

UNIVERZITA KARLOVA – FILOZOFICKÁ FAKULTA  
ÚSTAV ANGLISTIKY A AMERIKANISTIKY



## DIPLOMOVÁ PRÁCE

COMPETITION BETWEEN *IT*, *THIS* AND *THAT* IN REFERRING TO THEIR  
NOMINAL OR TEXTUAL ANTECEDENT

KONKURENCE MEZI *IT*, *THIS* A *THAT* PŘI ODKAZOVÁNÍ NA JMENNÝ  
NEBO TEXTOVÝ ANTECEDENT

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Prohlašuji, že jsem tuto diplomovou práci vypracovala samostatně a pouze na základě uvedených pramenů a literatury.

V Praze, dne 3. září 2007

I declare that the following diploma thesis is my own work for which I used only the works cited and sources listed in the bibliography.

Prague, 3<sup>rd</sup> September 2007

.....  
Eva Dubová

I am particularly grateful to my tutor, PhDr. Pavlína Šaldová, Ph.D., for her helpful discussion, which have made me think, and for her comments on a draft version at various stages of writing, which has been improved by her care. I would also like to thank Mark Johnson for his support; he was good enough to give in the time to read the paper.

## Abbreviations and graphic symbols

C	<i>Research Methods in Linguistics</i> by Čermák
CamGEL	<i>The Cambridge Grammar of the English Language</i>
CGEL	<i>A Comprehensive Grammar of the English Language</i>
E	<i>Multilingualism</i> by Edward
H	<i>Sociolinguistics</i> by Hudson
H&H	<i>Cohesion in English</i> by Halliday and Hasan
J	<i>Saturnin</i> by Jirotká
M	<i>Psychological Deprivation in Childhood</i> by Matějček
MSA	<i>Mluvnice současné angličtiny na pozadí češtiny</i>
NA	Nominal antecedent
NP	Noun phrase
O	<i>Animal Farm</i> by Orwell
*	Unacceptable structure
#	Alternative structure yielding different interpretation
#?	Less acceptable structure
[1]	Examples disregarded from the analysis
(O11)	Parentheses following the example indicate the corresponding source and number under which the example is listed in the Appendix.

E.g.: “*He wants \$30, but **that** is too much.*” Illustrative examples from the grammar books appear in italics, the corresponding antecedents are underlined, bold face focuses attention on a particular pronominal form.

There, comrades, is *the answer* to all our problems. **It** is summed up in a single word.  
*His body was buried at the foot of the orchard.* **This** was early in March  
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# 1 INTRODUCTION

*[...] there is a close relation between demonstrative pronouns on the one hand, and the definite article and third person pronouns on the other: in many of Indo-European languages the latter derive diachronically from the former; the conditions on usage are closely related; and as mentioned above, early in language acquisition the two kinds of reference are not clearly differentiated.*  
(Levinson 1994: 61)

It is the aim of this diploma thesis to comment on the distribution, referential properties and competition between the pronominals *it*, *this* and *that* with respect to different types of their antecedents<sup>1</sup> and other grammatical and discourse<sup>2</sup> factors that relate to the choice among these semantically related proforms. The above quotation illustrates a close linguistic link between the three proforms. Simultaneously, it could perhaps also explain the difficulties and certain inconsistency in understanding their mutual distribution:

*The demonstrative pronouns are perhaps more clearly organized in a straightforward proximal-distal dimension, whereby this can mean 'the object in a pragmatically given area close to the speaker's location at coding time', and that 'the object beyond the pragmatically given area close to the speaker's location at coding time.*

(From *Semantics* by Lyons (1977a: 647), cited in Levinson (1994: 81))

*The lack of a consistent pattern of proximate versus distant forms indicates that proximity might be insufficient to account for the distribution of the demonstrative pronouns.*  
(Biber et al. 2000: 349)

Are there other principles operative – apart from proximity – which determine the choice of the particular pronoun in question? What restrictions on the distribution of the personal pronoun *it* and the demonstratives *this* and *that*, as a means of nominal and textual reference, can be observed? The present thesis will attempt to address the questions posed here. Moreover, the results obtained will be further tested on translation examples.

The first quotation illustrates very well that there is often no clear-cut contrast between the personal *it* and demonstrative *this* and *that*. Yet, at the same time, as pointed

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<sup>1</sup> The term 'antecedent' is used here to refer to the linguistic expression, i.e. a noun phrase or clause, on whose reference the interpretation of an anaphoric expression depends. This is to be distinguished from the 'referent', which is the non-linguistic entity that an expression refers to.

<sup>2</sup> The term 'discourse' refers to the language used beyond the grammatical level of the sentence.

by McCarthy (1994), they “[...] occupy separate domains in the way they attach to items in discourse which should be amenable to description” (McCarthy 1994: 266).

This dichotomy in terms of frequently undifferentiated reference, on the one hand, and the apparent delicacy of reference perceived, on the other, may be shown in the following comic exchange from the American film *Airplane*:

*Stewardess:* Excuse me, Sir, there's been a little problem in the cockpit.  
*Passenger:* The cockpit! What is *it*?  
*Stewardess:* It's a little room at the front of the plane where the pilot sits, but that's not important right now.

(McCarthy 1994: 266)

The relevance of this extract to the present introduction is that it raises the question of what the norms of usage of the impersonal pronoun *it* and the demonstrative pronouns *this* and *that* are, and why the stewardess' unintentional misinterpretation of *it* for *that* results in an absurd response to a passenger's concern. If the passenger, who understood *it* to refer to the problem, not the cockpit, had not known what a cockpit was, he would probably have asked: “*The cockpit? What's that?*” rather than “*What is it?*” or “*What's this?*”.

The thesis will analyze factors leading to the three-way *it*, *this*, *that* choice. The objective is to identify these factors by describing the distribution of the forms to see what the tendencies of usage are.

The present study consists of two major parts: the theoretical framework which delimits the scope of the material and an empirical analysis. In the theoretical part, a brief overview of general types of reference is discussed, providing also a description of syntactic and discourse functions of the pronouns concerned, i.e. the personal pronoun *it*, the proximal demonstrative *this* and distal *that*. In order to show the specific features of the pronoun, illustrative examples are given. The outline of the basic grammatical and discourse functions of the three pronouns is taken mainly from Halliday and Hasan's *Cohesion in English* (H&H henceforth) and *A Comprehensive Grammar of the English Language* (CGEL) by Randolph Quirk et al. Some of the examples illustrating the



functions of the pronouns were also taken from Libuše Dušková's *Mluvnice současné angličtiny na pozadí češtiny* and *The Cambridge Grammar of the English Language (CamGEL)* by Rodney Huddleston and G. K. Pullum. For selected issues from the discourse point of view, Brown and Yule's *Discourse Analysis* (Brown and Yule 1983), Stephen C. Levinson's *Pragmatics* (Levinson 1994) and various related articles were consulted too, since the problem goes clearly beyond the purview of sentence grammar.

The empirical part consists of two methods. The first one presents one hundred examples of *it*, *this* and *that* used in their pronominal function excerpted from original English texts (academic and fiction).

Once the distribution of the proforms and identification of factors that lead to their choice was described, the second part of data collection could begin. Method number 2 presents eighty examples of the pronominal *it*, *this* and *that* collected from English translations of Czech texts. The use of translated Czech texts aims at verifying the tendencies concluded in Method 1 and at applying them to the pronominal forms when translating from Czech. Czech source constructions, whose translations contain the pronominal *it*, *this* and *that*, are described as well.

## 2 THEORETICAL BACKGROUND

### 2.1 *The notion of reference*

The opening theoretical chapter introduces the notion of reference which establishes a semantic relation between the proform, the antecedent and its referent and which is a key term for understanding the function of the proform as a means of textual cohesion.

Although it is more difficult to observe patterning that would fit straightforward classification above sentence level, people do organize their discourse. They need to preface what they are going to say, and to reflect back upon what they have said. They also need to mark the openings and closings of topics in the text to carry the communication forward. Specific words are thus used to mark these boundaries between one topic, one stage or phase.

Understanding any communication therefore depends on the listener or reader recognizing that some words (such as *his*, *there*, *it*, *this*, *that* etc.) refer to what has already been or what is going to be said or written. This mode of reference involves cognitive and syntactic processes, which people usually perform unerringly, but which may present formidable problems for the linguist trying to explain precisely how comprehension is achieved. Therefore, it seems useful at this point to give a brief account of different kinds of reference.

Typically, reference is construed as a semantic relation that has a property of marking definiteness, or specificity; it is a link relationship which is established between pronouns, determiners or adverbs and their referents, retrievable either from the corresponding antecedent; or from the situation. Apart from pronouns, determiners and adverbs, which are the most common means, there are a number of other fixed expressions which create the sense of reference; words such as *the former*, *previous*, *below*, *as follows*, etc. (Carter and McCarthy 2006: 345).

Generally, we can distinguish the following types of reference according to where the additional information is encoded. If the referent can be recovered from the explicit information in the surrounding text, we talk of an endophoric ‘pointing inwards’ reference: “Paul offered Jane a cigarette, but *she* declined *it*.” (MSA: 105), while an exophoric reference requires deictic interpretation on extralinguistic grounds determined usually by certain features of the utterance act, such as the identity of the participants together with the time and place at which it occurs: “*That* must have cost a lot of money.” (H&H: 33). Deictic items are the primary forms of verbal pointing often accompanied by a demonstrative gesture, indicating the object referred to.

From the point of view of discourse organization, it could be said that the pronouns function as cohesive elements by indicating that the information – referential meaning – needed for their correct interpretation is to be retrieved from elsewhere (H&H: 31). The previous examples demonstrate that an entity can be identified either in the surrounding text or in the context of situation. In other words, both exophoric (situational) and endophoric (textual) reference embody information required for interpreting the passage in question which can be constituted by either phenomena from the common cultural background, the situational context and/or the preceding linguistic context. If taken in isolation, a reference item is neutral in this respect (H&H: 33).

In addition, endophoric reference displays two basic types of relations in terms of the direction of reference. These are called ‘anaphora’ and ‘cataphora’. Anaphoric and cataphoric reference involves a relation between the meaning and some preceding or forthcoming part of the text, respectively. In other words, some reference term will appear in the text, and its designated referent will actually precede or follow that reference item: “He wants \$30, but *that* is too much.” (CamGEL 2002: 1455); “*It* never should have happened. She went out and left the baby unattended.” (Quirk 1985: 303).

In terms of scope of pronominalization, there may either be a single noun, noun phrase, but also a sentence or whole parts of text that are being substituted and referred to. The matter will be treated more closely in the following chapters on specific characteristics of each pronoun.

The distinction between the basic types of reference having been stated, it is now possible to proceed to syntactic and discourse realizations in which *it*, *this* and *that* typically occur.

## **2.2 Syntactic and discourse functions of *IT***

The following chapter presents a more detailed description of the typical syntactic and discourse functions of *it*.

The traditional definition of a pronoun from a grammatical point of view, as the name ‘pronoun’ implies, is that of a word used instead of a noun. However, in the case of the third person singular pronoun *it*, the most neutral and semantically unmarked of the personals, this is a quite unsatisfactory definition that does not hold true because it does not take into account entire portions of the text that can be replaced by the impersonal *it* as well.

Instead, a more general definition along Quirk’s lines applies, saying that it is best to see pronouns as closed-class words with nominal function. As for the proform *it*, it may occur in any of the following three senses: a) it is a personal pronoun that substitutes for a word or phrase; b) it signals that reference is being made to something which is given within the linguistic or situational context; or, c) it may stand for a very general concept (*CGEL*: 335).

Since “[it] recapitulates a neighbouring expression with the effect of reducing grammatical complexity” (Biber et al. 2000: 72), it can be considered an economic device of discourse organization. Further, it avoids repetition of information which in some cases

would otherwise make the discourse sound like the awkward language of a child's first reader (Brown and Yule 1987: 172).

To complete the overview of possible motives for the occurrence of *it*, it should be noted that in some cases the referent of *it* does not have to be identifiable at all, because it merely fills in the non-referential subject slot and has no semantic content whatsoever. The varied functions of *it* are outlined below:

### 2.2.1 Empty (expletive) IT

Involving no participant on the semantic level, *it* may be only a formal element used especially with time: "*It is nine o'clock.*"; distance: "*It is nine miles away.*"; or climatic predications: "*It is cold.*" Here, empty *it*<sup>3</sup> is obligatorily inserted to complete the syntactic structure of a clause in order to comply with the grammatical requirements of English. The expletive nature of *it* is proved by the fact that it cannot be substituted by a referential pronoun *this* or *that*, or questioned by *what*? Halliday and Hasan label this particular instance as a kind of 'institutionalized exophora with a property of generalized reference' (H&H: 53).

In addition, empty *it* can also appear as a non-referential object incorporated into fixed verbal idioms, where it has a vague implication of 'life in general'. In these mostly colloquial idioms, *it* has no really identifiable meaning: *to tough it out* (to persevere), *at last we made it* (achieved success), *you're up for it* (you're going to be in trouble) (CGEL: 349).

### 2.2.2 IT as a subject introducing a predicative NP

*"It was a perfect day."* (CamGEL 2002: 1483)

Despite having the very similar structure to that with empty *it*, here, the use of *it* differs from the former examples in a degree of referentiality; there is an alternative construction

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<sup>3</sup> Alternatively also called 'ambient *it*', 'dummy subject' or 'prop *it*' (CGEL: 749).

possible: “*The day was perfect.*” Such a paraphrase is not possible with the weather/time/distance predications: \*“*Cold is.*” An introductory *it* introduces a subject complement to a copular verb, especially complements which are characterizing or identifying. Here, *this* could be easily a natural replacement for *it* without significant change of meaning (*CamGEL* 2002: 1483).

### 2.2.3 Anticipatory (extrapositional) *IT*

Further, *it* may fill the subject position in cases where the subject proper occurs extraposed in a postverbal position producing end-focus. Subject properties of the superordinate clause shift to the so-called ‘anticipatory *it*’ which may anticipate either a finite clause: “*It is unclear why she told him.*” or a gerundial one: “*It was easy getting the equipment loaded.*” or an infinitive clause: “*It is wrong to tell lies.*” (Quirk 1985: 423).

Construction without the anticipatory *it* is achieved by placing the subject proper in the preverbal position: “*To tell lies is wrong.*” However, in some cases the extraposition with the anticipatory *it* is the only possible variant, because the corresponding non-extraposed alternative does not occur. It is obligatory in constructions which have only seemingly appearance of clausal extraposition, e.g. with some catenative verbs which require the anticipatory *it*: *it seems, it appears, it happened, it turned out, etc.*<sup>4</sup>

“[...] anticipační *it* se neomezuje na funkci podmětu, nýbrž se vyskytuje též ve funkci jiných větných členů, především předmětu” (*MSA*: 392). In an analogical sense of the extraposition of the subject, *it* may thus also anticipate an object realized by finite: “*I owe it to you that I have been able to get back to my studies.*” or non-finite infinitive clauses: “*I find it impossible to suggest solutions in the abstract.*” (*MSA*: 430).

<sup>4</sup> The word ‘catenative’ alludes to the ability of these verbs to be concatenated in sequences of non-finite constructions: “*Our team seems to manage to keep on getting beaten.*” The catenative verbs have meanings similar to some of the modal verbs. They express modal meanings, indicating whether something is probable or certain, and aspectual meanings, indicating whether something is achieved or completed. However, unlike modal and auxiliary verbs, they behave like lexical verbs in that they construct their complex forms with auxiliary *do, be* and *have*. Their quasi-modal meaning may be illustrated by the fact that they can be removed without any major change to the meaning (Carter and McCarthy 2006: 401).

### 2.2.4 The *IT*- cleft construction

Finally, *it* may also occur in a special kind of construction called ‘cleft sentences’ that give focal prominence to a particular element of the clause. The name derives from the idea that it divides a single clause into two separate parts, each with its own verb (Quirk 1985: 414). In the first part *it* takes the particular element from the following clause as its complement, making it the topic of interest and subordinating the rest. The introductory part of a cleft is exclusively restricted to the use of the pronoun *it* in the subject role, perhaps because *it* does not mark a specific gender, *it* is impersonal: “*It was John who wore his best suit to the dance last night.*” (ibid: 415).

### 2.2.5 Pleonastic *IT*

Marginally, *it* has traditionally been also used pleonastically after a noun subject in ballads and in rhetorical passages of ornate prose: “*The raine it raineth eurery day.*”<sup>5</sup>; “*This piteous news so much it shocked her.*”<sup>6</sup> Although this venerable construction continues to turn up occasionally as a rhetorical device, outside the higher forms of literature, the occurrence of a redundant subject is now considered non-standard or dialectical (Burchfield 2004: 420) (cf. also dislocations in oral personal narratives and informal writing; *CamGEL*: 1408-14).

### 2.2.6 Noun-, and text-referring *IT*

From the discourse point of view, *it* differs from other personal pronouns in that, as already mentioned, it is the only one which not only refers to a particular entity realized by a single noun or a noun phrase: “*I’ve bought a new hat, but my husband doesn’t like it.*” (*MSA*:104); or by a clause: “*She was a rich woman and she looked it.*”, but it can also function as a substitute for a segment of the text: “*Many students never improve. They get*

<sup>5</sup> Appeared in Shakespeare in 1601, (Burchfield 2004: 420).

