democracy prevails                     |
| 14 | that                                   | 14      | adding... reforms for the promotion of democracy...      |
| 24 | that                                   | 24      | reports... to sabotage the long march                    |
| 26 | that                                   | 26      | MQM leader... the situation as well as the conditions... |
| 28 | that                                   | 28      | same vision... of Qadri                                  |
| 29 | that                                   | 29      | besic reforms so... everyone could participate           |
| 34 | that                                   | 34      | understanding... electoral reforms                       |
| 36 | that                                   | 36 & 37 | reiterated... long march                                 |
| 50 | that                                   | 50 & 51 | adding...carrying the mission                            |
| 54 | that                                   | 54      | Himself do .... For him                                  |
| 59 | that                                   | 59      | alleged... thrusday's blast                              |
| 62 | that                                   | 62 & 63 | alleged... corrupt politicians                           |
| 65 | that                                   | 65      | recalled... the first false threat                       |
| 74 | that                                   | 74      | reiterated... long march                                 |
| 81 | that                                   | 81      | alleged... the punjab government                         |

|    |       |    |                              |
|----|-------|----|------------------------------|
| 61 | that  | 61 | added...the governments      |
| 32 | that  | 32 | stated... a natural click    |
| 8  | this  | 1  | (decision )turn Its back     |
| 9  | this  | 1  | (decision)turn Its back      |
| 79 | this  | 78 | routes or alternative routes |
| 13 | there | 29 | Country                      |
| 7  | here  | 3  | Governor House               |
| 20 | these | 19 | two blast in Quetta          |

#### News 1 Comparatives Reference

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                              |
|----------|--------------------|--------------------|---|
| 10       | simultaneously     | 10                 | Session of MQM Rabitta committee              |
| 16       | simultaneously     | 10                 | Session of MQM Rabitta committee              |
| 12       | as well as         | 12                 | National interest and peace and stability     |
| 26       | as well as         | 26                 | situation and conditions at country's borders |
| 28       | too                | 28                 | same vision                                   |
| 85       | on the top         | 85                 | harassment of the workers                     |

#### News 1 Additive Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item   |
|----------|--------------------|--------------------|--|
| 8        | and                | 7 & 8              | Decision/they discussed  |
| 10       | And                | 9 & 10             | London/Karachi   |
| 17       | And                | 9 & 10             | Karachi / London   |
| 13       | And                | 13                 | democracy / that a better democracy  |
| 18       | And                | 19                 | militancy /particularly the two blasts in Quetta                           |
| 12       | and                | 11 & 12            | Peace/ stability of national interest                                      |
| 18       | And                | 18 & 19            | terrorism / militancy  |
| 20       | And                | 20                 | sorrow and grief   |
| 20       | and                | 20 & 21            | incidents /expressed sorrow  |
| 25       | and                | 25                 | terrorists were active / they are planning massive bloodshed               |
| 28       | And                | 28                 | Same vision/programme  |
| 30       | and                | 29 & 30            | the political/ economic process.   |
| 32       | and                | 32 & 33            | TMQ /they will continue  |
| 32       | And                | 32                 | MQM/TMQ  |
| 33       | And                | 33                 | Contact/ consultation  |
| 37       | And                | 37                 | Long march will be held / continue   |
| 39       | And                | 39                 | Capitalists/certain families   |
| 43       | And                | 42 & 43            | Responsible/ FIR   |
| 45       | and                | 45 & 46            | Punjab Chief Minister Shahbaz Sharif / Punjab Home Minister Rana Sanaullah |
| 48       | And                | 48                 | His life/ said he might  |
| 49       | And                | 49                 | a will,/ tell them what to do  |

|    |      |         |                                      |
|----|------|---------|--------------------------------------|
| 49 | and  | 49      | Family tonite/make a will            |
| 54 | and  | 53 & 54 | Martyrdom/remain peaceful            |
| 56 | And  | 56      | MQM's support/ joining cause         |
| 57 | And  | 57 & 58 | Democratic right/ its leadership     |
| 59 | And  | 59 & 60 | Terrorize him/ deter him             |
| 60 | And  | 60 & 61 | Federal/Punjab                       |
| 61 | And  | 61 & 62 | His march/ added that..              |
| 62 | And  | 62      | Terrorism/harboring terrorist        |
| 63 | And  | 63      | Fake/stolen mandate                  |
| 67 | And  | 66 & 67 | The march/ now a huge...             |
| 70 | And  | 70 & 71 | Democracy/said the whole..           |
| 71 | And  | 71      | Security/solidarity.                 |
| 72 | And  | 72 & 73 | His march/ allowing it...            |
| 75 | And  | 75 & 76 | Constitution/aimed at...             |
| 76 | And  | 75 & 76 | Democratic/constitutional....        |
| 76 | And  | 76 & 77 | The professional/corrupt politicians |
| 79 | And  | 78 & 79 | His march/said he would...           |
| 82 | And  | 81 & 82 | The long march/ said the provincial  |
| 84 | and  | 83 & 84 | Being cancelled/ bus drivers         |
| 84 | And  | 84      | Bus drivers/owner                    |
| 84 | And  | 84 & 85 | Permits/ registration papers.        |
| 22 | also | 22      | a bomb blast / took place in Swat    |

#### News1 Causal Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item   |
|----------|--------------------|--------------------|--|
| 29       | so                 | 29 & 30            | basic reforms/ participate in political and economic process |

#### News1 Adversative Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                                     |
|----------|--------------------|--------------------|--|
| 41       | or                 | 40 & 41            | Terrorism attempt on him/ Participants of long march |
| 42       | or                 | 42                 | any attack/anything happens                          |
| 48       | or                 | 48 & 49            | during/ after the march                              |
| 55       | however            | 55 & 56            | didn't criticise/ sudden decision                    |
| 49       | if                 | 49 & 50            | what to do/I was assassinated                        |

#### News1 Temporal Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item   |
|----------|--------------------|--------------------|--|
| 4        | while              | 4 & 5              | situation/ Dr Qadri  |
| 48       | after              | 48 & 49            | killed during/ the march                                       |
| 54       | since              | 54                 | to remain peaceful/Allah Almighty....                          |
| 66       | then               | 65 & 66            | Talibaan Attack/ Punjab Government's threat of suicide attack. |
| 67       | now                | 66 & 67            | ...suicide attack/ a huge wave of terrorism...                 |
| 80       | before             | 80                 | further agenda / launching the long march                      |

| News1 Ellipsis (*)   |  |                    |                            |
|--|--|--------------------|----------------------------|
| Line No.   | Presupposing Items                     | Line Reference No. | Presupposed Item           |
| 48   | and * said                             | 48                 | he                         |
| 49   | and *make                              | 49                 | I shall                    |
| 49   | and * tell                             | 49                 | I shall                    |
| 61   | and *added                             | 61                 | he                         |
| 70   | and * said                             | 70                 | he                         |
| 79   | and *said                              | 79                 | he                         |
| News1 Substitution   |  |                    |                            |
| Line No.   | Presupposing Items                     | Line Reference No. | Presupposed Item           |
| 13   | that                                   | 13                 | continuity                 |
| 28   | that                                   | 28                 | vision                     |
| 54   | that                                   | 53                 | revenge                    |
| 34   | both                                   | 32                 | MQM/TMQ                    |
| 60   | both                                   | 60 & 61            | Federal/Punjab Governments |
| 54   | do                                     | 53                 | take                       |
| News1 Lexical cohesion through repetition                                      |  |                    |                            |
|  | <b>Prevail</b>                         |                    |                            |
|  | prevail, prevail                       |                    |                            |
|  | <b>Routes</b>                          |                    |                            |
|  | Routes, Routes                         |                    |                            |
|  | <b>Peace</b>                           |                    |                            |
|  | peace, peace                           |                    |                            |
|  | <b>Secure</b>                          |                    |                            |
|  | Secure, secure, secure                 |                    |                            |
|  | <b>Attack</b>                          |                    |                            |
|  | Attack, Attack, Attack                 |                    |                            |
|  | <b>Reform</b>                          |                    |                            |
|  | Reform, Reform, Reform, Reform         |                    |                            |
|  | <b>Terror</b>                          |                    |                            |
|  | Terror, Terror, Terror, Terror, Terror |                    |                            |
| News1 Lexical cohesion (Repetition Through Synonymy)                           |  |                    |                            |
|  | <b>FALSE</b>                           |                    |                            |
|  | fake                                   |                    |                            |
|  | Turn Its back                          |                    |                            |
|  | Withdrawal                             |                    |                            |
| News1 Lexical cohesion (Repetition Through Statistical Association)            |  |                    |                            |
|  | <b>Security</b>                        |                    |                            |
|  | solidarity                             |                    |                            |
|  | peace                                  |                    |                            |
|  | stability                              |                    |                            |
| News1 Lexical cohesion (Repetition Through Whole-part/part-whole Relationship) |  |                    |                            |
|  | <b>Terrorism</b>                       |                    |                            |

|  |   |  |
|--|---|--|
|  | <p><b>terrorist, Killed,<br/>Massive Bloodshed,<br/>Threats, Attacks,<br/>Assassinated, Death,<br/>Martydom, Terrorise,<br/>Talibin's Attack,<br/>Suicide Attack,<br/>Dismantled, Forced,<br/>Harassing</b></p> |  |
|--|---|--|

**Table No. 2**  
**News 2 Personal Reference**

| <b>Line No.</b> | <b>Presupposing Items</b> | <b>Line Reference No.</b> | <b>Presupposed Item</b>   |
|-----------------|---------------------------|---------------------------|---------------------------|
| 37              | i                         | 38                        | John loughery             |
| 9               | her                       | 8                         | Queen Elizabeth II        |
| 36              | him                       | 1                         | the baby boy              |
| 27              | its                       | 27                        | baby's sex                |
| 27              | they                      | 31                        | the Royal couple          |
| 31              | they                      | 31                        | the Royal couple          |
| 5               | it                        | 2                         | birth                     |
| 41              | it                        | 40                        | new arrival               |
| 28              | it                        | 28                        | fact                      |
| 12              | he                        | 1                         | baby                      |
| 17              | he                        | 17                        | US President Barack Obama |
| 8               | his                       | 1                         | Prince William            |
| 20              | his                       | 1                         | Prince William            |
| 21              | his                       | 1                         | Prince William            |
| 35              | his                       | 1                         | Prince William            |