<sup>6</sup> Wordsworth, 1798, *ibid*.

*no advice and therefore they keep repeating the same mistakes. It's a terrible shame.*"

(Quirk 1985: 303).

In addition to nominal and textual reference, Halliday and Hasan further distinguish the so-called 'extended reference': "*Curtsey while you're thinking what to say. It saves time.*" (H&H: 52), or clause reference in Quirk's grammar (cf. Quirk 1985: 302).

While textual reference differs in kind, because the referent is transmuted into a fact or a report *the fact that*, extended reference differs from nominal instances of reference only in extent: the referent is more than just a person or object, it is a process, grammatically speaking, a clause or sequence of clauses, not just a single nominal (H&H: 52).

As Levinson points out, however, sometimes considerable problems are likely to arise when attempting to identify the anaphora by assigning the corresponding antecedent. Firstly, there are the so-called 'pronouns of laziness': "*The man who gave his pay check to his wife was wiser than the man who gave *it* to his mistress.*" (Levinson 1994: 86), where *it* is not coreferential with *his pay check*, but refers to what a repetition of that noun phrase would have referred to (namely the pay check of the man whose mistress got it) if it had occurred in place of *it*. A similar issue is treated by Brown and Yule in their work on *Discourse Analysis*. They assert that it is not invariably the case that "the nature of the antecedent completely determines the interpretation of the pronoun" (Brown and Yule 1987: 216). If a 'change of state' predicate is attached to a nominal expression, then subsequent pronominals must be interpreted in terms of that predicate: "*Kill an active, plump chicken. Prepare *it* for the oven, cut *it* into four pieces and roast *it* with thyme for 1 hour.*" The identity of the chicken is preserved, at least until it is dismembered, but its description has certainly changed. A reader who simply went back up the endophoric chain and substituted the expression an *active, plump chicken* for *it* in the last clause would, in a significant sense, have failed to understand the recipe (Brown and Yule 1987: 202).



Secondly, the following interchange demonstrates the interesting relation between the proform and a quotation: *A*: “*That’s a rhinoceros.*” *B*: “*Spell **it** for me.*” Here, the natural assignment of the referent is the word *rhinoceros* rather than the animal itself. *It* stands for the mention of it (Levinson 1994: 86). We cannot speak of explicitly anaphoric usage in this case.

Before proceeding to the next section, it may prove useful to mention that as for the direction of referring, generally, *it* can derive its interpretation from a previously expressed unit (anaphoric use), as well as referring to the words forward (cataphoric use, backwards anaphora).

## 2.3 Syntactic and discourse functions of *THIS* & *THAT*

### 2.3.1 *THIS* & *THAT* as determiners

The pronouns *this* and *that* from the category of demonstratives occur in dependent use: “***This** milk is sour.*”, or independent use: “*I don’t like **this**.*” Their primary syntactic function in dependent use is that of determiners: “*I like **that** car better.*” They both inflect for number, which means they are the only determiners with the ability to express contrasts of number: *these* and *those*.

As determiners, *this* and *that* are also used in narratives or similar contexts to create a sense of immediacy and to encourage a listener or reader to become involved. In these contexts, *this* termed ‘false definite dependent’ (*CamGEL*: 1510), may be seen as an alternative to the indefinite article *a/an* and *zero article/some* in that it has the form of the definite NP, but it does not satisfy the conditions for the felicitous use of one. It introduces new entities into the discourse; however, it does not bear the sufficient descriptive content to identify the referent for the addressee. This usage is characteristic of very informal conversation; and it is very common in that style: “*Listen, there was **this** Irishman and he met **this** Englishman who was wearing a kilt, ..*”; cf. “*Listen, there was **an** Irishman and he*

met **an** *Englishman*...” (Carter and McCarthy 2006: 370). In stories and reports, *this* is also used in order to underline or highlight that something is important: “*One of the central planks of the government’s programme is **this** new attack on long-term unemployment.*”

In contrast, *that* can be viewed as an alternative to the definite article *the*: “*And we lost our way at **that** big roundabout just outside Norwich.*” (Carter and McCarthy 2006: 370).

### 2.3.2 THIS & THAT as heads

There is one other important characteristic of demonstrative reference that is specifically a feature of demonstratives functioning as head. This concerns the level of generality of the referent: “*His hand groped for the knife. If he could only reach **that** he would be safe.*” The meaning of *that* is not *that particular knife* but rather *that particular object, namely the knife*. Halliday and Hasan term this shift as ‘the generalized type of demonstrative reference’ and explain it as follows:

If the demonstrative is used with a noun, then the meaning is always identical with that of the presupposed item... Suppose however that we use the demonstrative alone, without a following noun. The reference may still be identical; but it may be broader, referring to the general class denoted by the noun, including but not limited to the particular member or members of the class being referred to in the presupposed item (*H&H*: 63-64).

Demonstratives occur in a variety of syntactic functions: subject, object, subject complement, a part of postmodification, etc. There is one function that is specific of head-demonstratives called ‘fronted object’. Fronting refers to the initial placement of elements which are normally found in postverbal position. Discourse function of such fronting is to express contrast and to enable particular elements to gain emphasis (Biber et al. 2000: 900):

“*Sandy moves ahead. **This** I don’t understand.*”

### 2.3.3 THIS & THAT as non-deictic<sup>7</sup> degree premodifiers

E.g. “I’m not feeling *that* well.”; “The movie was *that* boring I fell asleep.”; “You needn’t go *this* far.” Here, the demonstratives bear neither the usual deictic or anaphoric meaning, but they have a function of intensifiers that translate as *particularly* or *so*. *That* as a degree modifier is chiefly used in the informal style of British English (CGEL: 1510).

### 2.3.4 Discourse functions of THIS & THAT

Since grammatical relations by themselves are obviously not sufficient to explain the distribution of *this* and *that*, the following chapter will look briefly at their characteristics from the discourse point of view.

The primary use of demonstratives is that of deixis also termed ‘pointing items’ or ‘indexical expressions’ (Levinson 1994: 55). Traditional categories of deixis are person, time and place. Place deixis concerns the encoding of spatial locations relative to the location of the participants in the speech event. Such distinctions are commonly conveyed by demonstratives, generally referring to objects present in the situation of utterance with *this* applying to objects relatively close to the speaker/writer and *that* to entities distant and beyond the area close to the speaker’s/writer’s location. The question arises, what counts for proximal and what distal?

The problem is that this proximal/distal distinction centers around the speaker as the primary locus. But it is apparent that the proximity is a relative variable, because this spatial location does not have to be necessarily determined by objective features such as a measured distance. Moreover, there also may be additional subjective elements at play: “*What is this?*” someone holding a pen in a hand; “*What is that?*” with signs of distaste (CGEL: 374). As illustrated, this distinction does not have to convey the sense of physical distance only, but the observation of near versus distant polarity can be further extended to imply

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<sup>7</sup> Also termed ‘non-phoric’.

psychological distance such as approval, dislike or to show emotional distance and negative attitude. The demonstratives *this* and *that* in such usage are termed ‘empathetic deixis’ (Levinson 1994: 81).

As far as gender is concerned, *this* and *that* cannot be generally used of humans or animals, because of the principle suggesting that the demonstrative pronoun corresponds to *it* and not to *he* or *she* (H&H: 63): \***“That** who obtains the highest score will win a prize.” **“Those** who obtain a score of 90% will win a prize.” The corresponding singular form is admissible only if the demonstrative is used as a determiner, otherwise, as a head, the plural *those* applies because in this case it is understood as a set of people. However, there are cases where *this* and *that* have an animate referent, when used as subjects with the identifying or characterizing predication in the equative type of clause: **“This** is my husband Peter.”; “Look over there. Isn’t **that** your biology tutor?” The sentence-initiating demonstratives have the copula *be* as the main verb and are replaceable by existential *there*.

The demonstratives display a similar problem touched upon in the chapter on the noun- and text-referring *it*, that is, the problem of subsequent matching of the referent. In an interchange like the following, A: “I’ve never seen him.” B: **“That’s a lie.”** the pronoun *that* does not seem to be quite anaphoric. Rather than the sentence itself, *that* refers to the statement made by uttering the sentence (Levinson 1994: 87). Levinson uses Lyons’ term ‘impure textual deixis’ for such indirect usages of text referring.

#### **2.4 The account of uses of *IT*, *THIS* & *THAT* in selected linguistic literature**

The proliferation of different kinds of usage of the three proforms may be a source of considerable confusion to the analyst and also the fact that there has been surprisingly little work of a descriptive nature on this subject, with a consequent lack of “adequate theories

and frameworks of analysis” (Levinson 1994: 61) written. While many grammars point out similarities and differences among the three proforms, they usually offer little explanation of when and why they are used. This chapter, therefore, is included to summarize the main observations compiled from authoritative grammar books and related articles. The following results of research were chosen as they seemed relevant to the present work.

### 2.4.1 Halliday and Hasan’s account

Most of Halliday and Hasan’s studies touch on the issue only indirectly. Their account looks separately at the use of *it* and contrasts between *this* and *that*, however, the difference between the three is not resolved.

They pay considerable attention to the distinction between the demonstratives by describing their basic semantic contrast involving proximity. Although the present thesis is not concerned with exophoric reference for the reasons already given, that is, it is not textually bound, the uses of *this* and *that* in endophoric reference are explicable by reference to their exophoric meanings; so that is why it is important to start from the general concept of proximity according to Halliday and Hasan.

The sense of proximity is reflected in a tendency for speakers to use *this* when referring to something the speaker himself has said: “There seems to have been a great deal of sheer carelessness. **This** is what I can’t understand.”, while *that* is used to refer to something said by speaker’s interlocutor: A: “There seems to have been a great deal of sheer carelessness.” B: “Yes, **that’s** what I can’t understand.” The difference is probably based on the deictic distinction, which the two demonstratives induce, where ‘what you have just mentioned’ is textually speaking more remote than ‘what I have just mentioned,’ suggesting a more immediate personal involvement on the part of the speaker (H&H: 60).

The same analogy of proximity applies in terms of time. While *that* tends to signal a past-time referent: “We went to the opera last night. **That** was our first outing for

*months.*”, *this* is often associated with a referent in the present or the future as if conveying a sense of immediacy: “*We’re going to the opera tonight. This’ll be our first outing for months.*” (H&H: 60).

#### 2.4.2 Quirk’s account

Quirk’s grammar provides good examples of *it*, *this* and *that* as cross-referring to clauses, sentences and group of sentences in text illustrating the difference between the three, but still it does not address the internal distinction and three-way opposition between *it*, *this* and *that*.

In discussions about the direction of referring, Quirk points out that while *it* and *this* can signal both anaphoric and cataphoric reference, *that*, on the other hand, is always anaphoric (Quirk 1985: 302). The anaphoric nature of *that* could be paralleled with that of the definite article *the*, which similarly cannot refer forward.<sup>8</sup>

#### 2.4.3 Levinson’s and Huddleston’s account

Levinson amplifies the characterizations cited above by explaining that text-referring *this* and *that* show a specifically unique case of intra-sentential or textual reference termed ‘token reflexivity’ (Levinson 1994: 86), i.e. the demonstratives have the ability to refer to themselves: “*Puff puff puff: that is what it sounded like*”; “*This is what phoneticians call creaky voice.*” Both *that* and *this* are text-referring in this context, however, it is only the latter *this* which is token-reflexive, because the utterance itself describes the physical properties by performing the creaky voice explicitly.

Huddleston makes another interesting point saying that, *this* and *that* tend to refer generally to events, actions, situations, propositions rather than to physical objects which are a domain of *it*. The demonstratives can, however, be used of physical objects when

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<sup>8</sup> Cataphoric reference with the definite article is limited to the structural type only when referring to the modifying element within the same nominal group as itself, e.g.: “*The ascent of Mount Everest*” (H&H: 72).

contrastive: “*She offered him another tie, but **that** was no better than the first.*” ; “*She eventually bought him a tie, but **it** turned out to be the wrong colour.*” (Huddleston 1989: 296).

#### **2.4.4 Gundel et al.’s account**

In their study called “*Demonstrative pronouns in natural discourse*”<sup>9</sup>, a team of Jeanette K. Gundel, Nancy Hedberg and Ron Zacharski examine the relation between demonstrative pronouns and their antecedents. Although their study aims at demonstratives in a portion of the *Santa Barbara Corpus of American English*, which draws its data from spontaneous American English speech, their proposal of a classification scheme allows for a principled explanation of the difference in distribution patterns of demonstratives when compared with the personal pronoun *it*. The scheme can be successfully applied to the analysis of written English as well.

Their scheme classifies pronouns with nominal (NPs) and non-nominal (other than NPs) antecedents into direct and indirect, depending on whether their referent is the same as the referent of the antecedent or whether there is an additional inference needed. They find that demonstratives more often have non-nominal than nominal antecedents, the opposite pattern to that of the personal pronoun *it*, because demonstratives more often introduce entities such as events, propositions or facts.

The authors deduce that the personal pronoun *it* explicitly signals the cognitive status ‘in focus’. In other words, its referent is in the addressee’s focus of attention. On the other hand, demonstrative pronouns signal a mere activation, i.e. their referent is in the addressee’s current working memory, but does not necessarily have to be in focus. The distinction between the cognitive statuses signalled by demonstratives and the personal *it*

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<sup>9</sup> J.K. Gundel, Nancy Hedberg and Ron Zacharski (2004) “Demonstrative Pronouns in Natural Discourse” available at [http://www.sfu.ca/~hedberg/GHZ\\_DAARC2004Final.pdf](http://www.sfu.ca/~hedberg/GHZ_DAARC2004Final.pdf)

can also provide an explanation for why *it*, in contrast to *this* and *that*, often cannot be used to refer to entities such as facts and propositions. Since facts and propositions usually involve reconceptualization and additional processing (the matter will be treated more closely in Chapter 3.2.1 on classification of antecedents with *it*), they are therefore less likely to be in focus and thus less accessible to reference with a personal pronoun.

### **2.4.5 McCarthy's account**

The first concise attempt to bring *it*, *this* and *that* in written language to the forefront of linguistic research has been centred around studies of Michael McCarthy. His article called aptly "*It, this and that*"<sup>10</sup> is the most contributing study in this field so far. It explores the distinction between the use and the three-way choice of *it*, *this* and *that* suggesting that not only syntactic, but also discourse organization of a text can contribute to the mechanisms of their choice (or vice versa, they may contribute to discourse organization).

McCarthy rejects purely syntactic and semantic explanations of the matter and imports the notion of topic and focus to explain functions of *it*, *this* and *that*. Attempting to disentangle furthermore the choice between the three pronouns by looking at their referring characteristics, McCarthy introduces the notion of the so-called 'discourse segmentation'. He agrees with Fox (Fox 1987) that it is more illuminating to view texts as consisting of segments, which are functional units that create discourse structures (cf. *Attention, intentions, and the structure of discourse* by B. Grosz and C. Sidner). Their boundaries may be, but not necessarily, overtly signalled in text by orthographical signals (commas, paragraphs). Fox looks at the rhetorical units of texts and labels each segment in terms of its function in the discourse. A typical unit in an argumentative text might be assigned a functional label such as 'claim' or 'evidence', which are semantico-textual units. Within such segments, Fox observes the progression from a full noun phrase to co-referring

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<sup>10</sup> Michael McCarthy, *It, this and that* in M. Coulthard (ed.) *Advances in Written Text Analysis*, London: Routledge, 1994, pp. 266-277.



pronouns.<sup>11</sup> Pronouns continue as subsequent mentions of an introducing noun phrase until there is a shift to a new discourse segment, when the full noun phrase surfaces again. They may be thus seen as indicators of hierarchical organization. Applied to one of McCarthy's day-to-day examples, the observation seems valid. Numbers in brackets indicate the beginning of a new sentence, square brackets show a new segment:

(1) [**The brain** is our most precious organ – the one above all which allows us to be human.]

(2) [**The brain** contains 10 billion nerve cells, making thousands of billions of connections with other. (3) **It** is the most powerful data processor we know, but at the same time, **it** is incredibly delicate.] (4) [As soft as a ripe avocado, **the brain** has to be encased in the tough bones of the skull, and floats in **its** own waterbed of fluid.] (5) [**An adult brain** weighs over 31b and fills the skull. (6) **It** receives one-fifth of the blood pumped out by the heart at each beat.]

There seems to be an intuitive functional segmentation, which is paralleled by the choices of noun phrase and pronoun:

*Segment 1:*    *abstract (1)*  
*Segment 2:*    *the brain as data processor (2), (3)*  
*Segment 3:*    *the brain's physical environment (4)*  
*Segment 4:*    *the adult brain (5), (6)*

The noun and pronoun choices co-referring to *the brain* as a discourse entity correlate with segments. Each new segment resurrects the full noun phrase, then subsequently refers with *it*:

*Segment 1:*    *the brain*  
*Segment 2:*    *the brain, it, it*  
*Segment 3:*    *the brain, its*  
*Segment 4:*    *an adult brain, it*

<sup>11</sup> Biber et al. argue that the main factor influencing the choice among the various types of anaphoric expressions is the distance to the nearest previous mention. Anaphoric distance, which varies with the type of anaphoric expression, generally increases in the following hierarchical order from the lowest to highest mean distance: demonstrative pronoun>personal pronoun>demonstrative pronoun with synonym>demonstrative pronoun with repeated noun>definite article 'the' with synonym>definite article 'the' with repeated noun (Biber et al. 2000: 239).

McCarthy asserts that pronominalization with *it* is related to functional segments and is used to refer to an entity in current focus within the segment.

On the other hand, *this* and *that* have quite a different function as they seem to signal that focus of attention is either shifting or has shifted. If we compare the following examples “*First square 19 and then cube it.*” with “*First square 19 and then cube that.*”, we can observe that we cube 19 in the first sentence, i.e. *it* remains within one current entity of focus, whereas in sentence number two we cube the product of  $19^2$ , i.e. 361, in other words, the current focus has shifted from entity 19 to 361.

Based on his examples, McCarthy arrives at a hypothesis as to the different functions of *it*, *this* and *that* saying that *it* is used for unmarked reference within a current entity or focus of attention, *this* signals a shift from entity or focus of attention to a new focus and *that* refers across the current focus to entities or foci that are non-current, non-central, marginalizable or other-attributed. So whereas *it* simply carries on a current focus, *this* and *that* highlight their antecedents for purposes of signalling discourse shift.

Not infrequently with *this*, the pattern in McCarthy’s data was to make either comparison, contrast or evaluation with new focus: “*The sulphate anions are very mobile and move through the soil dragging cations such as the hydrogen ion with them, which then acidify surface waters.* They believe that if **this** is what happened in Galloway, it could well be what happened in the Lake District.”

By contrast, McCarthy’s examples of *that* confirm the view that it refers across to another topical entity, often for the purpose of marginalizing it in the informational structure, rejecting its validity or importance in an argument, or else doing what Halliday and Hasan (*H&H*: 60) talk of in terms of other-attribution, i.e. attributing an entity or proposition to a third party (here the author refers to the economic goals of the British Chancellor): “*On the other hand, the current account gap has to be seen to be closing soon; and inflation has to come back toward the norm for industrial nations.* **That** means

continued restriction of growth of demand, which in turn means contributed high interest rates.”

**Table 1: Survey of syntactic and discourse functions of IT**

IT	SYNTACTIC FUNCTION grammatical		DISCOURSE FCE textual
	SUBJECT	NON-SUBJECT	
Non-referential Expletive Universal operator	<b>Dummy/Empty/Prop</b> - Distance - Time - Climatic predications	<b>Dummy/Empty/Prop</b> - In verbal idioms	x
Referential	<b>Anticipatory</b> - Declarative content cl. - Interrogative content - Infinitive clause - Gerundial clause	<b>Anticipatory</b> - Declarative content clause - Infinitive clause	- Cataphora - Anaphora - Brings the element in focus
	<b>Pronominal</b>	<b>Pronominal</b>	

**Table 2: Survey of syntactic and discourse functions of THIS and THAT**

	SYNTACTIC FUNCTION grammatical		DISCOURSE FCE textual
	INDEPENDENT USE	DEPENDENT	
THIS	- Subject/Non-subject in the deictic function - Subject/Non-subject in the pronominal function	- Pre-head determiner - Degree modifier - False definite dependent determiner <sup>12</sup> - Discourse adjunct	- Cataphora - Anaphora - Implies approval - Signals a shift of focus - Token-reflexive - Often associated with a referent in the present, the future and the speaker
THAT	- Subject/Non-subject in the deictic function - Subject/Non-subject in the pronominal function - Subject of the relative cl. <sup>13</sup> - Subject predicative to a copular <sup>14</sup> - Correlative subordinator <sup>15</sup> - Prepositional object ( <i>that</i> + post-modification)	- Pre-head determiner - Degree modifier - False definite dependent determiner - Discourse adjunct <sup>16</sup>	- Anaphora only - Implies negative attitude - Signals a shift of focus - Token-reflexive - Often associated with the past-time referent and the speaker's interlocutor

<sup>12</sup> I met *this* man.

<sup>13</sup> The boy *that* is playing the piano.

<sup>14</sup> The other problem is *that* of ...

<sup>15</sup> E.g.: *so... that*

<sup>16</sup> E.g.: *in that case, that being so*

### 3 EMPIRICAL ANALYSIS OF TEXTS

#### 3.1 Methodology of the research

As has been mentioned in the introductory chapter, an empirical study of the pronouns under examination combines two methods: Method 1 – description of pronouns in original English texts; and Method 2 – description of these pronouns in English translations of Czech texts.

The objective of the first approach is to specify the tendencies in the use of the proforms (based on one hundred instances of *it*, *this* and *that*). The use of translated Czech texts aims at verifying these tendencies and at applying them to the pronominal forms when translating from Czech (based on 80 examples of Czech sentences, whose translations contain the pronominal *it*, *this* and *that*).

##### 3.1.1 Source material

The main criterion concerning the selection of the source texts was their stylistic characteristics. In order to obtain the set of one hundred examples that could serve as the basis for the description of pronouns in original English texts (Method 1), a combination of books representing fiction (*Animal Farm* – one third) and academic writing (*Sociolinguistics*, *Multilingualism* – two thirds) was chosen. The same ratio of fiction (*Saturnin* – one third) and academic writing (*Psychological Deprivation in Childhood*, *Research Methods in Linguistics* – two thirds) was preserved when describing *it*, *this* and *that* in English translations of Czech texts (Method 2). However, due to reasons discussed in the final section of Chapter 3.1.2 on criteria concerning the selection of examples, the second set consists of a smaller number of the excerpted examples: 80 English translations of 80 Czech examples.

The decision to include an overall larger representation of instances from academic writing derives from the nature of academic prose. By having informative communicative purpose (cf. Table 3 below), this register naturally strives for precision of expression and it can be assumed that the referents of the proforms will be easier to identify.

In fiction, by contrast, pronouns are often used to make reference to extra-linguistic situations (e.g. in the dialogues) and their referents may pose more problems for identification. The combination of different source texts enables to draw comparisons between the two registers with regard to their use of the pronouns.

As for the choice of the field of academic prose, texts representing social science (linguistics, psychology and anthropology) were preferred to those of natural sciences because our lack of knowledge of these fields may have resulted in potentially ambiguous interpretation of proforms with complex antecedents.

The following table sums up the main differences between academic prose and fiction from the discourse point of view:

**Table 3: Summary of the major situational differences between the two registers used in our analysis**<sup>17</sup>

	<b><i>Fiction</i></b>	<b><i>Academic</i></b>
<b>Mode</b>	Written + written dialogue	Written
<b>Interactiveness and on-line production</b>	Restricted to fictional dialogue	No
<b>Shared immediate situation</b>	No	No
<b>Main communicative purpose</b>	Pleasure reading	Information/Argumentation/Explanation
<b>Audience</b>	Wide public	Specialist
<b>Dialect domain</b>	Global	Global

<sup>17</sup> Douglas Biber et al., *Longman Grammar of Spoken and Written English* (Harlow: Longman, 2000), p. 16.

### 3.1.2 Criteria concerning the selection of examples

This section lists the criteria for the selection of examples from original English texts (Method 1), followed by the criteria for the selection of examples from English translations of Czech texts (Method 2). Overall quantitative results are provided.

Since *it*, *this* and *that* have multiple functions in English, it was first necessary to exclude all instances of the pronouns that resembled their function under investigation only seemingly, or occurred in fixed syntactic environments exclusively (which means their competition with other pronouns was, thus, completely limited). These include clefts, *it*-general human agent, empty *it*, spatial deixis, determiners, linking adjuncts, substitutions, relatives and conjunctions (see Appendix 1). Examples of this type are coupled with a short commentary as follows:

The cleft constructions can be seen in [1]. *It* appears invariably, other proforms are simply not admissible and therefore, they are not of interest for the present study:

- [1] “I have had a long life, I have had much time for thought as I lay alone in my stall, and I think I may say that I understand the nature of life on this earth as well as any animal now living. **It** is about this that I wish to speak to you.” (O, p. 8)

Anticipatory *it* is frequently used in passive-voice clauses with or without an explicit agent to create an impersonal structure. This enables writers/speakers to distance themselves from direct assertions. Out of the three pronouns studied, *it* is the only one which has a potential to function as the subject in the passive implying a general human agent, as can be seen in the following excerpt, where *it was feared* can be paraphrased as *they feared* (MSA: 259):

- [2] Mollie was in fact missing. For a moment there was great alarm; **it** was feared that the men might have harmed her in some way, or even carried her off with them. (O, p. 39)

Prop *it* was disregarded from the data, because its crucially unique function does not allow the presence of the other pronominal forms:

- [3] **It** was nearly nine o'clock when Squealer made his appearance, walking slowly and dejectedly, his eyes dull, his tail hanging limply behind him, and with every appearance of being seriously ill. (O, p. 91)

There are deictic or other definite referring expressions often used to introduce a referent, and anaphoric pronouns can be used to refer to the same entity thereafter, i.e. deictic and anaphoric usages are not exclusive, which means it is perfectly possible “for a deictic term to be used both anaphorically and deictically at the same time” (Levinson 1994: 67). Nevertheless, the distinction stays clear: where a pronoun refers to a linguistically encoded expression, it is anaphoric, whereas a pronoun referring to an entity outside the linguistic reality, such as the example below, is deixis. Since this paper intends to explore the textual relations between the proform and its antecedent, all situationally anchored proforms were excluded:

- [4] Moreover, from a very early age - in the first *year*, before they have learned any of the adult forms - they use different noises for different purposes, such as asking for something or saying the equivalent of “I say, just look at **that!**” (H, p. 17)

Again, provided we are concerned with the independent pronominal forms only, all pre-head dependent forms such as *this*- and *that*-determiners were excluded:

- [5a] Some of **this** research has taken place in 'exotic' communities, and this has produced facts which many readers of this book will find stimulating because they are so unexpectedly different from the kind of society which they already know. (H, p.2)

- [5b] On the other hand, there are some issues which such a textbook ought to include which **this one** will not, notably most of what is called 'macro' sociology of language, dealing with the relations between society and languages as wholes. (H, p.4)

Interestingly, *that* can be also encountered in the function of a discourse marker. Generally speaking, discourse markers are linguistic items which join two or more clauses in a coherence relation and as such do not have any semantic content. Their meaning is not conceptual but rather procedural, which means they indicate how a new segment of discourse is to be interpreted whether as an evaluation, an elaboration, a justification, a paraphrase, an exemplification etc. (cf. 2.4.5)

*That* appears in a variety of forms as a part of a fixed phrase, for example, *that is to say*, the reduced clause *that is*, the discourse adjunct *in that case*, *that being so*, *now that*, etc., the correlative subordinator *so...that* or the conjunctive expressions *instead of that*, *because of that*. Halliday and Hasan bring out an interesting problem saying that in the latter examples we no longer consider *that* as a demonstrative following the conjunction proper, rather, *that* is understood as a solid part of the conjunctive unit. They argue that

[W]ith any of the conjunctive relations in question, provided there is a preposition to express it this preposition can always be made to govern a reference item; the resulting prepositional group will then function as a cohesive adjunct. It is a moot point whether such instances should be treated as conjunctions or reference. Strictly speaking, they belong with reference, because they depend on the presence of a reference item following the preposition. But since they involve relations which also function cohesively when expressed WITHOUT the accompaniment of reference items, it is simpler to include them within the general heading of conjunction. Besides this, there are a number of what are now conjunctive adverbs which, although not made up of a preposition plus a reference item in the contemporary language, have their origin in this construction at an earlier stage: words like *therefore* and *thereby* (and compare those based on the WH- form like *whereupon*, *whereat*). We no longer feel that these have a demonstrative in them, and this suggests that even in analytic forms such as *after that* we respond to the cohesive force of the phrase as a whole rather than singling out *that* as an anaphoric element on its own (H&H: 230).

In other words, the principle is that any semantic relation which is itself conjunctive is treated as a conjunctive in all its realizations, whether or not there are demonstratives or other reference items present in its expression and as such is not included in our data:

- [6a] On the other hand, we shall see that it is not always possible to do so without loss of accuracy and that at least some linguistic items are socially unique - **that** is, there are no other items that are used by precisely the same range of speakers or under precisely the same range of circumstances. (H, p. 20)
- [6b] When Mr Jones got back he immediately went to sleep on the drawing-room sofa with the *News of the World* over his face, **so that** when evening came, the animals were still unfed. (O, p. 18)
- [6c] Obviously this theory is limited, **in that** most objects in the world do not make characteristic noises. (E, p. 16)



[6d] Every mouthful of food was an acute positive pleasure, **now that** it was truly their own food, produced by themselves and for themselves, not doled out to them by a grudging master. (O, p. 26)

In [7], the demonstrative is again neither deictic nor anaphoric: the phrase itself contains sufficient information to identify the referent. *That* does not have its usual demonstrative force in this case, but it is rather equivalent to a noun substitute *one* with postmodification. The most frequently occurring postmodifiers were past participles, prepositional phrases and adjectives. The example in question also provides a very good illustration of the distinction between substitution and reference, where the former is a relation in the wording rather than the meaning, i.e. it is a relation on the lexicogrammatical level (*H&H*: 89), as opposed to the reference, which is a relation on the semantic level. It could be argued that apart from *that* functioning as a means of reference, it can also function as one of the devices in the repertoire of nominal substitution. *That* is used to avoid the repetition of a particular item, here, the word *research*:

[7] Chapter 6 is largely devoted to the issues raised in and by this research, but the research reported in chapter 5 would probably not have been possible in a different social climate, and the same may also be true of **that** reported in chapter 4 though perhaps to a lesser extent.

Example [8] illustrates nominal content postmodifying clauses which resemble adnominal relative clauses in being introduced by *that*, and in following a noun. They differ in the head of the noun phrase which must be a factive abstract noun such as *fact* itself, *proposition*, *reply*, *answer*, and also that *that* is not an element in the clause structure as it must be in a relative clause:

[8] Similarly, sentences generally express propositions for example, the proposition **that** Columbus discovered America, or **that** oil floats on water.<sup>18</sup>

*That* also functions as a relative pronoun used irrespective of gender or number of its antecedent. In [9b], the relative pronoun *that* induces the so-called ‘garden path effect’,

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<sup>18</sup> Cf. the classification in the English grammars which treat nominal content postmodifying clauses usually under appositive clauses (*MSA*: 600).

which leads to a momentary misinterpretation of the conjunction *that* for the object in SVO clause:

[9a] The second reason is that speech has a social function, both as a means of communication and also as a way of identifying social groups, and to study speech without reference to the society which uses it is to exclude the possibility of finding social explanations for the structures **that** are used.

[9b] It would be hard to draw isoglosses for social dialects, since one would need to plot them on a many-dimensional map, but there is no reason to doubt **that**, could such a map be drawn, we should again find that each isogloss follows a unique path.

Finally, we excluded all plural forms of *this* and *that* from the set of our data.

Although *these* and *those* appear in the pronominal kind of functions as well, the aim of this study is to describe the distribution of the singular forms of *it*, *this* and *that* and compare them with English translations of Czech singular form of *to*:

[10a] If sociolinguistics is about language in relation to society, we might expect a book on sociolinguistics to be mainly about large-scale social units such as tribes, nations and social classes. **These** will indeed be mentioned, and there will be a discussion of the relevance of some of them to language, especially in 5.4.

[10b] This example seems to support our hypothesis that differences in syntax tend to be suppressed, whereas **those** in vocabulary and pronunciation tend to be favoured and used as markers of social differences.

Having described instances which were excluded, we shall now describe the data used in the actual analysis. In the first set of one hundred examples, the selection of the particular examples was governed by an effort to illustrate and describe proportionally an equal number of the proforms from original English texts which represent the two above-mentioned varieties. The proportion is indicated in Table 4:

**Table 4: Number of excerpted proforms from original English texts**

<b>Stylistic variety</b>	<b>Source</b>	<b># of occurrences of <i>it</i></b>	<b># of occurrences of <i>this</i></b>	<b># of occurrences of <i>that</i></b>
Fiction	Animal Farm	12	11	11
Academic	Sociolinguistics	11	11	8
	Multilingualism	11	11	10
	BNC <sup>19</sup>	-	-	4
<b>Total: 100</b>		<b>34</b>	<b>33</b>	<b>33</b>

The number of proforms was then contrasted with the number of words to compute the frequency of occurrence of each proform per one thousand words (Table 4a). The results were further compared from the point of view of the two registers (Table 4b):

**Table 4a: Frequency of the proforms in original English texts**

<b>Proform</b>	<b>Occurrence</b>	<b>Word-count</b>	<b>Frequency*</b>
<b>Animal Farm</b>			
<i>it</i>	12	1,735	<b>7</b>
<i>this</i>	11	6,421	<b>2</b>
<i>that</i>	11	11,904	<b>1</b>
<b>Sociolinguistics</b>			
<i>it</i>	11	1,919	<b>6</b>
<i>this</i>	11	6,366	<b>2</b>
<i>that</i>	8	99,318	<b>0.1</b>
<b>Multilingualism</b>			
<i>it</i>	11	2,038	<b>5</b>
<i>this</i>	11	4,119	<b>3</b>
<i>that</i>	10	93,646	<b>0.1</b>
<b>Overall Statistics</b>			
<i>it</i>	34	5,692	<b>6</b>
<i>this</i>	33	16,906	<b>2</b>
<i>that</i>	33 <sup>20</sup>	233,126	<b>0.1</b>
<b>TOTAL</b>	<b>100</b>	<b>255,724</b>	<b>0.4</b>

\* Frequency per 1,000 words

<sup>19</sup> The apparent shortage of the proform *that* in the academic material caused a slight problem. After completion of *that*-excerption in the entire texts on *Sociolinguistics* and *Multilingualism*, there was still an insufficient number of examples. In order to obtain the same number of each proform, the remaining four proforms of *that* and their contexts were drawn from Maurice Bloch's (1984) *Marxism and Anthropology*, Oxford: University Press, contained in the *British National Corpus World Edition* (December 2000 Release CD, published by the Humanities Computing Unit of Oxford University on behalf of the BNC Consortium).