**News 2 Demonstrative Reference**

| <b>Line No.</b> | <b>Presupposing Items</b> | <b>Line Reference No.</b> | <b>Presupposed Item</b> |
|-----------------|---------------------------|---------------------------|-------------------------|
| 11              | the birth                 | 2                         | brith                   |
| 15              | the birth                 | 2                         | brith                   |
| 18              | the birth                 | 2                         | brith                   |
| 23              | the news                  | 2                         | brith                   |
| 24              | the birth                 | 2                         | brith                   |
| 40              | the new arrival           | 2                         | brith                   |
|                 |                           |                           |                         |
| 13              | the private Lindo Wing    | 13                        | St. Mary's Hospital     |
| 31              | the hospital              | 13                        | St. Mary's Hospital     |
| 32              | the hospital              | 13                        | St. Mary's Hospital     |
|                 |                           |                           |                         |
| 34              | the same hospital wing    | 13                        | St. Mary's Hospital     |
| 37              | the hospital              | 13                        | St. Mary's Hospital     |
| 39              | the hospital              | 13                        | St. Mary's Hospital     |
|                 |                           |                           |                         |
| 6               | the Duchess of Cambridge  | 1                         | kate                    |
| 9               | The Duchess of Cambridge  | 1                         | kate                    |
| 13              | the former Kate Middleton | 1                         | kate                    |
|                 |                           |                           |                         |
| 25              | the former Kate Middleton | 1                         | kate                    |
| 7               | the baby                  | 1                         | baby boy                |
| 11              | the baby                  | 1                         | baby boy                |
| 34              | the prince                | 1                         | baby boy                |
| 3               | the world                 | 3                         | world                   |
| 34              | the globe                 | 3                         | world                   |
| 36              | the world                 | 3                         | world                   |

|    |                               |         |  |
|----|-------------------------------|---------|--|
| 5  | the gates                     | 5       | Buckingham Palace                        |
| 15 | the forecourt                 | 5       | Buckingham Palace                        |
| 23 | the Palace                    | 4       | Kensington Palace                        |
| 18 | the family                    | 3       | Britain Royal Family                     |
| 41 | the UK biggest economy        | 3       | Britain Royal Family                     |
| 7  | the thrown                    | 3       | future king                              |
| 31 | the Royal couple              | 1       | William and kate                         |
| 12 | the boy's name                | 12      | Prince of Cambridge                      |
| 17 | the first family              | ?       | Obama's Family                           |
| 18 | the family                    | 3       | Britain Royal Family                     |
| 28 | the fact                      | 28      | a boy                                    |
| 7  | the direct line of succession | 3       | future king                              |
| 35 | the baby                      | 1       | baby boy                                 |
| 35 | the scene                     | 35      | brought out the baby to show             |
| 3  | that                          | 3       | an event ... had been anticipated        |
| 17 | that                          | 17      | earlier said ... he and the first family |
| 24 | that                          | 24 & 25 | anticipation ... has built up            |
| 5  | that                          | 5 & 6   | announced ... the Duchess of Cambridge   |
| 28 | that                          | 28      | fact ... it is a boy                     |
| 29 | that                          | 29      | mean ... a girl could no longer be       |
| 41 | that                          | 41      | ensures ... there are three generations  |
| 8  | then                          | 8       | eldest son William.                      |

#### News 2 Comparatives Reference

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item         |
|----------|--------------------|--------------------|--------------------------|
| 24       | than               | 24                 | birth came later         |
| 34       | same               | 34                 | hospital wing            |
| 37       | also               | 37                 | Royal fanatics gathering |
| 38       | like               | 38                 | excited                  |

#### News 2 Additive Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                              |
|----------|--------------------|--------------------|---|
| 7        | and                | 7                  | the throne / in the direct                    |
| 8        | and                | 8                  | son / heir Prince Charles                     |
| 8        | and                | 8                  | Prince Charles, / then his eldest son William |
| 17       | and                | 17                 | he / the first family                         |
| 18       | and                | 18                 | birth / wish                                  |
| 18       | and                | 18                 | the family / all of Great Britain             |
| 20       | and                | 20                 | annual leave /will take two weeks'            |
| 21       | and                | 21                 | Royal Air Force search / rescue pilot         |
| 22       | and                | 22                 | Both mother / son                             |

|    |      |    |                                      |
|----|------|----|--------------------------------------|
| 22 | and  | 22 | doing well/ will remain in hospital  |
| 25 | and  | 25 | car crash in 1997/ the former        |
| 34 | and  | 34 | hospital wing / media                |
| 35 | and  | 35 | Charles /his first wife              |
|    | and  |    |                                      |
| 40 |      | 40 | great-grandchild/ a first grandchild |
| 1  | and  | 1  | Prince William / Kate                |
| 5  | and  | 5  | Crowds cheered / rushed              |
| 37 | also | 37 | the hospital / took their excitement |

#### News2 Causal Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                    |
|----------|--------------------|--------------------|-------------------------------------|
| 21       | as                 | 21                 | military job / a Royal Air Force    |
| 12       | as                 | 12                 | known/ prince of cambridge          |
|          | as                 |                    | the gates of Buckingham Palace / it |
| 5        |                    | 5                  | was announced                       |
| 38       | so                 | 38                 | excited                             |
| 38       | so                 | 38                 | high                                |

#### News2 Adversative Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                                  |
|----------|--------------------|--------------------|---|
| 12       | but                | 12                 | The boy's name was not revealed/ he will be known |

#### News2 Temporal Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                                     |
|----------|--------------------|--------------------|--|
| 31       | when               | 31                 | the hospital / they arrived                          |
| 35       | when               | 35                 | the scene in 1982 / Charles and his first wife       |
| 7        | after              | 7                  | the direct line of succession / head of the state    |
| 27       | after              | 27                 | a girl baby/ Kate had said they did not know its sex |
| 14       | at around          | 14                 | central London, / 6:00 am                            |
| 22       | while              | 22                 | hospital overnight / the queen                       |

#### News2 Ellipsis (\*)

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                          |
|----------|--------------------|--------------------|---|
| 18       | he                 | 18                 | *wish the family and all of Great Britain |
| 20       | he                 | 20                 | *will take two weeks' paternity           |
| 21       | Royal Airforce     | 21                 | *rescue pilot                             |
| 22       | both               | 22                 | * will remain in hospital                 |

#### News2 Substitution

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item |
|----------|--------------------|--------------------|------------------|
| 22       | both               | 22                 | mother and son   |

#### News2 Lexical cohesion through repetition

|   |  |  |  |
|---|--|--|--|
|   | <b>Baby</b>  |  |  |
|   | Baby , Baby , Baby,<br>Baby , Baby , Baby  |  |  |
|   | <b>Royal</b>   |  |  |
|   | Royal, Royal, Royal,<br>Royal, Royal   |  |  |
|   | <b>Queen</b>   |  |  |
|   | Queen, Queen, Queen  |  |  |
| <b>News2 Lexical cohesion (Repetition Through Synonymy)</b>                           |  |  |  |
|   | <b>cheered</b>   |  |  |
|   | delighted, excited,  |  |  |
|   | <b>Baby Boy</b>  |  |  |
|   | son, baby, boy, prince,<br>male heir, prince of<br>Cambridge, Duke of<br>Cambridge   |  |  |
|   | <b>King</b>  |  |  |
|   | The crown  |  |  |
| <b>News2 Lexical cohesion (Repetition Through Statistical Association)</b>            |  |  |  |
|   | <b>Cheered</b>   |  |  |
|   | rushed   |  |  |
|   | <b>Search</b>  |  |  |
|   | Rescue   |  |  |
|   | <b>the Family</b>  |  |  |
|   | all of Great Britain   |  |  |
|   | <b>Charles</b>   |  |  |
|   | his First wife Diana   |  |  |
| <b>News1 Lexical cohesion (Repetition Through Whole-part/part-whole Relationship)</b> |  |  |  |
|   | <b>Britain's Royal<br/>Family</b>  |  |  |
|   | Prince William's wife<br>kate, Baby Boy, Future<br>King, Male Heir,<br>Duchess of Cambridge,<br>Prince Charles,<br>Willaim, Prince of<br>Cambridge, Kate<br>Middleton, Grand Child<br>for Charles and Queen<br>Elizabeth II's Eldest<br>Son. |  |  |

**Table No. 3**  
**News 3 Personal Reference**

| <b>Line No.</b> | <b>Presupposing Items</b> | <b>Line Reference No.</b> | <b>Presupposed Item</b>              |
|-----------------|---------------------------|---------------------------|--------------------------------------|
| 6               | he                        | 1                         | Altaf                                |
| 11              | he                        | 1                         | Altaf                                |
| 13              | he                        | 1                         | Altaf                                |
| 15              | he                        | 1                         | Altaf                                |
| 16              | he                        | 1                         | Altaf                                |
| 19              | he                        | 1                         | Altaf                                |
| 22              | he                        | 1                         | Altaf                                |
| 27              | he                        | 1                         | Altaf                                |
| 29              | he                        | 1                         | Altaf                                |
| 30              | he                        | 1                         | Altaf                                |
| 31              | he                        | 1                         | Altaf                                |
| 32              | he                        | 1                         | Altaf                                |
| 35              | he                        | 1                         | Altaf                                |
| 38              | he                        | 1                         | Altaf                                |
| 40              | he                        | 1                         | Altaf                                |
| 42              | he                        | 1                         | Altaf                                |
| 45              | he                        | 1                         | Altaf                                |
| 63              | he                        | 1                         | Altaf                                |
| 64              | he                        | 1                         | Altaf                                |
| 69              | he                        | 1                         | Altaf                                |
| 71              | he                        | 1                         | Altaf                                |
| 75              | he                        | 1                         | Altaf                                |
| 77              | he                        | 1                         | Altaf                                |
| 80              | he                        | 1                         | Altaf                                |
| 21              | Their                     | 21                        | Ulema                                |
| 26              | Their                     | 21                        | Ulema                                |
| 51              | Their                     | 50                        | Shias                                |
| 59              | Their                     | 50                        | Sunni                                |
| 59              | Their                     | 50                        | Sunni                                |
| 63              | Their                     | 63                        | Shias Ulema                          |
| 67              | Their                     | 67                        | Killers                              |
| 74              | Their                     | 73                        | the government, the army and the ISI |
| 28              | Their                     | 28                        | Shia and Sunni Ulema                 |
| 9               | it                        | 9                         | Contenous Killing of Shias           |
| 20              | it                        | 20                        | time                                 |
| 26              | it                        | 20                        | time                                 |
| 71              | it                        | 70                        | Supereme Court of Pakistan           |
| 66              | it                        | 20                        | time                                 |
| 66              | it                        | 20                        | time                                 |
| 67              | it                        | 68                        | releasing the killers                |
| 47              | I                         | 1                         | Altaf                                |
| 49              | I                         | 1                         | Altaf                                |
| 54              | I                         | 1                         | Altaf                                |
| 54              | I                         | 1                         | Altaf                                |
| 55              | I                         | 1                         | Altaf                                |
| 70              | I                         | 1                         | Altaf                                |