<sup>20</sup> Originally, there were excerpted in fact only 29 examples of the proform *that* per 204,868 words. The apparent shortage of *that* in academic writing (eight relevant proforms found in entire *Sociolinguistics* and ten in *Multilingualism*) had to be compensated for by four additional examples drawn from the *British National Corpus*. The frequency of 33 occurrences of *that* was therefore calculated based on the averaged figure of 233,126 words.

**Table 4b: Frequency of the proforms in original English texts according to registers**

<b><i>Proform</i></b>	<b><i>Occurrence</i></b>	<b><i>Word-count</i></b>	<b><i>Frequency*</i></b>
<b><i>Fiction</i></b>			
<i>it</i>	12	1,735	<b>7</b>
<i>this</i>	11	6,421	<b>2</b>
<i>that</i>	11	11,904	<b>1</b>
<b>TOTAL</b>	<b>34</b>	<b>20,060</b>	<b>2</b>
<b><i>Academic</i></b>			
<i>it</i>	22	3,957	<b>6</b>
<i>this</i>	22	10,485	<b>2</b>
<i>that</i>	18	192,964	<b>0.1</b>
<b>TOTAL</b>	<b>62</b>	<b>207,406</b>	<b>0.3</b>

\* Frequency per 1,000 words

The statistical summary yielded some interesting results. As shown in tables above, the primary data for the analysis were obtained from comparable sets of pronominal *it* (34), *this* (33) and *that* (33) from 3 running texts (two texts representing academic prose and one fiction). The additional example of *it* from *Animal Farm* was included to round off the final number of the excerpted examples to one hundred. The total excerpted length was 255,724 words.

The greatest difference found is in the distribution of *that* which varies between registers. The ten times lower frequency of *that* in the two texts of academic prose (0.1 proform per one thousand words) compared to fiction (one proform per one thousand words) may have a number of causes. *That* is undoubtedly one of the most common words performing a wide range of grammatical functions in English, overtly summarized in Table 2 (see the final section of Chapter 2.4). As a result, *that* is perhaps dispreferred in academic writing, so as to avoid creating vague reference caused, e.g., by the garden path effect: “*It would be hard to draw isoglosses for social dialects, since one would need to plot them on a many-dimensional map, but there is no reason to doubt that, could such a map be drawn, we should again find that each isogloss follows a unique path.*” (H, p. 24); or by sequences of two identical elements: “*‘My sight is failing,’ she said finally. ‘Even when I was young I*

*could not have read what was written there. But it appears to me that that wall looks different.*” (O, p. 113).

An explanation of the extremely low incidence of *that* in academic prose can be also sought in the fact that *that* is the most marked of the three proforms. It can signal emotional and temporal distance or attribution to a third party (cf. Chapter 2.4.1). In academic prose, which strives to be impersonal and which is usually set in the temporally neutral present tense, *that* is not found so often.

The other two proforms *it* and *this* were represented in the two registers more or less equally: seven and six instances of *it* occurred in fiction and academic prose per one thousand words, respectively. *This* (two proforms per one thousand words in both registers) was three times less frequent compared with *it*.

The overall quantitative summary showed that the representation of the three proforms is seven times more frequent in fiction (two per one thousand words) than the representation of the same proforms in academic writing (0.3). This finding can be again ascribed to the nature of academic texts, which attempt to be as precise as possible in their message so as to avoid ambiguity and thus they make less frequent use of pronominalization.

As for the criteria concerning the selection of examples from English translations of Czech texts, the similar methodology to Method 1 was applied, so that the results could be compared. In other words, comparable texts were chosen (two from academic prose, one fiction). During the excerption, the same types of examples, as those listed in Appendix 1, were excluded. Another principal condition to be met in order to examine the distribution of the proforms and their Czech source constructions (Method 2), was that the texts had to be translated by an English native speaker, which enabled to test the tendencies described in Method 1. However, this condition showed to be especially limiting when searching for academic texts. There is certainly a wide selection of Czech literature translated into

English, however, the majority represents fiction or academic texts translated by Czech authors.

Another obstacle in searching for adequate texts was the fact that although a book might have been translated by an English native speaker, the cooperation with the Czech author has often lead to the adapting and editing of the original text. These modifications resulted in the layout or text of the translated publication not corresponding to the Czech original.

Therefore, the initial idea to adopt the same number of examples as in Method 1, i.e. *it* (34), *this* (33) and *that* (33), showed to be problematic due to reasons listed above and due to the expectedly low incidence of *that* in the translated texts of academic prose: no proform found in *Psychological Deprivation* (62,204 words searched), one found in *Research Methods* (24,337 words searched):

**Table 5: Number of excerpted proforms from English translations of Czech texts**

<b>Stylistic variety</b>	<b>Source</b>	<b># of occurrences of <i>it</i></b>	<b># of occurrences of <i>this</i></b>	<b># of occurrences of <i>that</i></b>
Fiction	Saturnin	12	11	11
Academic	Psychological Deprivation	11	12 <sup>21</sup>	0
	Research Methods	11	11	1
<b>Total: 80</b>		<b>34</b>	<b>34</b>	<b>12</b>

The additional example of *this* from *Psychological Deprivation* was included to round off the final number of the excerpted examples to 80. The total excerpted length was 122,961 words.

We are aware of the fact that this is half of the overall length which was examined in Method 1 (255,724 words). However, due to difficulties with obtaining English translations of Czech academic prose discussed above and with respect to the effort to

<sup>21</sup> The twelfth example of *this* was added to round the set to 80.

preserve the same proportion of books (two academic, one fiction), together with the fact that no pronominal *that* was found in the academic text of 62,204 words, we decided not to excerpt further. It was reasonable to assume that we would not acquire the remaining 21 examples from the academic text<sup>22</sup>, given the total of one instance of the pronominal *that* which was found in 94,680 words of academic text. These results suggest that the pronominal *that* is the least used choice when translating into English.

Again, the number of proforms was contrasted with the number of words to compute the frequency of occurrence of each proform in two stylistically different texts and the results were compared (Table 5b):

**Table 5a: Frequency of the proforms in English translations of Czech originals**

<i>Proform</i>	<i>Occurrence</i>	<i>Word-count</i>	<i>Frequency*</i>
<b><i>Saturnin</i></b>			
<i>it</i>	12	1,348	<b>9</b>
<i>this</i>	11	3,260	<b>3</b>
<i>that</i>	11	8,139	<b>1</b>
<b><i>Psychological Deprivation</i></b>			
<i>it</i>	11	5,865	<b>2</b>
<i>this</i>	12	6,890	<b>2</b>
<i>that</i>	0	62,204	<b>0</b>
<b><i>Research Methods in Linguistics</i></b>			
<i>it</i>	11	2,224	<b>5</b>
<i>this</i>	11	8,694	<b>1</b>
<i>that</i>	1	24,337	<b>0.04</b>
<b><i>Overall Statistics</i></b>			
<i>it</i>	34	9,437	<b>4</b>
<i>this</i>	33	18,844	<b>2</b>
<i>that</i>	1	94,680	<b>0.01</b>
<b><i>TOTAL</i></b>	<b>80</b>	<b>122,961</b>	<b>0.06</b>

\* Frequency per 1,000 words

<sup>22</sup> 11 examples of *that* from fiction were excerpted without problems.

**Table 5b: Frequency of the proforms in English translations according to registers**

<i>Proform</i>	<i>Occurrence</i>	<i>Word-count</i>	<i>Frequency*</i>
<b><i>Fiction</i></b>			
<i>it</i>	12	1,348	<b>9</b>
<i>this</i>	11	3,260	<b>3</b>
<i>that</i>	11	8,139	<b>1</b>
<b>TOTAL</b>	<b>34</b>	<b>12,747</b>	<b>3</b>
<b><i>Academic</i></b>			
<i>it</i>	22	8,089	<b>3</b>
<i>this</i>	23	15,584	<b>1</b>
<i>that</i>	1	86,541	<b>0.01</b>
<b>TOTAL</b>	<b>46</b>	<b>110,214</b>	<b>0.4</b>

\* Frequency per 1,000 words

As shown in Table 5b, the most divergent results from those concluded by Method 1 are observed between the instances of *it*. While the results for fiction and academic texts were almost equal in Method 1 (seven and six respectively), *it* is three times more frequent in fiction (nine) than in academic prose (three) in Method 2. During the excerption from the translated academic prose, it was observed that a large number of *it* occurred in the anticipatory constructions and thus was excluded.

The low incidence of *that* in academic prose (0.01) compared to fiction (one) is even more obvious in English translations, being one hundred times lower. This supports the hypothesis proposed above that *that* is probably the most marked of the three pronouns studied and therefore least used in academic prose. *This* occurred less frequently in academic prose (one) than in fiction (three).

The quantitative summary showed that the proforms were generally 7.5 times more frequent in parallel translations of fiction (three) than in parallel translations of academic writing (0.4). These results correspond with the results concluded by Method 1 (cf. Table 4a).

The quantitative description is now followed by the analysis of antecedents and their respective proforms. Similarly, we shall begin with the examples excerpted from original English texts first.



### 3.2 **METHOD 1: Classification of antecedents from original English texts**

This chapter describes types of antecedents of the individual English pronouns and other features which were found relevant for this discussion. It seems that different antecedents require different coding and that the type of antecedent might be one of the key factors that determine the choice between *it*, *this* and *that*. These differences may be also reflected in other structural and discourse properties, such as segmentation into clauses, sentences or segments (cf. McCarthy 1994, described in 2.4.5).

In order to describe in more depth the relation between the antecedent and its proform, the following analysis describes the examples from various perspectives to determine:

#### I. Syntactic features (see Appendices 5, 6, 7)

- Type and structure of the antecedent: nominal vs. non-nominal
- Syntactic function of the antecedent within a superordinate structure: subject vs. non-subject
- Syntactic function of the proform: subject vs. non-subject
- Correlation between the syntactic function of the antecedent and that of the proform
- Type of the structure in which the proform occurs: complex vs. compound sentence vs. across the sentence boundary

#### II. Discourse features

- Type of the antecedent: direct vs. indirect
- Distance between the proform and its respective antecedent

For purposes of the analysis, it proved to be convenient to follow Gundel et al.'s<sup>23</sup> division of antecedents into nominal and non-nominal types instead of using the term 'textual', which was previously established in the theoretical part of this paper. The present study will use the term 'non-nominal' henceforth, because it allows for a more uniform treatment of antecedents and it indicates the way in which nominal and non-nominal antecedents are alike and in which they differ. The key difference is that nominal antecedents are realized by nominal phrases (NPs): "*Word had gone round during the day that old Major, the prize Middle White boar, had had a strange dream on the previous night and wished to communicate **it** to the other animals.*" (O1); while non-nominal antecedents are realized by other than nominal structures such as larger portions of the text or clauses: "*Since change seems to affect every language so far studied, **this** makes the language of our imaginary community unique.*" (H17).

In our approach, the term 'nominal' is further extended to include also infinitive clauses, since these approximate in function to noun phrases by taking usually subject or object positions. Following is an example of an infinitive clause which functions as a subject: *It is not impossible to see links among all these approaches, but **it** is certainly not necessary since they are, for the moment at least, largely independent* (E9).

The term 'textual' used earlier appears to be limiting in a sense that precise criteria for a text would have to be defined first, perhaps either on the basis of the extent of text (a clause, a string of clauses, sentence boundaries, etc.) or the presence of a verb (finite vs. non-finite).<sup>24</sup> However, both these criteria fail when we realize that text may actually be of

<sup>23</sup> J.K. Gundel, Nancy Hedberg and Ron Zacharski (2004), "Demonstrative Pronouns in Natural Discourse" available at [http://www.sfu.ca/~hedberg/GHZ\\_DAARC2004Final.pdf](http://www.sfu.ca/~hedberg/GHZ_DAARC2004Final.pdf)

<sup>24</sup> Halliday and Hasan, for example, define text strictly on discourse grounds. In their view, text is not just a string of sentences; it is not a large grammatical unit, something of the same kind as a sentence but differing from it in size – a sort of supersentence. A text, in their view, is best thought of not as a grammatical unit at all, but rather as a unit of a different kind: a semantic unit. The unity that text has is a unity of meaning in context, in other words, any piece of language that is operational, functioning as a unity in some context of situation, constitutes a text (*H&H*: 293). McCarthy goes further asserting that text is but the verbal record of interaction that creates the 'world of discourse', which is elaborated in the mind of sender and receiver during

any length and that in fact many familiar texts are made of less than one sentence. Warnings, titles, public announcements, inscriptions and advertising slogans often consist of a verbal, nominal or prepositional group only, for instance: *No smoking, For sale, Do not feed* (H&H: 294).

It would be thus misleading to suggest that the concept of a text is fully determinate or that a clear decision can always be made about what constitutes a text and what does not. The term ‘non-nominal’ avoids the aforesaid by simply determining whether the antecedent is or is not an NP, which perfectly suffices the needs and practical purposes of the present examination and it permits a more straightforward classification.

Other terms adopted from Gundel et al.’s study are ‘direct’ and ‘indirect’ to distinguish between antecedents depending on whether the referent of the proform is the same as the denotation of the antecedent, i.e. whether the antecedent can replace the proform directly: “*It is not impossible to see links among all these approaches, but **it** is certainly not necessary since they are, for the moment at least, largely independent.*”; “*It is not impossible to see links among all these approaches, but **to see links among all these approaches** is certainly not necessary since they are, for the moment at least, largely independent.*” (E9) = direct antecedent; or whether the interpretation of the pronoun depends on that antecedent, but the two are not coreferential and there is an additional inference required for correct interpretation such as the paraphrase *the fact that..., the time when..., the observation that..., etc.*: “*Now, comrades, what is the nature of this life of ours? Let us face **it**: our lives are miserable, laborious, and short.*” (O5), where *it* stands for *the fact that their lives are miserable, laborious, and short* = indirect.

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any interaction through speech and writing. By ‘world of discourse’ is meant the accumulating shared and mutual knowledge that the text can refer to and add to as the discourse unfolds (McCarthy 1994: 269).

### 3.2.1 Classification of antecedents with *IT*

The classification of antecedents with *it* will follow the steps outlined in the introduction to Chapter 3.2.

#### 3.2.1.1 Type and structure of antecedents occurring with *IT*

**Nominal antecedents** (32; 94%). The analysis of the data revealed a prevailing tendency of *it* to refer to referents which are introduced primarily by the nominal type of antecedents. Of the total of 34 instances, 32 involved the nominal antecedents (NAs) that could be classified as direct. In other words, these nominal antecedents can replace the proform *it* directly and there is no further inference needed in order to interpret its referent. By contrast, the two indirect antecedents (both realized by an infinitive) required some sort of bridging inference<sup>25</sup> or additional processing on the part of the addressee in order to interpret *it*. Low occurrence of *it* with this type of antecedent suggests that the non-nominal antecedents will probably occur with the other two proforms, i.e. *this* and *that*, more often.

From the structural point of view, the direct nominal antecedents can be further distinguished according to their complexity:

- a) **Heads without any modification** (16): wall (O3), the soil (O9), this community (H10), that milk (O10), that Rebellion (O11), the struggle (O12), this view (H7), research (E4), speech (H4, H6), multilingualism (E10), sociolinguistics (H8, E1, E2), language (E7, H3).

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<sup>25</sup> Sometimes, the listener or reader is not able to find a direct match for the given information within knowledge already possessed, but is forced to construct a *bridge*. In other words, he must draw an implicature between what is known and what is treated as given: “*Ed was given lots of things for his birthday. The alligator was his favourite present.*” *The alligator* is said to express given information that does not have direct representation in the listener’s knowledge. With no direct antecedent for the given information, the connection between the two sentences requires an extra inferential step, something like, “*Ah, one of those things must have been an alligator*”. It was hypothesized that this bridging operation would require a certain amount of extra time for searching in memory. In the past, several experiments to measure reaction times on tachistoscope (a device that displays – usually by projecting – an image for a specific amount of time) were performed to see whether they would confirm this hypothesis. The results were interpreted in favour of the bridging hypothesis. As predicted, comprehension time for direct antecedents was faster than for the indirect ones. Wallace L. Chafe (1994), *Discourse, Consciousness, and Time Excerpt in Discourse, Consciousness, and Time: The Flow and Displacement of Conscious Experience in Speaking and Writing*, Chicago: University Press, p. 170.