|    |      |    |                                      |
|----|------|----|--------------------------------------|
| 19 | they | 18 | Hindus, Christian and other factions |
| 24 | they | 23 | Religious Scholars                   |
| 51 | they | 50 | Shias                                |
| 74 | they | 73 | the government, the army and the ISI |
| 63 | them | 63 | Shia Ulema                           |
| 77 | them | 76 | Religious Scholars                   |
| 78 | them | 76 | Religious Scholars                   |
| 22 | his  | 1  | Altaf                                |
| 44 | his  | 1  | Altaf                                |
| 56 | me   | 1  | Altaf                                |
| 69 | him  | 1  | Altaf                                |
| 79 | us   | ?  | Pakistani                            |

### News 3 Demonstrative Reference

| Line No. | Presupposing Items          | Line Reference No. | Presupposed Item                                   |
|----------|-----------------------------|--------------------|--|
| 2        | the deteriorating law       | 4                  | external and internal threats                      |
| 2        | the country                 | 3                  | Pakistan   |
| 4        | the government              | ?                  | Pakistan Peoples party                             |
| 4        | the army                    | ?                  | Pakistan's Army                                    |
| 5        | the occassion               | 1                  | disintegration                                     |
| 7        | the                         | 7                  | muslim unity conference                            |
| 7        | the                         | 7                  | Lal Qila ground                                    |
| 9        | the contineous killing      | 9                  | Shias  |
| 11       | the intelligence            | 11                 | agencies   |
| 11       | the law and order situation | 2                  | law and order situation                            |
| 11       | the institution             | 12                 | MI, ISI, Rangers, Police and other law enforcement |
| 12       | the                         | 12                 | MI, ISI, Rangers, Police and other law enforcement |
| 13       | the people                  | 30                 | Pakistani  |
| 14       | the people                  | 30                 | Pakistani  |
| 15       | the siutaion                | 9                  | Contenous Killing of Shias                         |
| 15       | the enemies                 | 31                 | terrorist  |
| 16       | the recent surge            | 9                  | Contenous Killing of Shias                         |
| 17       | the dismemberment           | 1                  | disintegration                                     |
| 18       | the lives                   | 31                 | Pakistani  |
| 18       | the                         | 18                 | hindus, Christain and other factions               |
| 19       | the country                 | 3                  | Pakistan   |
| 20       | the grip                    | 20                 | Chaos  |
| 21       | the same time               | 6                  | addressing via telephone                           |
| 21       | the Ulema                   | 6                  | Religious Scholars                                 |
| 21       | the occassion               | 7                  | muslim unity conference                            |
| 22       | the gap                     | 28                 | differences  |
| 23       | the only responsibility     | 23                 | delivering Sermons                                 |
| 23       | the religious scholars      | 6                  | Religious Scholars                                 |
| 24       | the streets                 | 3                  | Pakistan   |
| 24       | the message                 | 24                 | Islam  |

|    |                              |         |  |
|----|------------------------------|---------|--|
| 26 | the Ulema                    | 28      | Shia and Sunni Ulema                               |
| 27 | the killing                  | 27      | innocent people                                    |
| 27 | the                          |         | Shia and Sunni Ulema                               |
| 29 | the people                   | 31      | Pakistani  |
| 30 | the law enforcement agencies | 12      | MI, ISI, Rangers, Police and other law enforcement |
| 30 | the people                   | 31      | Pakistani  |
| 30 | the mercy                    | 31      | terrorist  |
| 31 | the country                  | 3       | Pakistan   |
| 32 | the rulling elite            | 4       | Government   |
| 33 | the siutaion                 | 1       | disintegration                                     |
| 34 | the enemies                  | 9       | Terrorists   |
| 35 | the disunity                 | 28      | differences  |
| 35 | the spirit                   | 36      | Religious tolerance and sectarian Harmony          |
| 36 | the need                     | 36 & 37 | forging Solidarity                                 |
| 37 | the                          | 37      | linguistic, cultural and ethnic entities           |
| 37 | the country                  | 3       | Pakistan   |
| 38 | the need                     | 38      | establishing a forum                               |
| 39 | the muslim                   | 31      | Pakistanis   |
| 39 | the killing                  | 27      | innocent people                                    |
| 41 | the schools of thought       | 6       | religious scholars                                 |
| 42 | the                          | 6       | religious scholars                                 |
| 43 | the innocent people          | 31      | Pakistanis   |
| 43 | the bloodshed                | 31      | Killing of innocent people                         |
| 44 | the religious creed          | 6       | Religious Scholars                                 |
| 44 | the                          | 44      | Quaid-e-Azam                                       |
| 46 | the need                     | 46      | to talk  |
| 46 | the religious beliefs        | 18      | hindus, Christain and other factions               |
| 46 | the Quaid-e-Azam             | 44      | Quaid-e-Azam                                       |
| 47 | the religious beliefs        | 18      | hindus, Christain and other factions               |
| 48 | the religious beliefs        | 18      | hindus, Christain and other factions               |
| 48 | the Quaid-e-Azam             | 44      | Quaid-e-Azam                                       |
| 50 | the past                     | 50      | isolated instances of the killing of Shias         |
| 50 | the killing                  | 9       | Shias  |
| 51 | the videos                   | 51      | gruesome murders                                   |
| 53 | the Shias                    | 55      | Shia sect  |
| 53 | the Shias                    | 55      | Shia sect  |
| 54 | the Quaid-e-Azam             | 44      | Quaid-e-Azam                                       |
| 55 | the Quaid-e-Azam             | 44      | Quaid-e-Azam                                       |
| 55 | the follower                 | 55      | Asna Ashri Shia Sect                               |
| 55 | the Asna Ashri Shia Sect     | 55      | Asna Ashri Shia Sect                               |
| 57 | the Sunni Ulema              | 28      | Sunni Ulema  |
| 57 | the incident                 | 57      | traget killing                                     |

|    |                              |    |  |
|----|------------------------------|----|--|
| 58 | the Shia people              | 55 | Shia sect  |
| 60 | the public                   | 31 | Pakistani  |
| 60 | the mercy                    | 60 | terrorist  |
| 60 | the terrorist                | 31 | Enemies of Pakistan                                |
|    | the law enforcement agencies |    | MI, ISI, Rangers, Police and other law enforcement |
| 60 |                              | 12 |  |
| 62 | the effort                   | 62 | to save Pakistan                                   |
| 63 | The Shia Ulema               | 28 | Shia Ulema   |
|    | The Shia and Sunni People    |    |  |
| 64 |                              | 31 | Pakistani  |
| 64 | the Sunni Ulema              | 28 | Sunni Ulema  |
| 65 | the elements                 | 60 | terrorist elements                                 |
| 65 | the people                   | 31 | Pakistani  |
| 66 | the Ulema                    | 28 | Shia and Sunni Ulema                               |
| 67 | the killers                  | 31 | Terrorist  |
| 68 | the freedom                  | 68 | Judiciary  |
| 68 | the killers                  | 31 | Terrorist  |
| 68 | the Prime Minister           | 4  | Government   |
| 69 | the votes                    | 69 | of people  |
| 70 | the Supreme Court            | 70 | Pakistan   |
| 70 | the judges                   | 70 | High Court and Session courts                      |
| 70 | the High Courts              | ?  | Pakistan's High court                              |
| 71 | the politicians              | ?  | Politicians of Pakistan                            |
| 73 | the government               | ?  | Pakistan Peoples party                             |
| 73 | the army                     | 30 | the law enforcement agencies                       |
| 73 | the ISI                      | 30 | the law enforcement agencies                       |
| 75 | the map                      | 75 | World  |
| 75 | the world                    | ?  | World  |
| 76 | the religious scholars       | 6  | Religious Scholar                                  |
| 76 | the religious scholars       | 6  | Religious Scholar                                  |
| 77 | the MQM Workers              | 77 | MQM Workers  |
| 78 | the Scourge                  | 78 | Sectarianism                                       |
| 78 | the lives                    | 79 | innocent people                                    |
| 79 | The Shia Ulema               | 28 | Shia Ulema   |
| 80 | the Sunni Ulema              | 28 | Sunni Ulema  |
| 3  | that                         | 3  | said/ Pakistan was faced with both                 |
| 9  | that                         | 9  | said / it was creating anarchy                     |
| 11 | that                         | 11 | he said / all the institutions                     |
| 13 | that                         | 13 | demanded / these institutions                      |
| 15 | that                         | 15 | said / the enemies of Pakistan                     |
| 29 | that                         | 29 | said/ all the people                               |
| 32 | that                         | 32 | saying/he had repeatedly warned                    |
| 34 | that                         | 34 | said / Pakistan was surrounded                     |
| 35 | that                         | 35 | said / the spirit of religious                     |
| 39 | that                         | 39 | thought saying / the killing of an innocent Muslim |

|    |       |         |  |
|----|-------|---------|--|
| 40 | that  | 40      | said / the forum should have representation                                |
| 42 | that  | 42      | He said / the religious scholars should                                    |
| 44 | that  | 44      | Mr Hussain said / a number of people                                       |
| 50 | that  | 50      | Mr Hussain said / in the past there used to be isolated instances          |
| 53 | that  | 53      | Mr Hussain said / slogans were being raised                                |
| 53 | that  | 53      | raised / the Shias were infidels.  |
| 55 | that  | 55      | confidence / the Quaid-i-Azam was the follower of the Asna Ashri Shia sect |
| 57 | that  | 57      | Mr Hussain said / the Sunni Ulema had also fallen                          |
| 62 | that  | 62      | Mr Hussain said / everyone should make the effort to save Pakistan         |
| 66 | that  | 66      | the Ulema /it was not a time of mere talking                               |
| 67 | that  | 67      | Hussain said / it was highly unfortunate                                   |
| 67 | that  | 67      | unfortunate / the killers were released soon                               |
| 73 | that  | 73      | Hussain said / the government, the army and the ISI                        |
| 77 | that  | 77      | He assured them / the MQM workers would stand                              |
| 17 | this  | 16      | sectarian violence   |
| 19 | this  | 19      | demand a separate state  |
| 31 | this  | 30 & 31 | people were left at the mercy of terrorists                                |
| 54 | this  | 54      | Quaid-e-Azam was also an infidel   |
| 13 | these | 12      | MI, ISI, Rangers, Police and other law enforcement                         |

#### News 3 Comparatives Reference

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                          |
|----------|--------------------|--------------------|---|
| 23       | only               | 23                 | sermons from Mousques and preaching       |
| 36       | equally            | 36                 | religious tolerance and sectarian harmony |
| 45       | only               | 55                 | Asna Ashri Shia sect                      |
| 67       | highly unfortunate | 67                 | released soon after their arrest          |

#### News 3 Additive Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                                      |
|----------|--------------------|--------------------|---|
| 2        | and                | 2                  | law / order   |
| 4        | and                | 4                  | external/ internal threats                            |
| 4        | and                | 4                  | threats / if the government                           |
| 4        | and                | 4                  | government /the army                                  |
| 9        | and                | 9                  | anarchy / was a planned                               |
| 11       | and                | 11                 | the law / order situation                             |
| 12       | and                | 12                 | police / other law enforcement agencies               |
| 13       | and                | 13                 | disbanded/ the people                                 |
| 17       | and                | 17                 | concerns / God forbid this situation                  |
| 18       | and                | 18                 | Christians / other factions,                          |
| 19       | and                | 19                 | a separate state / this will be an alarming situation |
| 19       | and                | 19                 | he said/ added  |
| 20       | and                | 20                 | chaos / it is time to promote harmony                 |
| 21       | and                | 21                 | role / contribute                                     |
| 23       | and                | 23                 | mosques / preachings                                  |
| 24       | and                | 24                 | islam/ also make themselves scholars                  |
| 26       | and                | 26                 | hypocrisy / the Ulema must realise                    |
| 26       | and                | 26                 | responsibility / take practical steps                 |
| 28       | and                | 28                 | Shia / Sunni Ulema                                    |
| 28       | and                | 28                 | their differences /shake hands with each other        |
| 32       | and                | 32                 | peace / tranquility                                   |
| 34       | and                | 34                 | internal / external threats                           |
| 34       | and                | 34                 | threats /hence the enemies of pakistan                |
| 35       | and                | 35                 | the disunity / differences                            |
| 36       | and                | 36                 | religious tolerance /sectarian harmony                |
| 37       | and                | 37                 | linguistic, cultural / ethnic entities in the country |
| 38       | and                | 38                 | promoting unity / sectarian harmony                   |
| 40       | and                | 40                 | gross injustice / a barbaric act                      |
| 42       | and                | 42                 | expediency / opportunism                              |
| 42       | and                | 42                 | opportunism /make practical efforts                   |
| 45       | and                | 45                 | one particular sect only / what was....               |
| 47       | and                | 47                 | sects /religious beliefs                              |
| 47       | and                | 47                 | religious beliefs / particular schools of thought     |

|    |           |        |   |
|----|-----------|--------|---|
| 51 | and       | 51     | after being identified, / the videos of their gruesome murders                          |
| 59 | and       | 59     | taken out of buses / verifying their identity   |
| 61 | and       | 61     | agencies should be dissolved, / people should be given freedom                          |
| 63 | and       | 63     | their speeches / sermons  |
| 64 | and       | 64     | sectarian harmony / reach out to the Sunni Ulema  |
| 64 | and       | 64     | Shia / Sunni  |
| 65 | and       | 65     | join hands / get united agains  |
| 68 | and       | 68     | killers of scores of people / removing the Prime minister                               |
| 70 | and       | 70     | the high courts / sessions courts   |
| 73 | and       | 73     | the government, the army / the ISI  |
| 74 | and       | 74     | left nothing in their hands / God forbid  |
| 78 | and       | 78     | the scourge of sectarianism and protecting the lives                                    |
| 80 | and       | 80     | Masajid / the Sunni Ulema   |
| 24 | also      | 21     | Islam and / make themselves accountable.  |
| 48 | also      | 48& 49 | Quaid-i-Azam would /come under discussion   |
| 54 | also      | 54     | Quaid-i-Azam was / an infidel   |
| 57 | also      | 57     | Sunni Ulema had / fallen victim to the incidents  |
| 36 | besides   | 36     | sectarian harmony was equally essential / the need for forging solidarity               |
| 12 | including | 12     | all the institutions, / the MI, ISI, Rangers, police and other law enforcement agencies |
| 18 | including | 18     | If the lives of people, /the Hindus, Christians and other factions, are not protected   |

### News3 Causal Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item   |
|----------|--------------------|--------------------|--|
| 40       | because            | 40 & 41            | the killing of an innocent Muslim /of sectarian difference |
| 54       | because            | 54 & 55            | I say this / I can say with confidence                     |

|    |           |         |   |
|----|-----------|---------|---|
| 33 | otherwise | 32 & 33 | take bold steps to maintain peace and tranquility / the situation would go out of control |
| 56 | unless    | 55 & 56 | I will stand by my statement /someone proves me wrong                                     |

#### News3 Adversative Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item  |
|----------|--------------------|--------------------|---|
| 54       | then               | 53 & 54            | If the Shias are infidels, / God forbid, the Quaid-i-Azam was also an infidel                                       |
| 50       | but                | 50 & 51            | isolated instances of the killing of Shias, /now they were being killed after being identified                      |
| 58       | but                | 57 & 58            | the incidents of targeted killings /there was no example where Sunni people were killed                             |
| 49       | however            | 48 & 49            | the religious beliefs of the Quaid-i-Azam would also come under discussion/, no one heeded what I had said."        |
| 29       | or                 | 29                 | Hindus, Christians, Sikhs / of any other faith,   |
| 4        | if                 | 4 & 5              | internal threats and / the government and the army did not rise to the occasion                                     |
| 18       | if                 | 18 & 19            | demand separate state/ the lives of people, including the Hindus, Christians and other factions, are not protected, |
| 60       | if                 | 60                 | Mr Hussain said /the public was left at the mercy   |
| 74       | if                 | 74                 | there would be left nothing in their hands / they did not take bold decisions,                                      |
| 79       | if                 | 79 & 80            | Allah will help us / the Shia Ulema would deliver lectures in Masajid   |

#### News 3 Temporal Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item |
|----------|--------------------|--------------------|------------------|
|----------|--------------------|--------------------|------------------|

|    |                  |       |   |
|----|------------------|-------|---|
| 21 | at the same time | 21    | it is time to promote harmony among different faiths.” /he cautioned the Ulema present                  |
| 51 | now              | 51    | isolated instances of the killing of Shias, but / they were being killed after being identified         |
| 58 | after            | 58    | killed by the Shia people / being taken out of buses  |
| 51 | after            | 51    | they were being killed / being identified   |
| 67 | after            | 67    | killers were released soon/ their arrest  |
| 71 | as               | 67-72 | courts accountable who set free known killers just / it holds accountable the politicians               |
| 24 | as               | 22-25 | responsibility of the religious scholars / they must come to the streets to spread the message of Islam |
| 30 | as               | 30-33 | where the law enforcement agencies were / the people were left at the mercy of terrorists.              |

#### News 3 Ellipsis (\*)

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item  |
|----------|--------------------|--------------------|---|
| 9        | it                 | 9                  | it was creating anarchy and *was a planned conspiracy against Pakistan.         |
| 26       | Ulema              | 26                 | Ulema must realise their responsibility and* take practical steps               |
| 28       | Shia and Sunni     | 28                 | Shia and Sunni Ulema to shun their differences and *shake hands with each other |

#### News3 Substitution

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item |
|----------|--------------------|--------------------|------------------|
| 27       | both               | 27                 | Shia and Sunni   |
| 45       | one                | 45                 | Shia and Sunni   |

#### News 3 Lexical cohesion through repetition

|   |  |  |
|---|--|--|
| <b>Killing</b>  |  |  |
| <b>Killing, Killing, Killing</b>                        |  |  |
| <b>killers</b>  |  |  |
| <b>killers, Killers, Killers</b>                        |  |  |
| <b>Ulema</b>  |  |  |
| <b>Ulema, Ulema, Ulema, Ulema, Ulema, Ulema</b>         |  |  |
| <b>Pakistan</b>   |  |  |
| <b>Pakistan, Pakistan, Pakistan, Pakistan, Pakistan</b> |  |  |
| <b>Situation</b>  |  |  |
| <b>Situation, Situation, Situation, Situation</b>       |  |  |
| <b>Religious</b>  |  |  |
| <b>Religious, Religious, Religious, Religious</b>       |  |  |
| <b>Decision</b>   |  |  |
| <b>Decision, Decision</b>                               |  |  |
| <b>Threats</b>  |  |  |
| <b>Threats, Threats</b>                                 |  |  |

#### **News3 Lexical cohesion (Repetition Through Synonymy)**

|   |  |  |
|---|--|--|
|   |  |  |
| <b>peace</b>  |  |  |
| <b>harmony, unity, solidarity, Freedom</b>                  |  |  |
| <b>Chaos</b>  |  |  |
| <b>Disintigration, out of control, anarchy, Dismembered</b> |  |  |
| <b>Killing</b>  |  |  |
| <b>Bloodshed, murder, killed, gruesome murders</b>          |  |  |