- b) **Heads premodified by adjectives** (6): a *strange* dream (O1), the *new* form (H11), *personal* experience (H1), some *descriptive* work (E3), the *whole empirical* enterprise (E6), her *white* mane (O4).
- c) **Head premodified by a noun** (1): *language* variation (E8).
- d) **Heads with postmodification** (6): this land *of ours* (O6), the soil *of England* (O7), a contingency *of rational inquiry* (E5), a difference *between sociolinguistics and linguistics* (H2), 'macro' sociology *of language, dealing with the relations between society and languages as wholes* (H9), the answer *to all our problems* (O8).
- e) **Infinitives** (2): *to see* links among all these approaches (E9), *to be* bilingual or multilingual (E11).
- f) **Head with nominal apposition** (1): the *notion* 'language X' (H5).

The largest group of antecedents is composed of simple nominal heads that do not contain any further modification, followed by a group of nominal antecedents that are premodified by an adjective and those followed mainly by prepositional postmodification. Marginally, an infinitive (two occurrences), head premodified by a noun and head with nominal apposition (one occurrence each) were found.

The extract 1) is interesting in that the analyst faces a difficulty when attempting to assign a single head/referent to *it*, because in this case, *it* can actually refer to both *a wall* and *her great foreleg* at the same time (*a wall made of her great foreleg*), since they do not represent separate entities. Unambiguous identification of an antecedent is less clear-cut where there are two referents plausible:

- 1) Clover made a sort of *wall* round them with *her great foreleg*, and the ducklings nestled down inside **it**, and promptly fell asleep. (O3)

As for the competition between *it* and the demonstratives, the use of other proforms apart from *it* as a means of nominal reference seems highly improbable in all examples which included NAs. If we try to replace *it* with *this* or *that*, we get either an unacceptable structure as in:

- 2) *The soil of England* is fertile, its climate is good, **it** is capable of affording food in abundance to an enormously greater number of animals than now inhabit it. (O7)

2a)\*..., **this/that** is capable of affording food in abundance to an enormously greater number of animals than now inhabit it.<sup>26</sup>

or we change the referent of the antecedent, which produces a shift in the focus and meaning of a sentence. This is due to the primary distinction between the personal *it* and the demonstratives, which only signal activation<sup>27</sup>, according to Gundel et al., unlike *it* which explicitly signals the status in focus (Gundel et al. 2004: 1), i.e. its referent is in the addressee's current focus of attention. If we apply this assumption in the following example into practice, it can be noted that *it* refers directly to *a strange dream*, whereas the demonstratives evoke the broader *fact that old Major had had a strange dream*:

3) Word had gone round during the day that old Major, the prize Middle White boar, had had *a strange dream* on the previous night and wished to communicate **it** to the other animals. (O1)

3a) #Word had gone round during the day that old Major, the prize Middle White boar, *had had a strange dream on the previous night* and wished to communicate **this/that** to the other animals.<sup>28</sup>

The following examples differ slightly from the rest of NAs. The two infinitives take the syntactic positions of a subject, but have no nominal referent (cf. reasons for the inclusion of infinitives under nominal antecedents in 3.2). If we are to replace *it* with *this* and *that*, we will get similar results as in the above examples 3) and 3a), in which, using the demonstrative alternatives, we broadened the scope of reference from *a strange dream* to *the fact that old Major had had a strange dream*:

4) It is not impossible *to see links among all these approaches*, but **it** is certainly not necessary since they are, for the moment at least, largely independent. (E9)

4a) #*It is not impossible to see links among all these approaches*, but **this/that** is certainly not necessary since they are, for the moment at least, largely independent.

<sup>26</sup> \* Asterisk indicates an unacceptable structure in the given context. Judgements are those of the author. Where ambiguous, the alternatives were consulted by means of an informal survey with native speakers and by discussions with my tutor.

<sup>27</sup> The concept of activation is understood as a process in which the referent is assumed to be in the addressee's current awareness or working memory, but does not have to be necessarily in focus of his attention. In other words, an entity is activated for a participant in the discourse if that person has a representation of it in short memory.

<sup>28</sup> # Diesis indicates an alternative structure which yields different interpretation. To indicate a less acceptable structure of the two, the combination of diesis and question mark #? is used.

5) *To be bilingual or multilingual* is not the aberration supposed by many (particularly, perhaps, by people in Europe and North America who speak a ‘big’ language); **it** is, rather, a normal and unremarkable necessity for the majority in the world today. (E11)

5a) #*To be bilingual or multilingual is not the aberration supposed by many* (particularly, perhaps, by people in Europe and North America who speak a ‘big’ language); **this/that** is, rather, a normal and unremarkable necessity for the majority in the world today.

**Non-nominal antecedents** (2; 6%). Low incidence of indirect non-nominal antecedents that express clausally introduced entities (such as facts or propositions) suggests that non-nominal antecedents tend to be less accessible to direct reference with the personal pronoun *it*. It is thus reasonable to assume that antecedents that require further inference, i.e. which are indirect, are more likely to be the domain of the demonstrative pronouns instead.

**Finite clause as a non-nominal antecedent** (2): *he was devoted to Boxer* (O2), *our lives are miserable, laborious, and short* (O5).

The two examples differ from the rest of *it*-examples not only in their structure, but also in terms of the direction of reference. They illustrate cataphoras which are interpreted as *the fact that...* and *the state that...* respectively. The only possible alternative is the demonstrative pronoun *this*, which can also refer forward in text. Here, the competition between the cataphoric *it* and *this* is potentially high, because the two are interchangeable without producing a shift in meaning:

6) Nevertheless, without openly admitting **it**, *he was devoted to Boxer*; the two of them usually spent their Sundays together in the small paddock beyond the orchard, grazing side by side and never speaking. (O2)

6a) Nevertheless, without openly admitting **this**, *he was devoted to Boxer*;...

7) “Now, comrades, what is the nature of this life of ours? Let us face **it**: *our lives are miserable, laborious, and short.*” (O5)

7a) ... Let us face **this**: *our lives are miserable, laborious, and short.*”

However, if we replace *it* for *that*, we will not achieve the same cataphoric effect. In this case, the referring characteristics of *that* are overridden by valency of the verb *admit* in a reporting function. Although there is a comma used to indicate a pause in written language,

the substitution of *it* for *that* triggers the garden path effect, with *that* being interpreted as a conjunction upon first reading. This is due to the fact that the verb *admit* requires a direct object of some sort, which is realized by a nominal content clause introduced by *that* in 6b):

6b) \*Nevertheless, without openly admitting **that**, he was devoted to Boxer;...

Example 7b) allows substitution of *it* by *that*, however, the direction of reference will change, because the demonstrative *that* is confined to backward reference<sup>29</sup> only. As a result, instead of referring forward to *the fact that our lives are miserable, laborious, and short*, *that* refers to *the fact what the nature of this life of ours is?*:

7b) #“Now, comrades, *what is the nature of this life of ours?* Let us face **that**: our lives are miserable, laborious, and short.”

It may be significant to point out that this pattern, i.e. the cataphoric reference to non-nominal antecedents realized as a finite clause, was found only in the fiction samples.

### 3.2.1.2 Syntactic function of *IT*

This chapter will describe more closely the syntactic environment of the proform *it* to see whether its syntactic function or its position in the sentence, when compared with the results of the other two proforms *this* and *that*, is indicative of the preferred choice for *it*.

***It in a subject position*** (22; 65%). From the syntactic point of view, the proform *it* functions mostly as an anaphoric subject followed by a range of verbs: *be*, *take account of*, *represent*, *afford*, *trivialize*, *tell*, *throw*, *learn*, *occur*, *define*, *grapple* and *plait*. When describing the type of sentence in which the subject *it* occurs, it can be observed that out of

<sup>29</sup> The overwhelmingly anaphoric nature of *that* is discussed in the theoretical survey of this paper in Chapter 2.4 on the uses of *it*, *this* & *that* in selected linguistic literature. However, in some especially disapproving or ironic contexts, *that* can be used cataphorically too: “*I like that. Bob smashes up my car and then expects me to pay for the repairs.*” Superficially, it is cataphoric, but it could be argued that this example is also illustrative of anaphoric use with *that* referring back to something situationally present as well as forward to a linguistic description of it (CGEL: 1463). *That* may also be used as a declarative formula: *that’s it, that’s all*, etc.



the total of 21 complex and 10 compound sentences, the subject *it* is found within the complex sentence in the position after a subordinating conjunction, i.e. as a subject in a subordinate clause, in 13 examples (38 % overall). Following is a list of conjunctions or pronouns encountered: *since*, *that*, *what*, *which*, *as* (two occurrences each); *until*, *when* (with one occurrence each) and finally *zero relative* in a juxtaposed clause:

- 8) And secondly, *personal experience* is a very limited base from which to generalise about language in society, since **it** does not take account of all the other societies where things are arranged very differently. (H1)
- 9) Also, *sociolinguistics* may have within it the seeds of its own demise, since **it** represents what many feel to be a necessary broadening of the larger field of linguistics. (E2)
- 10) Is it because *this land of ours* is so poor that **it** cannot afford a decent life to those who dwell upon it? (O6)
- 11) Second, Chomsky is critical of *the whole empirical enterprise* that underpins so much of ‘human science’, claims that **it** trivializes research, and advocates a renewed attention to rationalist philosophy. (E6)
- 12) The question of who is a sociolinguist and who is not, is neither interesting nor important: but it is important to ask whether there is *a difference between sociolinguistics and linguistics* and, if so, what **it** is. (H2)
- 13) Chomsky and his epigones are of course interested in the way *language* ‘works’, but rather more interested in what **it** may tell us about human mental functions, about (in Chomsky’s words) linguistics as part of psychology (arguably the most important part). (E7)
- 14) Thus, the value of *sociolinguistics* is the light which **it** throws on the nature of language in general, or on the characteristics of some particular language. (H8)
- 15) A widely held view is that there is such a difference, and that linguistics differs from sociolinguistics in taking account only of the structure of *language*, to the exclusion of the social contexts in which **it** is learned and used. (H3)
- 16) Sociolinguists are concerned above all with *language variation* as **it** occurs in actual usage, and sociologists/social psychologists of language are concerned with reactions to, and ramifications of, language as the pillar of social communication. (E8)

Example 17) shows an interesting case of an intervening pronoun. The referential progression for the same entity moves from the full NP *the notion ‘language X’* to anaphoric **this** (in bold), followed by anaphoric *it* back to the repeated part of the phrase *language X*

(cf. Biber's note on anaphoric distance in footnote 11, page 19). It could be argued that the use of *this* in the below example is motivated partly by euphonic reasons too. *This* is used in the emphatic function to stress clearly the antecedent, together with the emphatic pronoun *itself*:

- 17) The first is that we cannot take *the notion 'language X'* for granted, since *this* in itself is a social notion in so far as **it** is defined in terms of a group of people who speak X. (H5)
- 18) More pointedly, he claimed that 'the existence of a discipline called "sociolinguistics" And above all, pass on this message of mine to those who come after you, so that future generations shall carry on *the struggle* until **it** is victorious. (O12)
- 19) More pointedly, he claimed that 'the existence of a discipline called "sociolinguistics" remains for me an obscure matter', and that sociology in general lacks basic and explanatory principles. All such work, he feels, is not *research*, which is only successful when **it** grapples with underlying principles and structures. (E4)
- 20) She took a place near the front and began flirting *her white mane*, hoping to draw attention to the red ribbons **it** was plaited with. (O4)

The remaining subject *it* occurred within compound sentences:

- 21) I do not know when *that Rebellion* will come, **it** might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done. (O11)
- 22) *The soil of England* is fertile, its climate is good, **it** is capable of affording food in abundance to an enormously greater number of animals than now inhabit it. (O7)
- 23) *This view* is typical of J. R. Firth (for example, 1950, 1964), who founded the 'London School' of linguistics, and whose followers include Michael Halliday (1985) but **it** is still not widely accepted by linguists. (H7)
- 24) In 1977, in a discussion of the relations between linguistics and the 'human sciences', he acknowledged that *some descriptive work* – such as demonstrating that Black English is a valid dialect – is perhaps useful for combatting educational prejudices but **it** is quite 'evident and banal' on a theoretical linguistic level; he was disturbed, however, by its 'theoretical pretensions'. (E3)
- 25) *To be bilingual or multilingual* is not the aberration supposed by many (particularly, perhaps, by people in Europe and North America who speak a 'big' language); **it** is, rather, a normal and unremarkable necessity for the majority in the world today. (E11)

Cf. example 17) on intervening *this* and referential progression from a full NP to *it*. Once the demonstrative *this* established a new referent in a new segment, this referent can be

further referred to by *it*, because *it* operates within one segment and refers to previously established entities (cf. McCarthy in 2.4.5):

- 26) On the other hand, there are some issues which such a textbook ought to include which this one will not, notably most of what is called '*macro*' *sociology of language, dealing with the relations between society and languages as wholes*. **This** is an important area of research from the point of view of sociology (and politics), since **it** raises issues such as the effects of multilingualism on economic development and the possible language policies a government may adopt. (H9)

Marginally, only one instance of subject *it* occurred across the sentence boundary from its antecedent. While 31 examples display antecedents within the first clause and the proform *it* in the second, the following example of the subject *it* differs from the rest in that it occurs across the sentence boundary. This could be explained perhaps because it originates in direct speech and the segments in speech tend to be shorter.<sup>30</sup>

- 27) Because nearly the whole of the produce of our labour is stolen from us by human beings. There, comrades, is *the answer to all our problems*. **It** is summed up in a single word - Man. (O8)

The other three examples of the across-the-boundary *it* are similar to example 27) in that they exemplify direct speech and quotation, which display shorter segmentation intended to represent spoken variety:

- 28) When you work within some idealization, perhaps you overlook something which is terribly important. That is *a contingency of rational inquiry* that has always been understood. One must not be too worried about **it**. (E5)

- 29) And what has happened to *that milk* which should have been breeding up sturdy calves? Every drop of **it** has gone down the throats of our enemies. (O10)

**It in a non-subject position** (12; 35%) includes mostly an anaphoric direct object (9; 75%):

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<sup>30</sup> The general assumption suggests that a spoken language is more simple than the written variety. According to Chafe, written language is integrated and detached, while spoken language is fragmented and involved. He proposes considering spoken language in terms of *idea units* of around six words, uttered with a coherent intonation contour. While in speech, one idea unit at a time is produced and is unmarked as to what precedes or follows it, in writing (which is slower than speech), there is time to integrate a succession of ideas into a single whole. Therefore, speech in contrast to writing, is characterized by zero integration or maximum *fragmentation*. Wallace L. Chafe (1982), "Integration and involvement in speaking, writing and oral literature" in *Spoken and Written Language: Exploring Orality and Literacy*, (ed.) Deborah Tannen, pp. 35-53.

- 30) Word had gone round during the day that old Major, the prize Middle White boar, had had *a strange dream* on the previous night and wished to communicate **it** to the other animals. (O1)
- 31) Our labour tills *the soil*, our dung fertilizes **it**, and yet there is not one of us that owns more than his bare skin. (O9)
- 32) The second reason is that speech has a social function, both as a means of communication and also as a way of identifying social groups, and to study *speech* without reference to the society which uses **it** is to exclude the possibility of finding social explanations for the structures that are used. (H6)
- 33) The purpose of postulating this boundary is to guarantee, on the one hand, that no members of other communities join this one, bringing their own languages with them, and, on the other, that members of *this community* never leave **it** and take their language to another, thereby complicating the perfect coincidence between language and community. (H10)
- 34) The only way to allow for change in a totally homogeneous community is to assume that every change affects every member of the community absolutely and simultaneously: one day, nobody - has *the new form*, the next day, everybody has **it**. (H11)

including a cataphoric object (2):

- 35) Nevertheless, without openly admitting **it**, *he was devoted to Boxer*; the two of them usually spent their Sundays together in the small paddock beyond the orchard, grazing side by side and never speaking. (O2)
- 36) “Now, comrades, what is the nature of this life of ours? Let us face **it**: *our lives are miserable, laborious, and short.*” (O5)

and a prepositional object (1):

- 37) When you work within some idealization, perhaps you overlook something which is terribly important. That is *a contingency of rational inquiry* that has always been understood. One must not be too worried about **it**. (E5)

or an adjunct expressed by a prepositional phrase (2; 15%):

- 38) Clover made a sort of *wall* round them with *her great foreleg*, and the ducklings nestled down inside **it**, and promptly fell asleep. (O3)
- 39) However, the distinction just noted is not necessarily endorsed by all who use the terms, and some have alternated in their usage, while carrying on with the same sort of work. Also, *sociolinguistics* may have within **it** the seeds of its own demise, since it represents what many feel to be a necessary broadening of the larger field of linguistics. (E1)

and postmodification in a partitive type of construction (2; 15%):

40) And what has happened to *that milk* which should have been breeding up sturdy calves? Every drop of **it** has gone down the throats of our enemies.(O10)

41) But the strong and obvious attractions of the lingua francas have generally co-existed with, rather than eliminated, more local forms and they have not spelled the death of *multilingualism* so much as they have been a product of **it** and, indeed, a contributor to it. (E10)

The overall distribution of both subject and non-subject *it* according to the type of sentence in which they occurred was in favour of complex (21; see Appendix 5b) and compound sentences (10; Appendix 5c). Only 3 instances of *it* were found across the sentence boundary from their antecedents (Appendix 5d), of which two were from fiction and one from academic text.