#### **News3 Lexical cohesion (Repetition Through Statistical Association)**

|                            |  |  |
|----------------------------|--|--|
| <b>peace</b>               |  |  |
| <b>tranquility</b>         |  |  |
| <b>sect</b>                |  |  |
| <b>religious believes</b>  |  |  |
| <b>gross injustice</b>     |  |  |
| <b>Barbaric act</b>        |  |  |
| <b>religious Tolerance</b> |  |  |
| <b>sectarian harmony</b>   |  |  |
| <b>the pakistan</b>        |  |  |
| <b>the army</b>            |  |  |
|                            |  |  |
|                            |  |  |
|                            |  |  |

#### **News3 Lexical cohesion (Repetition Through Whole-part/part-whole Relationship)**

|  |  |  |
|--|--|--|
| <b>Violence</b>  |  |  |
| <b>killing of Shias,<br/>Sectarian Violence,<br/>Barbaric Act,<br/>Bloodshed, Killing of<br/>Innocents, target<br/>killing, Gruesome<br/>Murders, Terrorist,<br/>Internal and external<br/>Threats</b> |  |  |
| <b>Religion</b>  |  |  |

|  |   |  |  |
|--|---|--|--|
|  | <p><b>Muslims, Shias, Sunnis,<br/>Islam, Hindus,<br/>Christian, Sikhs, Imam<br/>Bargah, Masajid, Asna<br/>Ashri Shia Sect</b></p> |  |  |
|--|---|--|--|

**Table No. 4**  
**News 4 Personal Reference**

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                     |
|----------|--------------------|--------------------|--------------------------------------|
| 8        | he                 | 8                  | Hafiz Zubair                         |
| 19       | he                 | 8                  | Hafiz Zubair                         |
| 20       | he                 | 8                  | Hafiz Zubair                         |
| 43       | he                 | 8                  | Hafiz Zubair                         |
| 32       | he                 | 27                 | Anis Jillani                         |
| 44       | he                 | 27                 | Anis Jillani                         |
| 12       | she                | 1                  | girl                                 |
| 13       | she                | 1                  | girl                                 |
| 29       | she                | 1                  | girl                                 |
| 31       | she                | 1                  | girl                                 |
| 32       | she                | 1                  | girl                                 |
|          |                    |                    | Munir Hussain Jaffery & Anis Jillani |
| 42       | we                 | 34 & 27            | Munir Hussain Jaffery                |
| 37       | i                  | 34                 | Munir Hussain Jaffery                |
| 39       | i                  | 34                 | Munir Hussain Jaffery                |
| 8        | his                | 2                  | Imam jadoon                          |
| 16       | his                | 8                  | Hafiz Zubair                         |
| 18       | his                | 2                  | Imam jadoon                          |
| 21       | his                | 21                 | Ayaz Amir                            |
| 21       | his                | 21                 | Ayaz Amir                            |
| 33       | his                | 27                 | Anis Jillani                         |
| 42       | his                | 8                  | Hafiz Zubair                         |
| 1        | it                 | 4                  | Blasphemy case                       |
| 45       | it                 | 45                 | physical remand                      |
| 9        | Him                | 2                  | Imam jadoon                          |
| 46       | him                | 2                  | Imam jadoon                          |
| 10       | her                | 1                  | girl                                 |
| 13       | her                | 1                  | girl                                 |
| 27       | her                | 1                  | girl                                 |
| 25       | its                | 10                 | charge                               |
| 42       | its                | 1                  | testimony                            |

**News 4 Demonstrative Reference**

| Line No. | Presupposing Items   | Line Reference No. | Presupposed Item                                |
|----------|----------------------|--------------------|---|
| 1        | the girl             | ?                  | Rimsha Masih                                    |
| 3        | the blasphemy        | 7                  | Desecrating Quran                               |
| 4        | the city             | 2                  | Islamabad                                       |
| 5        | the Ramna Police     | 5                  | Ramna Police                                    |
| 5        | the remand           | 3                  | Judicial Remand                                 |
| 6        | the Imam             | 2                  | Mohammad Khalid Jadoon                          |
| 6        | the trial Court      | 14                 | Federal Shariat Court                           |
| 7        | the Muezzin          | 8                  | Hafiz Muhammad Zubair                           |
| 9        | the two plastic bags | 17                 | bags containing partially burnt pages and ashes |
| 9        | the Christian girls  | 1                  | girl  |
| 10       | the charge           | 4                  | blasphemy                                       |

|    |                               |    |  |
|----|-------------------------------|----|--|
| 11 | the girl                      | 1  | girl                                     |
| 13 | the criminal procedure code   | 13 | section 265-k                            |
| 14 | the federeal shariat court    | 14 | federeal shariat court                   |
| 15 | the Muezzin statement         | 9  | he saw him put two pages of Quran.       |
| 15 | the same code                 | 13 | section 265-k                            |
| 16 | the complainant               | 16 | Malik Hammad                             |
| 16 | the case                      | 4  | blasphemy                                |
| 17 | the other just ashes          | 9  | two plastic bags                         |
| 18 | the first bag                 | 9  | two plastic bags                         |
| 18 | the evidence                  | 9  | two plastic bags                         |
| 20 | the Imam                      | 2  | Mohammad Khalid Jadoon                   |
| 20 | the evidence                  | 9  | two plastic bags                         |
| 21 | the case                      | 4  | blasphemy                                |
| 22 | the half burnt pages          | 22 | Nurani Qaeda                             |
| 22 | the bag                       | 9  | two plastic bags                         |
| 24 | the light                     | 24 | Muezzin's testimony                      |
| 24 | the muezzin's statement       | 9  | he saw him put two pages of Quran.       |
| 24 | the evidence                  | 9  | two plastic bags                         |
| 24 | the girl                      | 1  | girl                                     |
| 25 | the imam                      | 2  | Mohammad Khalid Jadoon                   |
| 26 | the blasphemy case            | 7  | Descreting Quran                         |
| 27 | the Christian girl            | 1  | girl                                     |
| 28 | the Imam                      | 2  | Mohammad Khalid Jadoon                   |
| 28 | the state                     | ?  | Pakistan                                 |
| 29 | the basis of altered evidence | 40 | some pages of Quran with the burnt pages |
| 34 | the officer                   | 33 | Munir Hussain Jaffery                    |
| 34 | the case                      | 4  | blasphemy                                |
| 34 | the girl                      | 1  | girl                                     |
| 35 | the investigation             | 21 | MNA Ayaz Amir Investigation              |
| 36 | the pages                     | 9  | two pages of Quran                       |
| 36 | the evidence                  | 9  | two plastic bags                         |
| 37 | the pages                     | 9  | two pages of Quran                       |
| 38 | the burnt out pages           | 22 | Nurani Qaeda                             |
| 39 | the mosque                    | 3  | Mehra jaffer mosque                      |
| 40 | the burnt pages               | 22 | Nurani Qaeda                             |
| 40 | the officer                   | 33 | Munir Hussain Jaffery                    |
| 42 | the police station            | 5  | Ramna Police                             |
| 43 | the same statement            | 9  | he saw him put two pages of Quran.       |
| 44 | the court                     | 14 | Federal Shariat Court                    |
| 45 | the police                    | 5  | Ramna Police                             |
| 45 | the Imam                      | 2  | Mohammad Khalid Jadoon                   |
| 45 | the officer                   | 33 | Munir Hussain Jaffery                    |
| 4  | that                          | 4  | case / has been rocking the city         |

|    |      |         |   |
|----|------|---------|---|
| 7  | that | 7       | a magistrate / he saw him put two pages of Holy Quran   |
| 22 | that | 22 & 23 | in his newspaper column / the half-burnt pages          |
| 24 | that | 24      | Dr Khaki said / in the light of the muezzin's statement |
| 27 | that | 27      | Jillani believes / after her acquittal                  |
| 35 | that | 35      | said / during the investigation                         |
| 35 | that | 35      | police found / only pages of Nurani Qaeda               |
| 37 | that | 37      | I was puzzled / fire burnt other pages                  |
| 40 | that | 40      | disclosed / Imam Jadoon had put some pages of Quran     |
| 33 | this | 33      | Imam Jadoon in / case 'seems not easy                   |

#### News 4 Comparatives Reference

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                            |
|----------|--------------------|--------------------|---|
| 13       | not only           | 14 & 15            | her bail & acquittal                        |
| 17       | one and another    | 17                 | burnt pages & ashes                         |
| 25       | as well as         | 25 & 26            | blasphemy & 26. implicating a minor falsely |
| 28       | as well            | 28                 | Imam & the state                            |

#### News 4 Additive Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                                   |
|----------|--------------------|--------------------|--|
| 7        | and                | 7                  | Saturday/ booked for desecrating Quran             |
| 17       | and                | 17                 | burnt pages / the other just ashes                 |
| 27       | and                | 27                 | Senior advocate/child rights activist Anis Jillani |
| 28       | and                | 28                 | the Imam / the State as well                       |
| 30       | and                | 30                 | altered evidence / she can justifiably seek        |
| 32       | and                | 32                 | mental agony, / threats                            |
| 38       | and                | 38                 | Surah Ikhlas / some Quranic text                   |
| 39       | and                | 39                 | inquire / went to the mosque                       |
| 42       | and                | 42                 | the police station / recorded                      |
| 42       | and                | 42                 | his statement / in its light                       |
| 43       | and                | 43                 | as an approver / he recorded                       |

|    |      |    |  |
|----|------|----|--|
| 20 | also | 20 | other witnesses / tried to stop the Imam |
|----|------|----|--|

#### News 4 Causal Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                          |
|----------|--------------------|--------------------|---|
| 18       | despite            | 18                 | first bag / his objections to fabricating |

#### News 4 Adversative Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                              |
|----------|--------------------|--------------------|---|
| 37       | but                | 37                 | fire burnt other pages / the pages from Quran |

#### News 4 Temporal Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                                    |
|----------|--------------------|--------------------|---|
| 11       | since              |                    | Adiala Jail / being accused                         |
|          |                    |                    | Nurani Qaeda were burnt /the pages of Quran         |
| 36       | while              | 36                 |   |
|          |                    |                    | this case 'seems not easy' / filed against the girl |
| 33       | meanwhile          | 33 & 34            |   |
|          |                    |                    | it looks good for the girl?                         |
| 1        | After              | 1                  | Muezzin testimony                                   |
|          |                    |                    | Quran, / the. muezzin of his mosque,                |
| 7        | After              | 7                  |   |
| 27       | After              | 27                 | believes that / her acquittal                       |
|          |                    |                    | produce the Imam / the trial court                  |
| 6        | before             | 6                  |   |
| 8        | before             | 8                  | testified / a magistrate                            |
|          |                    |                    | The girl may / qualify for bail                     |
| 12       | now                | 12                 |   |

#### News 4 Ellipsis (\*)

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                   |
|----------|--------------------|--------------------|------------------------------------|
| 7        | Imam Jadoon        | 7                  | and* booked for desecrating        |
| 42       | we                 | 42                 | and* recorded his statement        |
| 43       | we                 | 43                 | *43. arrested Imam Jadoon          |
| 12       | her                | 12                 | qualify for * bail                 |
| 17       | containing         | 17                 | the other * just ashes             |
| 13       | but                | 13                 | Not only bail, * she can apply for |
| 39       | I                  | 39                 | and * went to the mosque           |

#### News 4 Substitution

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item |
|----------|--------------------|--------------------|------------------|
| 9        | one                | 9                  | two plastic bags |
| 17       | one                | 9                  | two plastic bags |
| 17       | the other          | 9                  | two plastic bags |

| News 4 Lexical cohesion through repetition   |  |  |  |
|--|--|--|--|
|  |  |  |  |
| <b>Pages</b>   |  |  |  |
| Pages,  |  |  |  |
| <b>Evidence</b>  |  |  |  |
| Evidence, Evidence, Evidence, Evidence,  |  |  |  |
| <b>Remand</b>  |  |  |  |
| Remand, Remand, Remand,  |  |  |  |
| <b>Testimony</b>   |  |  |  |
| Testimony, Testimony, Testimony,   |  |  |  |
| <b>Bag</b>   |  |  |  |
| Bag, Bag, Bag,   |  |  |  |
| News 4 Lexical cohesion (Repetition Through Synonymy)  |  |  |  |
| <b>Proof</b>   |  |  |  |
| <b>Evidence</b>  |  |  |  |
| <b>File</b>  |  |  |  |
| <b>suit</b>  |  |  |  |
| News 4 Lexical cohesion (Repetition Through Statistical Association)   |  |  |  |
| <b>Mental Agony</b>  |  |  |  |
| Torture, and Threats   |  |  |  |
| <b>Quranic Text</b>  |  |  |  |
| Surah Ikhlas   |  |  |  |
| News 4 Lexical cohesion (Repetition Through Whole-part/part-whole Relationship)                              |  |  |  |
| <b>Evidence</b>  |  |  |  |
| Evidence against the girl,<br>altered evidence, witness  |  |  |  |
| <b>Remand</b>  |  |  |  |
| Judicial remand, Physical<br>remand,   |  |  |  |
| <b>Page of Quran</b>   |  |  |  |
| two pages of Quran,<br>Partially burnt Pages, half<br>Burnt pages, some pages of<br>Quran, pages from Quran. |  |  |  |

Table No. 5

## News 5 Personal Reference

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item   |
|----------|--------------------|--------------------|--------------------|
| 2        | he                 | 2                  | boy                |
| 3        | he                 | 2                  | boy                |
| 4        | he                 | 2                  | boy                |
| 18       | he                 | 2                  | boy                |
| 32       | he                 | 2                  | boy                |
| 35       | he                 | 2                  | boy                |
| 35       | he                 | 2                  | boy                |
| 35       | he                 | 2                  | boy                |
| 36       | he                 | 2                  | boy                |
| 37       | he                 | 2                  | boy                |
| 37       | he                 | 2                  | boy                |
| 37       | he                 | 2                  | boy                |
| 38       | he                 | 2                  | boy                |
| 38       | he                 | 2                  | boy                |
| 38       | he                 | 2                  | boy                |
| 38       | he                 | 2                  | boy                |
| 45       | he                 | 44                 | father             |
| 46       | he                 | 43                 | Ramzan Ali         |
| 46       | he                 | 43                 | Ramzan Ali         |
| 46       | he                 | 43                 | Ramzan Ali         |
| 60       | he                 | 59 & 60            | head of Baitul Mal |
| 66       | he                 | 65                 | Abdul Samad        |
| 68       | he                 | 65                 | Abdul Samad        |
| 2        | his                | 2                  | boy                |
| 8        | his                | 2                  | boy                |
| 21       | his                | 19                 | Abdul Sittar Edhi  |
| 31       | his                | 2                  | boy                |
| 34       | his                | 2                  | boy                |
| 43       | his                | 43                 | Ramzan Ali         |
| 46       | his                | 43                 | Ramzan Ali         |
| 46       | his                | 43                 | Ramzan Ali         |
| 66       | his                | 65                 | Abdul Samad        |
| 74       | his                | 65                 | Abdul Samad        |
| 75       | his                | 65                 | Abdul Samad        |
| 6        | him                | 2                  | boy                |
| 8        | him                | 2                  | boy                |
| 14       | him                | 2                  | boy                |
| 15       | him                | 2                  | boy                |
| 16       | him                | 15                 | my son             |
| 34       | him                | 5                  | Zeeshan            |
| 36       | him                | 5                  | Zeeshan            |
| 15       | him                | 2                  | boy                |
| 6        | him                | 2                  | boy                |
| 23       | they               | 1                  | Lost Boys          |
| 29       | they               | 1                  | Lost Boys          |
| 32       | they               | 1                  | Lost Boys          |
| 36       | they               | 35                 | Police             |
| 49       | they               | 1                  | Lost Boys          |

|    |       |    |                      |
|----|-------|----|----------------------|
| 52 | they  | 1  | Lost Boys            |
| 70 | they  | 11 | Edhi Officials       |
| 23 | they  | 1  | Lost Boys            |
| 26 | their | 1  | Lost Boys            |
| 29 | their | 1  | Lost Boys            |
| 62 | their | 1  | Lost Boys            |
| 65 | their | 1  | Lost Boys            |
| 12 | their | 1  | Lost Boys            |
| 53 | their | 11 | Edhi Officials       |
| 29 | their | 1  | Lost Boys            |
| 24 | them  | 1  | Lost Boys            |
| 28 | them  | 1  | Lost Boys            |
| 41 | them  | 1  | Lost Boys            |
| 69 | them  | 11 | Edhi Officials       |
| 14 | she   | 8  | Taj Bibi             |
| 16 | she   | 8  | Taj Bibi             |
| 8  | her   | 8  | Taj Bibi             |
| 15 | i     | 8  | Taj Bibi             |
| 15 | i     | 8  | Taj Bibi             |
| 63 | i     | 63 | Tariq Khurshid Malik |
| 16 | my    | 8  | Taj Bibi             |
| 15 | my    | 8  | Taj Bibi             |
| 25 | it    | 25 | The second time      |
| 63 | it    | 61 | retunring children   |
| 64 | it    | 61 | retunring children   |
| 65 | it    | 61 | retunring children   |
| 61 | its   | 61 | the bus trip         |
| 61 | its   | 61 | the bus trip         |
| 14 | we    | 6  | boy's Family         |
| 14 | we    | 6  | boy's Family         |
| 15 | we    | 6  | boy's Family         |
| 45 | me    | 43 | Ramzan Ali           |

#### News 5 Demonstrative Reference

| Line No. | Presupposing Items    | Line Reference No. | Presupposed Item           |
|----------|-----------------------|--------------------|----------------------------|
| 2        | The boy               | 5                  | Zeeshan Ali                |
| 3        | the police            | ?                  | Police of Pakistan         |
| 9        | the work              | 9                  | Pakistan Edhi's Foundation |
| 9        | the emotional reunion | 1                  | reunite                    |
| 5        | the mechanic's        | 5                  | mechanic                   |
| 5        | the garage owner      | 5                  | garage owner               |
| 6        | the boy's family      | 1                  | families                   |
| 9        | the country's         | 19                 | Pakistan                   |
| 11       | the families          | 1                  | families                   |
| 11       | the boys              | 1                  | Lost Boys                  |
| 14       | the tears             | 14                 | wept                       |
| 18       | The overwhelmed boy   | 5                  | Zeeshan Ali                |
| 18       | The cross-country     | 11                 | Cross country bus          |
| 19       | the brainchild        | 13-Nov             | Edhi's Idea                |
| 20       | the elderly           | 1                  | Lost Boys                  |

|    |                          |    |   |
|----|--------------------------|----|---|
| 21 | The wizened humanitarian | 19 | Abdul Sittar Edhi   |
| 22 | the country              | 19 | Pakistan  |
| 22 | The bus ride             | 11 | Cross country bus   |
| 22 | the Edhi Foundation      | 9  | Pakistan Edhi's Foundation  |
| 23 | The hope                 | 1  | reunites  |
| 23 | the surroundings         | ?  | boy's Family surrounding  |
| 25 | the second time          | 11 | tour  |
| 25 | the organisation         | 9  | Pakistan Edhi's Foundation  |
| 26 | the first                | 27 | 10 days trip  |
| 26 | the 55 boys              | 1  | Lost Boys   |
| 28 | The bus                  | 11 | Cross country bus   |
| 29 | The foundation           | 9  | Pakistan Edhi's Foundation  |
| 30 | the boys                 | 1  | Lost Boys   |
| 31 | the bus                  | 11 | Cross country bus   |
| 31 | the city                 | 28 | Karachi   |
| 32 | the right garage         | 2  | Garage  |
| 32 | the owner                | 5  | garage owner  |
| 33 | the garage               | 2  | Garage  |
| 33 | the workers              | 5  | mechanic  |
| 33 | the owner's house        | 5  | garage owner  |
| 34 | the owner                | 5  | garage owner  |
| 35 | the police               | ?  | Police of Pakistan  |
| 39 | The children             | 20 | orphans, drug addicts, the elderly, abandoned newborns, and lost or runaway children. |
| 39 | the Edhi Foundation      | 9  | Pakistan Edhi's Foundation  |
| 40 | the street               | ?  | streets of Pakistan   |
| 41 | the happiest memories    | 1  | reunites  |
| 43 | the capital              | 43 | Quetta  |
| 44 | the southern province    | 44 | Balochistan   |
| 46 | the 14-year-old          | 43 | Ramzan Ali  |
| 48 | the difficulties         | 45 | Beating   |
| 48 | the best future          | ?  | Future of Lost boys   |
| 49 | the boys                 | 1  | Lost Boys   |
| 51 | the children's section   | 9  | Pakistan Edhi's Foundation  |
| 51 | the foundation's offices | 9  | Pakistan Edhi's Foundation  |
| 54 | the gap                  | 55 | Lean off  |
| 55 | the country              | 19 | Pakistan  |
| 59 | The head                 | 60 | Baitul Mal  |