Syntactic function of the majority of nominal antecedents (31; 91%) correlates with that of the proform *it*. The following is an example of the antecedent and its respective proform both occurring in the position of an object:

42) Word had gone round during the day that old Major, the prize Middle White boar, had had *a strange dream* on the previous night and wished to communicate **it** to the other animals. (O1)

In example 43), at a lower level of embedding, *it* seemingly differs from its subject antecedent having the object function within the infinitive. However, it is still possible to speak of correlation between the antecedent and its proform, because *it* is a part of the infinitive (in square brackets) which functions as a subject:

43) Some would argue that since *speech* is (obviously) social behaviour, [to study **it** without reference to society] would be like studying courtship behaviour without relating the behaviour of one partner to that of the other. (H4)

Yet, three examples differed in this respect such as the following one, which illustrates the object antecedent on one hand and the subject proform, on the other:

44) She took a place near the front and began flirting *her white mane*, hoping to draw attention to the red ribbons **it** was plaited with. (O4)

The last factor, which was considered in the analysis of *it*, was the distance of a pronoun from its antecedent counted in words. The distance ranged from zero to 25, with nine being the most frequently occurring word span. Eight words were the average.<sup>31</sup>

45) Word had gone round during the day that old Major, the prize Middle White boar, had had *a strange dream* on the previous night and wished to communicate **it** to the other animals. (O1)

**Discussion of findings.** To conclude the chapter on classification of antecedents with *it*, the principal findings may be summed up as follows: a classification scheme was introduced, which distinguished direct and indirect relations between the proform and its antecedent depending on whether the antecedent was coreferential and could directly substitute for the respective *it*; or whether there was further inference needed in order to interpret the referent. The next step was a division of antecedents into nominal and non-nominal type depending on whether they were realized by a noun phrase or not. Most antecedents were composed of simple nominal heads without further modification, followed by nominal antecedents premodified by an adjective and those followed mainly by prepositional postmodification. Two of them were infinitives, one example illustrated premodification by a noun and one exemplified apposition.

It was noted that the proform *it* has an expectedly strong tendency to refer to entities introduced by direct nominal antecedents. With direct nominal antecedents, there could be no competition between *it* and *this*, *that* observed, because the substitution of *it* by *this* or *that* resulted either in an unacceptable structure as in 2) or in different interpretation by taking the original referent out of focus of attention as in 3).

However, indirect non-nominal antecedents permitted a felicitous substitution of *it* by *this*, but not by *that*, when *it* was used cataphorically in examples 6) and 7).

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<sup>31</sup> The figure was counted as follows: in each example, all words (including prepositions and articles) between *it* and its antecedent were counted. They were subsequently added and finally divided by a number of examples, i.e. 34.

The analysis further focused on syntactic description of the proform to see in which functions *it* tends to occur and if perhaps the role of syntactic structure plays a role in the preferred choice of *it*. It was observed that in the majority of cases *it* appeared in the function of an anaphoric subject (21) after the conjunction within the complex or compound sentences, i.e. within one sentential segment. Only three examples illustrated *it* across the sentence boundary from its antecedent. All of them were examples of direct speech or quotation, which favours the idea that sentential segments are shorter when spoken. As for the non-subject *it* (12), the vast group was composed of objects, followed by adjuncts and postmodifications.

In spite of a relatively small number of instances, which the material on *it* consists of, the data obtained here revealed tendencies which will be further contextualized when put in contrast with other two proforms *this* and *that*, and with the findings about their patterns of usage.

### **3.2.2 Classification of antecedents with THIS**

Similarly as in Chapter 3.2.1 on classification of antecedents with *it*, the following description of the proform *this* will determine: syntactic features (including type and structure of the antecedent: nominal vs. non-nominal; syntactic function of the antecedent and the proform: subject vs. non-subject; correlation between the syntactic function of the antecedent and that of the proform, and type of the structure, in which the proform occurs: complex vs. compound clause vs. across the sentence boundary. The analysis will also aim at describing discourse features, such as the type of antecedent: direct vs. indirect and distance between the proform and its respective antecedent.

#### **3.2.2.1 Type and structure of antecedents occurring with THIS**

The most noticeable difference which immediately draws one's attention when describing

the examples with the pronominal *this*, is that the demonstrative *this* displays a strong tendency to refer to indirect non-nominal antecedents which denote facts or propositions, unlike *it* in the previous chapter, which can be considered the main device to express nominal reference.

Another striking difference between the two is that while *it* mostly occurs with direct antecedents within a complex sentence usually in a subordinate clause, *this* typically expresses reference across the sentence boundary. This feature is yet to be discussed in more detail when analyzing the particular syntactic functions of the proform *this*.

A point emerging from the above is that the two features, i.e. a tendency to refer to a proposition (non-nominal antecedent) and the frequent occurrence of *this* across the sentence boundary, are interrelated – that is, reference to a proposition usually involves reference to a clause of the previous sentence. That is why we start with the description of non-nominal (clausal) antecedents first.

**Non-nominal antecedents** (22; 67%). Of the 33 cases, 22 included non-nominal antecedents that lacked a coreferential NP, i.e. they were indirect. In order to interpret their referent, they had to be paraphrased in some way. Most of them could be paraphrased as *the fact that...* or *the proposition that...*, however, a few of them were problematic in that the italicised words of the antecedent did not easily correspond to *this*.

Further, it was noted that in 17 out of 22 examples of non-nominal antecedents, *this* could be substituted by the relative pronoun *which* without any major semantic shift in the sentence meaning.<sup>32</sup> This finding reflects Dušková's observation that “[n]erestriktivní vztahné věty se vyskytují též po větném antecedentu. Relativum je v tomto případě

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<sup>32</sup> Seven other examples allowing the said substitution of *this* by the relative *which* were found, but with the nominal antecedents: “*There are as well, of course, many prejudices and preferences associated with languages. Charles V's choices have already been mentioned, and reflect what is considered appropriate selection according to context. This is also seen in code-switching behaviour; #..., which is also seen in code-switching behaviour.*” (E22).



*which*... Jako jiné nerestriktivní věty vztahné lze i tyto věty nahradit souřadnou větou s demonstrativem...“ (MSA: 626):

46) *Some of this research has taken place in 'exotic' communities, and this has produced facts which many readers of this book will find stimulating because they are so unexpectedly different from the kind of society which they already know.* (H12)

46a) *Some of this research has taken place in 'exotic' communities, which has produced facts...*

Her assertion that “[n]a rozdíl od restriktivních vět mají [nerestriktivní věty] intonaci vsuvky, tj. mezi antecedentem a relativem je pauza, což se projevuje v interpunkci přítomností čárky“ (ibid: 625) is reflected in the fact that, indeed, the majority of the excerpted examples contain a punctuation mark which separates *this* from its antecedent to signal a pause. Apart from commas and periods, the most frequent ones, another punctuation mark found was a semicolon:

47) The problems of assessing balance and fluency will be considered later and at least one of the issues relates to Steiner's observation *that 'primary' multilingualism may be for some individuals (like himself) an 'integral state of affairs', that possession of several languages may not always be simply an extension from one original variety; this has some interesting psychological implications.* (E16)

In order to describe the relation between the non-nominal antecedents and *this* in more detail, the forthcoming part will now examine the structure of the non-nominal antecedents. For this purpose, the antecedents were grouped according to their internal structure as follows: a) simple sentence, b) compound sentence, c) complex sentence, d) subordinate clause and e) reduced clause.

**Simple sentence** (8). Of all indirect non-nominal antecedents, the majority were composed of a simple sentence.

As for the competition with *it* and *that*, example 48) below shows that there seems to exist the possibility of using *it*, which is grammatically correct, but which results in a different interpretation. The original meaning of *the fact that the life of an animal is misery and slavery* narrows down to a mere *misery and slavery*. The replacement by the

demonstrative *that* seems to be the least preferred choice in this case, because *that* could induce an ambiguous interpretation referring either to *the statement that the life of an animal is misery and slavery* or to *the plain truth*. The cause of this ambiguity is perhaps the interfering presence of *that* in the preceding compound clause, which could be viewed as a sort of anaphoric barrier:

48) *The life of an animal is misery and slavery*: that is the plain truth. 'But is **this** simply part of the order of nature? (O14)

48a) #*The life of an animal is misery and slavery*: that is the plain truth. 'But is **it** simply part of the order of nature?

48b) \**The life of an animal is misery and slavery*: **that** is the plain truth. 'But is **that** simply part of the order of nature?

The following examples 49) and 50) are similar to 48a) in that we narrow the scope of reference, in other words, we bring the referent into focus when using *it*, which creates a particular reference tie with the subject of an antecedent. The difference from 48a) is that in 49) and 50), *that* is grammatically acceptable, however, because it is frequently used to refer to events and entities remote in time and space, or to ideas and propositions associated with another person or another participant in the discourse (Carter and McCarthy 2006: 246), it is the least preferred choice in academic writing:

49) *Some of this research has taken place in 'exotic' communities*, and **this** has produced facts which many readers of this book will find stimulating because they are so unexpectedly different from the kind of society which they already know. (H12)

49a) #*Some of this research* has taken place in 'exotic' communities, and **it** has produced facts...

49b) #?*Some of this research* has taken place in 'exotic' communities, and **that** has produced facts...

50) Since *change seems to affect every language so far studied*, **this** makes the language of our imaginary community unique. (H17)

50a) #Since *change* seems to affect every language so far studied, **it** makes the language of our imaginary community unique.

50b) #?Since *change* seems to affect every language so far studied, **that** makes the language of our imaginary community unique.

Although *this* can be substituted by *it* or *that* in 51) and 52) below to refer to an event denoted by an antecedent, the substitution always yields a certain effect. For example, substitution of *this* for *it* in 51) causes an interesting ambiguity between an interpretation where *it* can potentially refer to *an event of burying the body, which took place in March* (*To bylo počátkem března*), and one where *it* may be interpreted merely as a formal element of time predication (*Byl počátek března*).<sup>33</sup> The preferred use of *this* resolves the aforesaid ambiguity. *That*, on the other hand, seems to express remoteness and highlight entities less emphatically than *this*:

51) *His body was buried at the foot of the orchard. This* was early in March. (O15)

51a) #...*That* was early in March.

51b) #?...*It* was early in March.

52) The next moment *he and his four men were in the store-shed with whips in their hands, lashing out in all directions. This* was more than the hungry animals could bear. (O17)

52a) #...*That* was more than the hungry animals could bear.

52b) #?...*It* was more than the hungry animals could bear.

53) Sadly, and particularly within the English-speaking world, the power of English has meant a progressive dilution of effort and achievement here, a retreat to be seen even at the highest postgraduate levels, where *traditional language requirements are increasingly waived*. Among other things, *this* has had the interesting effect of even more positively marking those with foreign-language competence. (E18)

54) *A related point of interest here has to do with the historical equation of translation with treason (traduttore-traditore). This* results from that identification with one's own language...(E20)

**Compound sentence** (6). A second most numerous group is made up of antecedents composed of a compound sentence:

55) If psychology were able to provide the necessary principles, then *there would be a good deal to say about language in relation to individual development, but nothing about language in relation to society*. Needless to say, no psychologist would dream of claiming that *this* was possible, even in principle. (H16)

56) It is quite normal to talk about a language, learning its vocabulary and phrases, and *this*

<sup>33</sup> For a more extended discussion of prop *it*, see Chapter 2.2.1 on empty (expletive) *it*.

continues into old age; yet *people generally do not know how many languages they can speak, and do not think of language learning as a way of gaining prestige*. Perhaps **this** is what we might expect in a society where everyone can be expected to speak at least (i) their father's language, (ii) their mother's language (which she will certainly have taught her children with a view to their seeking partners among her tribe) and (iii) the lingua franca Tukano (which may also be the father's or mother's language). (H20)

57) *At this stage children are extremely conservative in their language; their main concern seems to be the same as the older children (with some attempts to imitate teenagers as well)*. **This** leads to what is called 'AGE-GRADING' (Hockett 1950), a pattern of use in which linguistic items are used by people of a particular age, who then stop using it when they grow older. (H22)

58) After all, *context can influence linguistic choice, and linguistic choice can be an index to perceptions of context* (and may even change a psychological context). **This**, incidentally, brings us more to a social psychology of language ... (E12)

#### **Complex sentence (5):**

59) *'Ribbons,' he said, 'should be considered as clothes, which are the mark of a human being. All animals should go naked.'* When Boxer heard **this** he fetched the small straw hat which he wore in summer to keep the flies out of his ears, and flung it on to the fire with the rest. (O19)

60) John Milton (1608-74) wrote: "*and though a linguist should pride himself to have all the tongues that Babel cleft the world into, yet if he have not studied the solid things in them as well as the words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother-dialect only.*" **This** appeared in Milton's essay, *Of Education* (1644) ... (E19)

61) *Education for the élite has always included a training in languages which evolved from a potent combination of necessity, snobbery and social boundary marking*. Indeed, remnants of **this** are seen yet, and 'finishing' education still includes an important language component. (E17)

#### **Subordinate clause (2):**

62) It would not be enough to show *that some individuals reject the model of their parents* (as they clearly do), since **this** is probably because they are conforming to a different model (that of their peers) rather than to no model at all. (H21)

**Reduced clause (1)**. Following is an example in which the precise identification of a non-nominal antecedent was slightly ambiguous at first, since a substantial paraphrase was required (involving active-passive changes). Although the reader does not have a difficulty in following the text, which is communicatively complete and understood, it was

problematic and unclear whether the italicised words adequately retrieve the referent of *this*:

63) With one accord, though nothing of the kind had been planned beforehand, *they flung* themselves upon their tormentors. Jones and his men suddenly found themselves being *butted and kicked* from all sides. The situation was quite out of their control. They had never seen animals behave like **this** before, and this sudden uprising of creatures whom they were used to thrashing and maltreating just as they chose, frightened them almost out of their wits. (O18)

➤ *This = They flung themselves, butted and kicked...*

**Nominal antecedents** (11; 33%). The following commentary attempts to describe factors that led to the preferred choice of *this* in one third<sup>34</sup> of the examples which illustrate direct nominal antecedents, even though *it* is assumed to be the preponderant means of nominal reference as demonstrated on our data in the previous chapter.

Examples 64) – 74) illustrate nominal antecedents. In 64), *this* was used to refer to a nominal antecedent, because the use of *it* seems to be restricted by the cleft sentence which follows. *This* is used in an emphatic function to stress the antecedent. Replacement with *that* renders the effect of doubled instance of *that*:

64) I have had a long life, I have had much time for thought as I lay alone in my stall, and I think I may say that I understand *the nature of life on this earth* as well as any animal now living. It is about **this** that I wish to speak to you. (O13)

64a) \*... It is about **it** that I wish to speak to you.

64b) #?... It is about **that** that I wish to speak to you.

So far, we have analyzed all nominal antecedents as direct. However, the following example demonstrates that the NA can also be indirect. It is an interesting instance of the so-called ‘impure textual deixis’ described in the theoretical introduction (cf. Levinson 1994: 86) at page 11 and illustrated by the exchange: *A: “That’s a rhinoceros.” B: “Spell *it* for me.”*, where the natural assignment of the referent is the word *rhinoceros* rather than

<sup>34</sup> Interestingly, Gundel et al.’s (2004) study of demonstratives showed an equal ratio of demonstratives with direct nominal antecedents, i.e. also one third, except they analyzed a different number of examples from a different register. Their data constituted a set of 56 examples from the *Santa Barbara Corpus of American Spoken English*, out of which 19 had nominal antecedents.

the animal itself.

Similarly, the phrase *ANIMAL FARM* in example 65) below is not the referring expression itself in this case. Instead, *this* refers to the words in the name *ANIMAL FARM* rather than to the physical object of a farm. Hence, the term ‘anaphora’ does not apply here in the true sense of the word, neither does the label ‘deixis’. *This* stands for the mention of *ANIMAL FARM*, the two are not coreferential. Substitution of *this* for *it* seems possible without major semantic change.

The alternative use of *that* would be, however, the least probable of the three, though not completely impossible. As Halliday and Hasan argue, in narrative of a traditional kind, such as children stories and ballads, we often find *that* where, in conversational narrative, a speaker would tend to use *this* (e.g. *H&H*: 61). The difference detected is that while *this* conveys a sense of immediacy and subjective experience of a narrator emphasizing in fact that there was no other name than *ANIMAL FARM* to choose from, with *that* the degree of the speaker’s particularization feels broader and involvement more distant.

When the entity referred to is in some way associated with the speaker, or the writer as the case may be, there is some tendency for the speaker to use *this* to refer to something he himself has said as mentioned earlier in this paper (cf. *H&H*: 70), it is his individual representation of a particular state of affairs (cf. Brown and Yule 1987: 206). In addition to the presupposition that the proximal nature of *this* relates to the present or future time referent, we can observe that, indeed, *this* would be the most logical and preferred choice in 65). The sense of the future is expressed in the temporal meaning of the modal meaning of *be* + infinitive *to be* and the adjunct of time/prepositional postmodification *from now onwards*.