|    |                                       |         |   |
|----|---------------------------------------|---------|---|
| 59 | the Pakistani government organisation | 60      | Baitul Mal  |
| 60 | the country's neediest                | 1       | Lost Boys   |
| 61 | the bus trip                          | 11      | tour  |
| 64 | The organisers                        | 11      | Edhi Officials  |
| 64 | the Edhi Foundation's bus             | 11      | Cross country bus   |
| 65 | The story                             | 65      | Abdul Samad   |
| 66 | The eight-year-old                    | 65      | Abdul Samad   |
| 68 | the Edhi officials                    | 11      | Edhi Officials  |
| 68 | the neighborhood                      | 70      | Neighbours  |
| 69 | the family                            | 1       | families  |
| 71 | the leads                             | 70      | vaguely remembered  |
| 71 | the bazaar                            | ?       | bazaar  |
| 71 | the family                            | 1       | Families  |
| 71 | the road                              | ?       | road  |
| 73 | the end                               | 61      | tour  |
| 73 | the Edhi Foundation                   | 9       | Pakistan Edhi's Foundation                                    |
| 74 | the search                            | 1       | families  |
| 75 | the bus                               | 11      | cross country bus   |
|    |                                       |         | Karachi / takes care of lost, abandoned and runaway children. |
| 12 | that                                  | 12 & 13 |   |
| 16 | that                                  | 16      | told him / my grandson will come                              |
| 23 | that                                  | 23      | The hope is/once there, they recognize the surroundings       |
| 35 | that                                  | 35      | he was first picked up / he lived in                          |
| 37 | that                                  | 37      | afraid / he didn't say anything                               |
| 54 | that                                  | 54      | like Edhi / fill the gap                                      |
| 58 | that                                  | 58      | Authorities acknowledge / organisations like Edhi fill        |
| 66 | that                                  | 66      | his father's name and /he lived in a town                     |
| 28 | this                                  | 28      | departure time of the bus                                     |
| 62 | this                                  | 62      | Edhi Foundation's Job   |
| 52 | those                                 | 1       | families  |
| 61 | those                                 | 1       | Lost Boys   |
| 7  | there                                 | 6       | nearby street   |
| 23 | there                                 | 23      | once lived  |

|    |       |         |                        |
|----|-------|---------|------------------------|
| 33 | there | 2       | garage                 |
| 34 | there | 33      | owner's house          |
| 54 | there | 54      | no government          |
| 68 | there | 67 & 68 | town outside Islamabad |

**News 5 Comparatives Reference**

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                                    |
|----------|--------------------|--------------------|---|
| 3        | more than          | 3                  | Now, / six years later                              |
| 18       | than               | 18                 | boy could do little more / cry and say he was happy |
| 39       | many               | 39 & 40            | /are found on the street by bystanders or police    |
| 25       | second time        | 25                 | a cross-country reunification                       |

**News 5 Additive Conjunction**

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                                       |
|----------|--------------------|--------------------|--|
| 3        | and                | 3                  | he got lost / was picked                               |
| 6        | and                | 6                  | recognized him / took him                              |
| 7        | and                | 7                  | rickshaws /motorcycles                                 |
| 7        | and                | 7                  | noisily passed by /bystanders                          |
| 8        | and                | 8                  | her arms / sobbed.                                     |
| 12       | and                | 12                 | abandoned /runaway                                     |
| 15       | and                | 15                 | I started consoling my son / I                         |
| 18       | and                | 18                 | little more than cry / say he was happy to be home.    |
| 20       | and                | 20                 | abandoned newborns, / lost or runaway children         |
| 21       | and                | 21                 | wizened humanitarian / his wife run several            |
| 21       | and                | 21                 | in Karachi / other cities across                       |
| 29       | and                | 29                 | their families, /they were on their last stop          |
| 32       | and                | 32                 | drove around / he was able to recognize                |
| 34       | and                | 34                 | Zeeshan's uncle / then guided him to his family's home |

|    |     |    |   |
|----|-----|----|---|
| 36 | and | 36 | they didn't listen /instead sent him to an Edhi         |
| 37 | and | 37 | so angry / afraid                                       |
| 37 | and | 37 | he didn't say anything /was eventually sent to          |
| 41 | and | 41 | Some are runaways, /don't necessarily have the happiest |
| 49 | and | 49 | all volunteered to go back, / they don't                |
| 56 | and | 56 | begging at street corners /washing car                  |
| 59 | and | 59 | widespread poverty / rising population.                 |
| 66 | and | 66 | his father's name /that he lived in a town outside      |
| 67 | and | 67 | two mountains / a petrol station.                       |
| 68 | and | 68 | When he /the Edhi officials got there                   |
| 68 | and | 68 | the neighborhood / even guided them                     |
| 62 | and | 62 | 'This is a good job, / I think it shoul be done         |

#### News 5 Causal Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item  |
|----------|--------------------|--------------------|---|
| 14       | despite            | 14                 | she never lost hope, / the tears                                      |
| 46       | despite            | 46                 | he's ready to go back / his bad memories                              |
| 45       | because            | 45                 | 'He used to beat me every day/ of some mistakes or without any reason |
| 46       | because            | 46                 | bad memories / he misses his family                                   |
| 37       | so                 | 37                 | angry   |
| 52       | even though        | 52                 | return children to abusive homes                                      |

#### News 5 Adversative Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item       |
|----------|--------------------|--------------------|------------------------|
| 20       | or                 | 20                 | lost /runaway children |

|    |        |    |  |
|----|--------|----|--|
| 24 | or     | 24 | the surroundings – / someone recognizes them.                      |
| 38 | or     | 38 | eight / nine   |
| 40 | or     | 40 | bystanders / police  |
| 40 | or     | 40 | police, / are dropped  |
| 45 | or     | 45 | some mistakes / without any reason                                 |
|    |        |    | take care of lost / abandoned children,                            |
| 56 | or     | 56 |  |
| 62 | or     | 62 | abducted / ran away  |
| 71 | but    | 71 |  |
| 38 | but    | 38 | was picked up / no one seems to know for sure                      |
| 46 | but    | 46 | said the 14-year-old/ he said he's ready to go back                |
| 33 | but    | 33 | garage wasn't there / one of the workers                           |
| 71 | but    | 71 | was now selling milk near the bazaar/none of the leads panned out. |
| 30 | except | 30 | The foundation has little to go on / the boys' memories.           |
| 36 | but    | 36 | he lived in Rawalpindi / he said they didn't listen                |

#### News 5 Temporal Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item  |
|----------|--------------------|--------------------|---|
| 23       | once               | 23                 | to a place where they / lived                               |
| 23       | once               | 23                 | The hope is that / there                                    |
| 31       | once               | 31                 | bus got to the city   |
| 15       | then               | 15                 | I started consoling my son                                  |
| 34       | then               | 34                 | called Zeeshan's uncle and /guided him to his family's home |

|    |            |    |   |
|----|------------|----|---|
| 37 | then       | 37 | By /, he said he was so angry   |
| 7  | as         | 7  | There, / rickshaws and motorcycles noisily passed                           |
| 75 | as         | 75 | bus moved on  |
| 5  | when       | 5  | he was headed home again.<br>/ 15-year-old Zeeshan Ali                      |
| 38 | when       | 38 | he was about eight or nine / he was picked up                               |
| 35 | when       | 35 | he had tried to tell the police / he was first picked up                    |
| 68 | when       | 68 | two mountains and a petrol station.<br>/he and the Edhi officials got there |
| 61 | as long as | 61 | with the bus trip/ it's returning children                                  |
| 65 | just       | 65 | Abdul Samad shows / how difficult it can be                                 |
| 3  | now        | 3  | was picked up by the police/, more than six years later                     |
| 71 | now        | 71 | the family was / selling milk near the bazaar                               |

News 5 Ellipsis (\*)

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                             |
|----------|--------------------|--------------------|--|
| 3        | he                 | 3                  | he got lost and *was picked up by the police |
| 18       | he                 | 18                 | cry and *say he was happy to be home         |
| 37       | he                 | 37                 | anything and *was eventually sent            |
| 6        | the garage owner   | 6                  | recognized him and* took him to a nearby     |
| 41       | some               | 41                 | runaways, and* don't necessarily             |
| 37       | so                 | 37                 | was so angry and *afraid                     |
| 36       | they               | 36                 | didn't listen and *instead sent him          |
| 56       | who                | 56                 | street corners and* washing car              |

| News 5 Substitution   |   |                    |                    |
|---|---|--------------------|--------------------|
| Line No.  | Presupposing Items  | Line Reference No. | Presupposed Item   |
| 71  | thought   | 71                 | none of *the leads |
| News 5 Lexical cohesion through repetition                                      |   |                    |                    |
|   |   |                    |                    |
|   | <b>reunite</b>  |                    |                    |
|   | reunite, reunite, reunite,<br>reunite   |                    |                    |
|   | <b>boy</b>  |                    |                    |
|   | boys, boys, boys, boys,<br>boys, boys, boy, boy,<br>boy   |                    |                    |
|   | <b>memories</b>   |                    |                    |
|   | memories, memories  |                    |                    |
|   | <b>children</b>   |                    |                    |
|   | children, children  |                    |                    |
|   | <b>Garage</b>   |                    |                    |
|   | garage, garage, garage,<br>garage, garage   |                    |                    |
|   | <b>Bus</b>  |                    |                    |
|   | bus, bus, bus, bus, bus,<br>bus, bus, bus, bus  |                    |                    |
|   | <b>Edhi Foundation</b>  |                    |                    |
|   | Edhi Foundation, Edhi<br>Foundation, Edhi<br>Foundation, Edhi<br>Foundation, Edhi<br>Foundation |                    |                    |
| News 5 Lexical cohesion (Repetition Through Synonymy/ Antonymy)                 |   |                    |                    |
|   | <b>tears</b>  |                    |                    |
|   | <b>cry</b>  |                    |                    |
| News 5 Lexical cohesion (Repetition Through Statistical Association)            |   |                    |                    |
|   | <b>Rickshaws</b>  |                    |                    |
|   | motor cycles  |                    |                    |
|   | <b>abandoned</b>  |                    |                    |
|   | runaway   |                    |                    |
|   | <b>Abducted</b>   |                    |                    |
|   | ran away  |                    |                    |
|   | <b>Widespread property</b>  |                    |                    |
|   | rising population   |                    |                    |
|   | <b>Angry</b>  |                    |                    |
|   | afraid  |                    |                    |
|   | <b>Lost</b>   |                    |                    |
|   | abandoned   |                    |                    |
| News 5 Lexical cohesion (Repetition Through Whole-part/part-whole Relationship) |   |                    |                    |
|   | <b>Lost Boys</b>  |                    |                    |

lost, abducted,  
abandoned, runaway  
children

**Table No. 6**  
**News 6 Personal Reference**

| <b>Line No.</b> | <b>Presupposing Items</b> | <b>Line Reference No.</b> | <b>Presupposed Item</b> |
|-----------------|---------------------------|---------------------------|-------------------------|
| 9               | he                        | 5                         | Babar Minhas            |
| 12              | he                        | 5                         | Babar Minhas            |
| 17              | he                        | 5                         | Babar Minhas            |
| 18              | he                        | 5                         | Babar Minhas            |
| 21              | he                        | 5                         | Babar Minhas            |
| 26              | he                        | 5                         | Babar Minhas            |
| 30              | he                        | 5                         | Babar Minhas            |
| 32              | he                        | 5                         | Babar Minhas            |
| 9               | it                        | 1                         | water                   |
| 9               | it                        | 1                         | water                   |
| 28              | it                        | 1                         | water                   |
| 31              | it                        | 1                         | water                   |

**News 6 Demonstrative Reference**

| <b>Line No.</b> | <b>Presupposing Items</b> | <b>Line Reference No.</b> | <b>Presupposed Item</b>                    |
|-----------------|---------------------------|---------------------------|--|
| 4               | The Government            | ?                         | Government of Pakistan                     |
| 5               | The AJK local Government  | 6                         | AJK (LG & RD Department)                   |
| 6               | The Policies              | 2                         | Drinking water and sanitation policies     |
| 7               | The Stakeholders          | 3 & 4                     | state level working group                  |
| 9               | The Face of it            | 6                         | policies had been formulated               |
| 10              | The Government            | 4                         | government                                 |
| 13              | The Total Population      | 12                        | 3.9 Million Population                     |
| 16              | The need                  | 16 & 17                   | representation of women..sanitation sector |
| 17              | The Sanitation Sector     | 17                        | Sanitation Sector                          |
| 18              | The state                 | 4                         | Government                                 |
| 18              | The Provision             | 18                        | 40 liters a water per day                  |
| 19              | The Urban Population      | 12                        | 3.9 Million Population                     |
| 20              | The preservation          | 2                         | drinking water                             |
| 22              | The Policies              | 2                         | Water and Sanitation policies              |
| 22              | The Quantity              | 1                         | water                                      |
| 23              | The Depliting water       | 9                         | water resources                            |
| 25              | The Consumers             | 12                        | 3.9 Million Population                     |
| 27              | The Concept               | 27                        | Community Participation                    |

|    |                                  |       |   |
|----|----------------------------------|-------|---|
| 28 | The Urban Areas                  | 2 & 3 | AJK   |
| 30 | The Urban Areas                  | 2 & 3 | AJK   |
| 31 | The Government                   | 4     | Government  |
| 32 | The Policies                     | 2     | Water and Sanitation policies   |
| 34 | The Millennium Development goals | 34    | Millennium Development goals  |
| 36 | The Remaining Population Target  | 13    | 59%   |
| 6  | that                             | 6     | later told Dawn / the policies had been formulated                      |
| 12 | that                             | 12    | he said / AJK's around 3.9 million population                           |
| 20 | that                             | 20    | Apart from /, legislation will provide for the preservation of drinking |
| 27 | that                             | 27    | Mr Minhas pointed out / while the concept of community                  |
| 34 | that                             | 34    | Mr Minhas said / AJK required \$55 million by 2015                      |
| 14 | these basic Facilities           | 1     | sanitation facilities   |
| 15 | these Policies                   | 2     | Water and Sanitation policies   |

#### News 6 Comparatives Reference

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item  |
|----------|--------------------|--------------------|---|
| 20       | as well as         | 20 & 21            | drinking water resources / to arrest wastage of potable water |
| 31       | only               | 31                 | Rs420 per month but the government was charging /Rs150 for it |

#### News 6 Additive Conjunction

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item                     |
|----------|--------------------|--------------------|--------------------------------------|
| 2        | and                | 2                  | Drinking water / sanitation policies |
| 2        | and                | 2                  | Azad Jammu / Kashmir                 |

|    |     |    |  |
|----|-----|----|--|
| 5  | and | 5  | water / sanitation specialist  |
| 8  | and | 8  | district / tehsil level workshops  |
| 10 | and | 10 | drinking water / had therefore   |
| 12 | and | 12 | , only 57 / 62 per cent  |
| 13 | and | 13 | water / sanitation   |
| 13 | and | 13 | respectively, / 59 per cent of the total population  |
| 15 | and | 15 | drinking water / sanitation facilities   |
| 16 | and | 16 | women / vulnerable segments  |
| 17 | and | 17 | water / the sanitation sector  |
| 19 | and | 19 | 40-litres of water per day per person in rural areas / 100-litres per day per person for the urban population. |
| 22 | and | 22 | identifying /developing catchment areas  |
| 23 | and | 23 | enhance the quantity of water / promoting rainwater-harvesting initiatives                                     |
| 25 | and | 25 | water purification techniques /disinfection options  |
| 29 | and | 29 | subsidising water supply / sanitation facilities   |
| 33 | and | 33 | total sanitation (SLTS) approaches / Pakistan approach to total sanitation (PATS)                              |
| 35 | and | 35 | gap/commitment of water / sanitation   |

|    |         |       |  |
|----|---------|-------|--|
| 4  | and     | 4     | on Friday, / will soon be notified by the government.      |
| 5  | and     | 5 & 6 | AJK Local Government /Rural Development (LG&RD) Department |
| 33 | also    | 33    | Pakistan approach to total sanitation (PATS)               |
| 16 | besides | 16    | acknowledgment need for representation of women...         |

**News 6 Causal Conjunction**

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item   |
|----------|--------------------|--------------------|--|
| 10       | therefore          | 10 & 11            | drinking water and had / been declared by the government as a water scarce region. |

**News 6 Adversative Conjunction**

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item  |
|----------|--------------------|--------------------|---|
| 35       | whereas            | 35                 | water and sanitation (WATSAN), / \$110 million  |
| 31       | but                | 31                 | supply cost in the urban areas was Rs420 per month /the government was charging only Rs150 for it |
| 9        | but                | 9                  | rich in water resources, /practically it faced acute shortage of drinking water                   |

**News 6 Temporal Conjunction**

| Line No. | Presupposing Items | Line Reference No. | Presupposed Item |
|----------|--------------------|--------------------|------------------|
|----------|--------------------|--------------------|------------------|

|          |         |  |
|----------|---------|--|
| 10 as    | 10 & 11 | been declared by the government / a water scarce region.               |
| 15 as    | 15      | water and sanitation facilities have been declared/a basic human right |
| 6 later  | 6       | (LG&RD) Department, /told Dawn   |
| 6 after  | 6       | formulated / a two-year long process of consultations                  |
| 27 while | 27      | Mr Minhas pointed out that / the concept of community participation    |

### News 6 Ellipsis (\*)

| Line No. | Presupposing Items                     | Line Reference No. | Presupposed Item                                     |
|----------|--|--------------------|--|
| 2        | Drinking water and sanitation policies | 4                  | Friday, and* will soon be notified by the government |
| 9        | it                                     | 10                 | drinking water and* had therefore                    |
| 12       | population                             | 12                 | only 57 and 62 per cent* had access                  |

## News 6 Substitution

| New's Substitution |                    |                    |                  |
|--------------------|--------------------|--------------------|------------------|
| Line No.           | Presupposing Items | Line Reference No. | Presupposed Item |
|                    |                    |                    |                  |
|                    |                    |                    |                  |

## News 6 Lexical cohesion through repetition

|   |  |  |
|---|--|--|
|   |  |  |
| <b>Water</b>  |  |  |
| Water, Water, Water,<br>Water, Water, |  |  |
| <b>Sanitation</b>   |  |  |

|   |   |  |  |
|---|---|--|--|
|   | Sanitation, Sanitation,<br>Sanitation, Sanitation,<br>Sanitation, Sanitation,<br>Sanitation, Sanitation,<br>Sanitation, Sanitation,<br>Sanitation,<br>Sanitation, |  |  |
|   | <b>facilities</b>   |  |  |
|   | facilities, facilities,<br>facilities, facilities,<br>facilities,   |  |  |
|   | <b>Drinking</b>   |  |  |
|   | Drinking, Drinking,<br>Drinking, Drinking,<br>Drinking, Drinking,   |  |  |
| <b>News 6 Lexical cohesion (Repetition Through Synonymy)</b>                |   |  |  |
|   | <b>Sanitation</b>   |  |  |
|   | <b>Purification, Disinfection</b>   |  |  |
|   | <b>Scarce</b>   |  |  |
|   | <b>Depleting, Shortage</b>  |  |  |
| <b>News 6 Lexical cohesion (Repetition Through Statistical Association)</b> |   |  |  |
|   | <b>drinking water</b>   |  |  |
|   | sanitation policies   |  |  |
|   | <b>Water Purification techniques</b>  |  |  |
|   | Disinfection option   |  |  |
| <b>News 6 Lexical cohesion (Repetition Through Whole-part/part-whole</b>    |   |  |  |
|   | <b>Sanitation Facilities</b>  |  |  |
|   | State, devision, District,<br>tehsil, Rural areas,<br>urban areas, Catchment<br>areas, Water Scarce<br>Region   |  |  |

~~been declared~~