65) Then Snowball (for it was Snowball who was best at writing) took a brush between the two knuckles of his trotter, painted out MANOR FARM from the top bar of the gate and in its place painted *ANIMAL FARM*. **This** was to be the name of the farm from now

onwards. (O20)

65a) ... **It** was to be the name of the farm from now onwards.

In contrast, the distal *that* is more likely to be used to refer to events and entities in the past time, or to ideas and propositions associated with another person or another participant in the discourse (see Chapter 2.4 on the account of uses of *it*, *this* & *that*):

65b) #?... **That** was to be the name of the farm from now onwards.

The preference of *this* in 66) – 72) over *it* or *that* seems to be motivated mainly by the writer's intention to emphasize the antecedent, which is particularly reinforced by the use of emphatic *itself* in 66). In 67) – 72), there seem to be no grammatical restrictions for both *it* and *that*, which are interchangeable for *this*, but rather discourse ones: *it* was observed mostly with antecedents structured as simple nominal heads (see page 38), while *that* is felt less emphatic, expressing notion of distance.

However, a distinctive feature which all these example share are relatively complex nominal antecedents compared with *it*, which occurred mostly with antecedents realized as simple nominal heads. Here, apposition in 66) and 68), lengthy participial postmodification in 67), gerund in 69), infinitives in 70) and 71) were found:

66) The first is that we cannot take *the notion 'language X'* for granted, since **this** in **itself** is a social notion in so far as it is defined in terms of a group of people who speak X. (H13)

67) On the other hand, there are some issues which such a textbook ought to include which this one will not, notably most of what is called '*macro*' *sociology of language, dealing with the relations between society and languages as wholes*. **This** is an important area of research from the point of view of sociology (and politics), since it raises issues such as the effects of multilingualism on economic development and the possible language policies a government may adopt. (H15)

68) Serious questions have been raised, however, about *the greater language-killing potential of the present 'world language', English*, and **this** is something to be discussed further; (E14)

69) Snowball also busied himself with *organizing the other animals into* what he called *Animal Committees*. He was indefatigable at **this**. (O23)

70) For any given language X, it will first be necessary *to define who are its native*

*speakers*, but since **this** means referring to some tribe, and tribes are primarily defined with reference to language, there is clearly a problem. (H18)

71) It is quite normal *to talk about a language, learning its vocabulary and phrases*, and **this** continues into old age; yet people generally do not know how many languages they can speak, and do not think of language learning as a way of gaining prestige. (H19)

Example 72) is interesting because it illustrates a nominal antecedent which is indirect (cf. example 65). So far, we have classified all nominal antecedents as direct. This example can be paralleled with Brown and Yule's hypothesis mentioned in the theoretical introduction, Chapter 2.2.6 (cf. Brown and Yule 1987: 202), which says that if a 'change of state' predicate is attached to a nominal expression, then subsequent pronominals must be interpreted in terms of that predicate. Their argument is supported by an example with a chicken recipe, in which the identity of chicken is preserved during cooking, however, a new product certainly emerged after it was cooked. The same can be applied in the example below, i.e. the referent is still *an old green tablecloth*, however, *this* shifts the focus of attention to a new product, in other words, to *a tablecloth on which a hoof and horn were painted in white*.

The example also shows that the use of *this* is, indeed, motivated by a desire to introduce a new topic/product in a new segment, while *it*, on the other hand, refers to a previously established entity within one segment. This is a key difference between the functions of *it* and *this*, where *it* is used for unmarked reference within a current entity or focus of attention, while *this* signals a shift from an entity or focus of attention to a new focus (cf. McCarthy's conclusion in Chapter 2.4.5):

72) First came the hoisting of the flag. Snowball had found in the harness-room *an old green tablecloth of Mrs Jones's* and had painted on *it* a hoof and a horn in white. **This** was run up the flagstaff in the farmhouse garden every Sunday morning. (O22)

- This = *An old green tablecloth of Mrs Jones's* = new product = *on which Snowball had painted a hoof and a horn in white...*



### 3.2.2.2 Syntactic function of **THIS**

**This in a subject position** (26; 79%). It is noteworthy that of 26 subjects, 24 were uniformly followed by verbs with some kind of resultative meaning, in contrast to *it*, which occurred with a variety of verbs. The high occurrence of the sentence-initiating *this* could be ascribed to the type of register. According to Biber, who formulated his hypothesis on the basis of corpus findings, there exist only a few lexical bundles which begin clauses in academic prose. These all have copula *be* as the main verb, and either the demonstrative pronoun *this*, or existential *there*, as subject (Biber et al. 2000: 1024). In this regard, the forms of the verb *be* in 15 cases were indeed the most frequent verbs used with *this* in both registers studied.

Biber's idea could be further refined by saying that apart from *be*, the sentence-initiating *this* can also admit other verbs which were found in the data. They all seem to be of resultative nature, the subject *this* can be perceived as expressing cause or stimulus. Following is a list of nine lexical or linking verbs encountered with *this* in academic prose: *appear* (E19), *become* (E13), *bring* (E12), *continue* (H19), *lead* (H22), *make* (H17), *mean* (H18), *produce* (H12) and *result* (E19). Interestingly, only *be* was found in fiction.

The findings of a series of verbs expressing mainly a change in state favour also Carter and McCarthy's hypothesis (Carter and McCarthy 2006: 246) which says that *this* signals a shift of entity or focus of attention to a newly presented topic:

73) Language use – here as elsewhere – generally extends only as required and, *in cases in which more than one language is involved, different forms intertwine for different purposes*. **This** is a phenomenon well known to students of code-switching, where individuals change languages frequently, often within one sentence. (E15)

The introductory function of *this* illustrated above could also explain why the antecedent and its proform *this* do not often match in terms of their syntactic function. Since a new

entity is usually introduced in a postverbal position<sup>35</sup> and *this* frequently takes preverbal position of a subject in the sentence that follows, the syntactic functions of the two cannot correspond. Other factors which contribute to the postverbal occurrence of both nominal and non-nominal antecedents with *this* are the complex structure of antecedents as seen in examples 66) – 71) and the general principle of word order. According to this principle, there is a tendency for long and complex elements to be placed towards the end of the clause (Biber et al. 2000: 896), which may result in discontinuity:

74) Serious questions have been raised, however, about *the greater language-killing potential of the present 'world language', English,* and **this** is something to be discussed further; (E14)

**This in a non-subject position** (7; 21%) occurs after prepositions as an adjunct or a complement to an adjective (3):

75) With one accord, though nothing of the kind had been planned beforehand, *they flung themselves upon their tormentors. Jones and his men suddenly found themselves being butted and kicked from all sides. The situation was quite out of their control. They had never seen animals behave like this before,* and this sudden uprising of creatures whom they were used to thrashing and maltreating just as they chose, frightened them almost out of their wits. (O18)

76) Snowball also busied himself with *organizing the other animals into what he called Animal Committees.* He was indefatigable at **this**. (O23)

object (3):

77) 'Ribbons,' he said, 'should be considered as clothes, which are the mark of a human being. *All animals should go naked.*' When Boxer heard **this** he fetched the small straw hat which he wore in summer to keep the flies out of his ears, and flung it on to the fire with the rest. (O19)

postmodification in the partitive type of construction (1):

78) *Education for the élite has always included a training in languages which evolved from a potent combination of necessity, snobbery and social boundary marking.* Indeed, remnants of **this** are seen yet, and 'finishing' education still includes an important language component. (E17)

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<sup>35</sup> The postverbal position of newly introduced elements relates to the so-called 'information load'. In any clause, some elements normally express or refer back to information that is given from the preceding discourse, while others present new information. According to Biber (Biber et al. 2000: 896), there is a preferred distribution of this information in the clause corresponding to a gradual rise in information load.

Subject and non-subject *this* was commonly found across the sentence boundary from its antecedent in the total of 23 cases. The rest occurred within compound (six) and complex (four) sentences, of which six had nominal antecedents. This supports the previous findings that nominal reference tends to be expressed within one clause or one segment.

As for the total correlation between the syntactic function of the nominal antecedent and that of the proform *this*, it was noted that unlike in examples with *it*, which matched in 31 cases (91%) of nominal antecedents, *this* and its antecedent matched only in two (18%) instances out of the total of 11 nominal antecedents. Both examples are extraposed subject infinitives. Despite the fact that their linear order differs their syntactic function corresponds with the function of *this*:

79) It is quite normal *to talk about a language, learning its vocabulary and phrases*, and **this** continues into old age; yet people generally do not know how many languages they can speak, and do not think of language learning as a way of gaining prestige. (H19)

80) For any given language X, it will first be necessary *to define who are its native speakers*, but since **this** means referring to some tribe, and tribes are primarily defined with reference to language, there is clearly a problem. (H18)

Similarly to *it*, the last factor considered in the analysis of *this* was the distance from the antecedent. The distance in words ranged from zero to 27, with zero being the most current word span. Three words were the average (cf. *it* and the average of eight words):

81) The first is that we cannot take *the notion 'language X'* for granted, since **this** in itself is a social notion in so far as it is defined in terms of a group of people who speak X. (H13)

**Discussion of findings.** The findings are consistent with previous generalization that facts and propositions introduced by indirect non-nominal expressions, such as a clause or a sequence of clauses, are more likely accessible to reference with the demonstrative *this* than with the personal *it*.

It was observed that *this* referred mostly to indirect non-nominal antecedents (22) composed of a simple sentence which could be paraphrased as *the fact that...* As for its position in the clause, *this* was mainly used as a sentence-initiating subject, especially in

the academic prose, to allow nominalization (converting a clause into a nominal entity). The introduction of a “new” nominal entity was accompanied by a variety of verbs with resultative meaning which co-occurred with the demonstrative *this* across the sentence boundary from its antecedent.

The nominalizing function can be paralleled with an interesting feature of *this* observed in 17 out of 22 examples of non-nominal antecedents. Here, the demonstrative *this* could be substituted by the sentential relative pronoun *which* without any major semantic shift in the sentence meaning. However, demonstratives in the non-subject functions did not allow the substitution.

Marginally, *this* was also found in other than subject functions after prepositions as an adjunct or a complement to an adjective (four), object (two) and partitive postmodification (one).

*This* could generally be replaced by *that* without any significant restrictions when referring to indirect non-nominal antecedents. However, substitution by *it* was largely restricted, as it resulted in different interpretation.

The situation with direct nominal antecedents was more straightforward, since only one third of examples represent this category. It was interesting to note that the majority of nominal antecedents were quite complex.

### **3.2.3 Classification of antecedents with THAT**

This chapter discusses and illustrates features which were found characteristic of the demonstrative *that* in the pronominal function (see Appendix 7). A type of antecedent (nominal vs. non-nominal), its realization form and syntactic function, as well as the syntactic function of the proform *that* and the type of structure in which it occurs are going to be discussed on analogy with the previous chapters on *it* and *this*. Attention will be paid to discourse features such as directness vs. indirectness of the antecedent and its distance

from *that*.

### 3.2.3.1 Type and structure of antecedents occurring with **THAT**

**Non-nominal antecedents** (21; 64%). Of the 33 cases, 21 included indirect non-nominal antecedents, which is an equal ratio as was observed with the indirect non-nominal antecedents of *this*. Similarly to *this*, *that* in our data mostly occurred across the sentence boundary from its antecedent and referred to a fact or a proposition.

In the following section the antecedents of *that* were grouped according to their realization form first to see which antecedent construction occurs most frequently. The following types were encountered: a) simple sentence, b) compound sentence, c) complex sentence, d) juxtaposed clause and e) subordinate clause.

**Simple sentence** (11). Of all indirect non-nominal antecedents, the most numerous group consists of antecedents that are composed of a simple sentence. There is often a sense that the writer wishes to indicate a distance from the proposition or entity referred to, as evident in examples 82) – 89). In 83) – 86), this mental distance is further emphasized through the adversative relation between the two clauses which are coordinated by the conjunction *but* or contains a conjunct *however* in 87).

As for the possibilities of replacement of *that* by *it* or *this* in the following examples, it seems that they are limited. In 82), *it* would be fit only in the anticipatory type of construction: “*It is plain truth that the life of an animal is misery and slavery.*” (O24).

82) *No animal in England is free. The life of an animal is misery and slavery: **that** is the plain truth.* (O24)

82a) #?... **this** is the plain truth.

82b) \*...**it** is the plain truth.

83) Where the boundary between two languages is clear to sociolinguists, it is clear to everybody else as well - for example, there is no doubt that *the languages spoken on opposite sides of the English Channel are different*, but you don't need to be a sociolinguist to be sure of **that**. (H23)

- 83a) \*..., but you don't need to be a sociolinguist to be sure of **this/it**.
- 84) In short, each language has a social function which no other language could fulfil. *These social functions are more or less arbitrary results of history*, but they are no less real for **that**. (H25)
- 84a) \*..., but they are no less real for **this/it**.
- 85) One common feature is that the *person concerned must be male*, but beyond **that** it is hard to see any set of defining characteristics of the set covered by X. (H26)
- 85a) \*..., but beyond **this/it** it is hard to see any set of defining characteristics of the set covered by X.
- 86) Can we be sure that this is an example of (h): ? It is an example *if*, and only if, *the same word could have contained [h]*, but how do we decide **that**? (H29)
- 86a) #? Can we be sure that this is an example of (h): ? It is an example *if*, and only if, *the same word could have contained [h]*, but how do we decide **this/it**?
- 87) By doing this Marx committed, if not himself, at least Engels and many Marxists, to a particular view of the evolution of kinship which was disastrously wrong. However, *he may well have made the wrong choice for the right reason*. **That** is because, even though Maine might have been a better guide than Morgan concerning the evolution of kinship, Morgan was a much better guide than Maine concerning the evolution of property. (H28)
- 87a) #?...**This** is because, even though Maine might have been a better guide than Morgan concerning the evolution of kinship,...
- 87b) \*...**It** is because, even though Maine might have been a better guide than Morgan concerning the evolution of kinship,...

The proform in examples 88) and 89) does not allow substitution, because it seems that the use of *that* is largely motivated and conditioned by the type of constructions and their grammaticalised/fixed nature. In 88), *if that* could be interpreted as *if anything*.<sup>36</sup> The same goes for 89), which does not favour *it-* or *this-*substitution, because of the presence of a comparative collocation *as simple as*:<sup>37</sup>

- 88) A recent criticism of modern 'revived' Cornish held that it is 'self-evident that there is no way by which *the pronunciation* of a language that no one now living has ever

<sup>36</sup> *If that* was not explicitly found as a fixed expression. *The Merriam-Webster On-Line Dictionary* lists only *if anything* which means *on the contrary even, perhaps even* (<http://mw1.merriam-webster.com/dictionary/if%20anything>).

<sup>37</sup> The *British National Corpus* lists down 12 occurrences of *as simple as this* compared to 190 occurrences of *as simple as that*. The quantitative results indicate that in comparative structures, the demonstrative *that* is more common than its counterpart *this*, perhaps because semantically, *that* is felt more contrastive than *this*.

heard spoken *can be recovered* in anything more than an approximate form, if **that**? (E25)

88a) \*..., if **this/it**?

89) In English *the main markers of power and solidarity might fairly be described as peripheral to the system of English as a whole*, in the sense that proper names used as vocatives (i.e. to address someone) could be handled in a separate section of the grammar with little or no consequence for any other of it. (In fact, we shall see below that things are not quite as simple as **that** even in English.) (H27)

89a) #?...as simple as **this** even in English.)

89b) \*...as simple as **it** even in English.)

However, 90) – 91) seem to be replaceable by *this*, but not *it*, which does not fit when referring to indirect non-nominal antecedents. By using *this* in 90), the direction of referring changes from backwards to forward reference in 90a) (cf. examples 6 and 7):

90) *Work night and day, body and soul, for the overthrow of the human race!* **That** is my message to you, comrades: Rebellion! (O25)

90a) #...**This** is my message to you, comrades: *Rebellion!*

90b) \*...**It** is my message to you, comrades: Rebellion!

The use of *that* in 91) refers to the remote event in the past:

91) Then *they sang 'Beasts of England' from end to end seven times running*, and after **that** they settled down for the night and slept as they had never slept before. (O27)

91a) #?...after **this** they settled down for the night and slept as they had never slept before.

91b) \*...after **it** they settled down for the night and slept as they had never slept before.

### Compound sentence (5):

92) *The groupings to be discussed here are not unitary or monolithic in themselves, nor do they exist in isolation from one another.* **That** is why I discuss language, education and culture at this point in the book, trusting that readers will make the appropriate connections with what has gone before. (E28)

93) The whole farm was deeply divided on the subject of the windmill. Snowball did not deny that to build it would be a difficult business. *Stone would have to be quarried and built up into walls, then the sails would have to be made* and after **that** there would be need for dynamos and cables. (O33)

Example 94) illustrates the previously described difference in the direction of referring

between anaphoric *this* and *that*. While *this* refers forward to its antecedent, *that* refers backwards to the same antecedent:

94) One of Mr Pilkington's men was standing on the other side of the hedge. And - I was a long way away, but I am almost certain I saw **this** - *he was talking to you and you were allowing him to stroke your nose*. What does **that** mean, Mollie?' (O32)

**Complex sentence (3):**

95) Marx's challenge to capitalism therefore took the general form of demonstrating the general forces which govern the history of man, and demonstrating how *historical processes produce systems of institutions and ideas of such complexity that their origin can only be discovered with great theoretical effort and by examination of the historical evidence*. **That** is what led Marx to history and then to anthropology as, in the course of his work, he pushed his analyses ever further backwards in the evolution of human society. (H30)

**Juxtaposed clause (1):**

96) In short, a language prejudice is a characteristic which we expect people to have because of the way *they speak*, and the link between the speech and this characteristic lies through the type of person that (we think) speaks like **that**. (H32)

**Subordinate clause (1):**

97) Beyond this, it was evident that an overall amalgamation was not widely envisaged; only some identities were to be melted down and recast. That is, some thought *that assimilative forces should be brought to bear upon various categories of newcomers, whose task it was to accommodate themselves to an existing, and largely unchanged, mainstream*. **That** is why the term anglo-conformity seems more apt, in America, Canada and Australia, than some metaphor of a crucible in which all would be mixed, and from which would emerge, phoenix-like, a new culture. (E29)

Examples 98) – 100) illustrate non-nominal antecedents of the direct type. So far in our analysis, non-nominal antecedents required some sort of “bridging” inference, and were consequently classified as indirect. The following examples show, however, that non-nominal antecedents do not have to denote necessarily their referents indirectly only, as seen with *it* and *this*, but they can also serve to substitute the proform directly without an additional inference:

98) Can we be sure that this is an example of (h): ? It is an example *if*, and only if, *the same word could have contained [h]*, but how do we decide **that**? (H29)

99) Then *they sang 'Beasts of England' from end to end seven times running*, and after **that** they settled down for the night and slept as they had never slept before. (O27)



100) The notes are mainly extracts and comments on *Morgan's Ancient Society*, *H. S. Maine's Lectures on the Early History of Institutions*, which deals in large part with Irish history, *J. B. Phear's The Aryan Village in India and Ceylon*, and *The Origin of Civilization* by Sir John Lubbock. It is also clear from the notebooks that Marx had read much more widely than **that**. (H24)

**Nominal antecedents** (12; 36%). One third of examples, which is the same ratio found in the analysis of *this*, comprise nominal antecedents. Following is an illustrative example:

101) Then they filed back to the farm buildings and halted in silence outside the door of the farmhouse. **That** was theirs too, but they were frightened to go inside. (O28)

### 3.2.3.2 Syntactic function of THAT

**That in a subject position** (16; 48%). Distribution of the proform *that* in subject and non-subject functions is almost even. Unlike *it* and *this*, which were found predominantly in a subject position, *that* occurred in a subject position in 16, i.e. in one half of a total of 33 examples. Of these 16 examples, 14 can be classified as sentence-initiating subjects which take the linking verb *be* for their predicate. This is a feature common with *this*, but the difference is that while the subject *this* was usually followed by a verbonominal predication with a noun or an adjective: *this is a phenomenon* (E15); *this was contrary* (O16), it was observed that the nominal part of a predication with *that* is frequently realized by a nominal relative clause such as in 102) – 106). Relative nominal clauses listed below are introduced by *why*, *what* (two occurrences each) and *where* (one). Similarly to *this*, that can be substituted by the sentential relative pronoun *which* without any major semantic shift in the sentence meaning resulting in long complex sentences:

102) *The groupings to be discussed here are not unitary or monolithic in themselves, nor do they exist in isolation from one another.* **That** is why I discuss language, education and culture at this point in the book, trusting that readers will make the appropriate connections with what has gone before. (E28)

103) Beyond this, it was evident that an overall amalgamation was not widely envisaged; only some identities were to be melted down and recast. That is, some thought *that assimilative forces should be brought to bear upon various categories of newcomers, whose task it was to accommodate themselves to an existing, and largely unchanged, mainstream.* **That** is why the term anglo-conformity seems more apt, in America,

Canada and Australia, than some metaphor of a crucible in which all would be mixed, and from which would emerge, phoenix-like, a new culture. (E29)

- 104) Marx's challenge to capitalism therefore took the general form of demonstrating the general forces which govern the history of man, and demonstrating how *historical processes produce systems of institutions and ideas of such complexity that their origin can only be discovered with great theoretical effort and by examination of the historical evidence*. **That** is what led Marx to history and then to anthropology as, in the course of his work, he pushed his analyses ever further backwards in the evolution of human society. (H30)
- 105) It was a long book which attempted to define Marx's and Engels's position vis-à-vis a whole range of contemporary socialist philosophers. It was not in fact published during Marx's or Engels's lifetime. Only *the first part of this work* is much read nowadays and **that** is what is discussed here. (E30)
- 106) There was much discussion as to what **the** battle should be called. In the end, it was named the Battle of the *Cowshed*, since **that** was where the ambush had been sprung. (O30)
- 107) By doing this Marx committed, if not himself, at least Engels and many Marxists, to a particular view of the evolution of kinship which was disastrously wrong. However, *he may well have made the wrong choice for the right reason*. **That** is because, even though Maine might have been a better guide than Morgan concerning the evolution of kinship, Morgan was a much better guide than Maine concerning the evolution of property. (H28)
- 108) 'Never mind the *milk*, comrades!' cried Napoleon, placing himself in front of the buckets. **That** will be attended to. (O29)
- 109) *No animal in England is free. The life of an animal is misery and slavery*: **that** is the plain truth. (O24)
- 110) When you work within some idealization, perhaps *you overlook something which is terribly important*. **That** is a contingency of rational inquiry that has always been understood. (E23)
- 111) *Work night and day, body and soul, for the overthrow of the human race!* **That** is my message to you, comrades: Rebellion! (O25)
- 112) Then they filed back to the farm buildings and halted in silence outside the door of the *farmhouse*. **That** was theirs too, but they were frightened to go inside. (O28)
- 113) *Discipline*, comrades, iron *discipline* ! **That** is the watchword for today. (O34)
- 114) He also observed, in a famous passage, that 'we have room for but one *language* here, and **that** is the English language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house'. (E27)
- 115) Another Black parent and educator made a related comment: 'Black parents don't

want *black studies or multicultural education* for their children—**that** is for white children; black pupils need to be good at science, history, geography—at what society thinks of as things of worth.’ (E31)

**That in a non-subject position** (17; 52%). This group is mainly composed of adjuncts realised by a prepositional phrase (12), which indicates similarity and manner (*like that*), comparison (*as-adjective-as that*), contrast (*than that*), time (*after that*) and place (*on that, beyond that*). It is observed that the proform *that* frequently occurs in a comparative type of structures in which *that* is compared to another entity (137) – (139). The competition with the other two proforms in this kind of comparative construction seems to be restricted only to the demonstrative counterpart *this* (cf. footnote 37). Variants with *it* result in unacceptable forms:

- 116) The hearer's chain of thought is as follows (with S as the speaker): S has just said 'x x x'; people who talk like **that** are type-T people; type-T people are nice (have halos); therefore S is nice. (H31)
- 116a) ...like **this** are type-T people; type-T people are nice (have halos); therefore S is nice.
- 116b) \*...like **it** are type-T people; type-T people are nice (have halos); therefore S is nice.
- 117) In short, a language prejudice is a characteristic which we expect people to have because of *the way they speak*, and the link between the speech and this characteristic lies through the type of person that (we think) speaks like **that**. (H32)
- 118) For example, two Cockney families, resettled in a suburban area of Essex, provided personal views of their speech style. They noted that many regarded it as 'common' and that it *sounded 'funny'* to those who speak 'properly'. Reference was also made to a perceived link between language and occupational chances. One speaker remarked of another, 'You won't end up on the Board of Directors with a voice like **that**.' (E24)
- 119) In English *the main markers of power and solidarity might fairly be described as peripheral to the system of English as a whole*, in the sense that proper names used as vocatives (i.e. to address someone) could be handled in a separate section of the grammar with little or no consequence for any other of it. (In fact, we shall see below that things are not quite as simple as **that** even in English.) (H27)
- 120) The notes are mainly extracts and comments on *Morgan's Ancient Society*, *H. S. Maine's Lectures on the Early History of Institutions*, which deals in large part with *Irish history*, *J. B. Phear's The Aryan Village in India and Ceylon*, and *The Origin of Civilization by Sir John Lubbock*. It is also clear from the notebooks that Marx had read much more widely than **that**. (H24)

- 121) Then *they sang 'Beasts of England' from end to end seven times running*, and after **that** they settled down for the night and slept as they had never slept before. (O27)
- 122) One common feature is that the *person concerned must be male*, but beyond **that** it is hard to see any set of defining characteristics of the set covered by X. (H26)
- 123) I do not know when that Rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later *justice* will be done. Fix your eyes on **that**, comrades, throughout the short remainder of your lives! (O26)
- 124) In short, each language has a social function which no other language could fulfill. *These social functions are more or less arbitrary results of history*, but they are no less real for **that**. (H25)

Objects (four) constitute the second largest group of non-subject *that* proforms. The illustrative examples 125) – 127) below share the following characteristic. They all contain the verb *do*, which has the function of a predicative proform expressing a grammatical category of time: *do that* in 125) expresses the present tense, *did that* in 126) past tense and *doing that* in 127) gerundial form. In this case, it is actually both the predicative proform *do* and *that* that are anaphoric and as a whole, they refer back to the non-finite clause. Since the verb *do* stands for any unidentified or unspecified action, it can be viewed as a verbal part of the proform. Besides *that*, the predicative proform *do* frequently admits proforms *it* or *so* too:

- 125) There is also the problem of the self-fulfilling prophecy: if a teacher expects children to *perform poorly*, her behaviour towards them may be such as to encourage them to do just **that**. (H33)
- 126) Ladefoged himself claims that the task of the linguist is to '*lay out the facts*' and he describes how he and his colleagues did just **that** in a study of language in Uganda. (E32)
- 127) His very first blow took a stable-lad from Foxwood on the skull and *stretched him lifeless in the mud...* The boy did not stir. "He is *dead*," said Boxer sorrowfully. "I had no intention of doing **that**." (O30)
- 128) Can we be sure that this is an example of (h): ? It is an example *if*, and only if, *the same word could have contained [h]*, but how do we decide **that**? (H29)

and postmodification in the partitive type of construction (one) and as a part of the postmodification by an infinitive:

- 129) The will to revive a language rests, then, upon a *desire to alter or reorientate group and individual identity*. It follows that the strength and scope of **that** are vitally important in revival efforts, and the leaders of these typically devote considerable attention to the mobilization of public opinion. (E26)
- 130) Where the boundary between two languages is clear to sociolinguists, it is clear to everybody else as well - for example, there is no doubt that *the languages spoken on opposite sides of the English Channel are different*, but you don't need to be a sociolinguist to be sure of **that**. (H23)

The most frequent referential distance, i.e. the number of words between *that* in the subject position and the last occurrence of the same referent in the preceding discourse, was zero, which was observed in nine examples of both types, i.e. nominal and non-nominal:

- 131) Then they filed back to the farm buildings and halted in silence outside the door of the *farmhouse*. **That** was theirs too, but they were frightened to go inside. (O28)
- 132) When you work within some idealization, perhaps *you overlook something which is terribly important*. **That** is a contingency of rational inquiry that has always been understood. (E23)

The remaining examples showed referential distance distributed evenly across the range from one to 28. The average was six words (cf. eight word span with *it* and three with *this*).

**Discussion of findings.** The analysis of the demonstrative *that* confirmed the general hypothesis that non-nominal antecedents are more likely accessible to reference with demonstratives than with the personal pronoun *it*. Similarly to *this*, *that* was detected with 23 non-nominal antecedents composed mostly of a simple sentence (11). However, the difference is that, unlike *it* and *this*, which occur predominantly in subject functions, the proform *that* tends to occur in the subject and non-subject syntactic functions equally. The most numerous group of non-subject cases is made of adjuncts (12), of which those indicating similarity and manner (*like that*), comparison (*as-adjective-as that*), contrast (*than that*), time (*after that*) and place (*on that, beyond that*) are most represented. The second largest group is composed of objects (four). Postmodification is the least represented group.

The fact that the demonstrative *that* is found more frequently in postverbal adjunct positions influences the distance of the proform from its antecedent, which is twice as long compared to *this*. The average number of words between *that* and its antecedent is six; *this* displayed the distance of three words. As if the formal distance reflected the pragmatic distance, which is often conveyed through *that*. It was noted that this mental distance goes not infrequently hand in hand with the adversative relation between two clauses that are coordinated by the conjunction *but* or other adversative markers.

*That* in a subject function displayed an interesting feature, namely the relative nominal clause realizing a nominal part of the verbonominal predication. The clauses introduced by *why*, *what* and *where* follow the linking verb *be*.

As for the nominal antecedents occurring with *that*, these represent the same 30% ratio observed in the analysis of *this*.

### **3.3 METHOD 2: Classification of antecedents from English translations**

The objective of the first method was to specify the tendencies in the use of the proforms in original English texts. In Method 2, assumptions concluded in Method 1 are tested on English texts translated from Czech originals (for the quantitative analysis, cf. Table 5a).

Method 2 consists of two steps. In part 1, the classification of antecedents will be carried out in accordance with Method 1, i.e. it will focus on the type and structure of antecedents, syntactic function of the proform *it*, type of structure in which *it* occurs and the distance from its antecedent. In the discussion of findings, comments will be made about the differences observed between English original texts (Method 1) and English translations of Czech texts (Method 2). In part 2, Czech source constructions of English *it*, *this* and *that* will be examined, in English>Czech direction. In addition, excerption in

Czech>English direction will be carried out to detect other possible translations of Czech *to*.

### 3.3.1 Classification of antecedents with *IT*

**Nominal antecedents** (32; 94%). As expected, a tendency of *it* to refer to referents which are introduced by direct nominal antecedents is reflected in English translations too (cf. 94% in Method 1). From the structural point of view, the direct nominal antecedents can be further distinguished according to their complexity as follows:

- a) **Heads without any modification** (13): the weapon (J7, J8), this view (M8), isolation (M9), science (C2, C3, C4, C5, C6, C7, C9), the handbook (C1), such a definition (M6).
- b) **Heads premodified by an adjective** (7): the *second* period (M2), *social* separation (M10), *scientific* method (C8, C11, C10), his rather *unusual* name (J10), my *old* flat (J12).
- c) **Head premodified by nouns** (1): the *World Health Organization* publication (M3).
- d) **Heads with postmodification** (4): the problem of *psychological deprivation* (M1), the concept of *psychological deprivation* (M4, M5), the idea of *doughnut whistling through the air* (J2).
- e) **Head with premodification and postmodification** (1): an *attempted* burglary at *Professor Luda's villa* (J6).
- f) **Infinitives** (4): *to engage* in a desperate battle to keep one's balance and not topple over (J3, J4), *to engage* a manservant (J5), *to really belong* to this category (J9).
- g) **Heads with nominal apposition** (2): the *phrase* "deprivational syndrome" (M7), a *term* "play deficit" (M11).

The largest group of antecedents is composed of simple nominal heads that do not contain any further modification, followed by a group of nominal antecedents that are premodified by an adjective and those followed mainly by prepositional postmodification. An infinitive (four occurrences), heads with nominal apposition (two occurrences) and a head premodified by nouns were found.

As for the competition between *it* and the demonstratives, the use of other proforms with nominal antecedents seems restricted. If we replace *it* with *this* or *that*, we get either an unacceptable structure:

133) Mr. Saturnin knocked *the weapon* from his hand and threw it out of the window into the garden, where **it** was indeed later discovered. (J8)

133a) \*..., where **this/that** was indeed later discovered.

or we change the referent of the antecedent by broadening the scope of reference:

134) *The concept of psychological deprivation* undoubtedly has important practical application. **It** has changed our views about the care of very young children... (M4)

134a) #*The concept of psychological deprivation undoubtedly has important practical application.* **This** has changed our views about the care of very young children...

134b) #?*The concept of psychological deprivation undoubtedly has important practical application.* **That** has changed our views about the care of very young children...

**Non-nominal antecedents** (2; 6%). Analogously, *it* displays expectedly low occurrence of indirect non-nominal antecedents.

**Finite clause as non-nominal antecedents** (2): *what spiritual maturity has in common with doughnuts fragmenting around the heads of peaceful cafe guests* (J1), *I hardly behaved in a very dignified manner* (J11).

In both anaphoric examples of non-nominal antecedents, *it* can be substituted by *that* and *this*. However, it seems that substitution with *this* produces a shift in the scope of the referent in 135):

135) Of course I haven't the faintest idea *what spiritual maturity has in common with doughnuts fragmenting around the heads of peaceful cafe guests*. I cannot imagine **it**, but I have refrained from arguing the point with him. (J1)

135a) Of course I haven't the faintest idea *what spiritual maturity has in common with doughnuts fragmenting around the heads of peaceful cafe guests*. I cannot imagine **that**, but I have refrained from arguing the point with him.

135b) #Of course I haven't the faintest idea *what spiritual maturity has in common with doughnuts fragmenting around the heads of peaceful cafe guests*. I cannot imagine **this**, but I have refrained from arguing the point with him.

Example 136) moreover shows the previously discussed presence of the intervening nominalizing *this*, which precedes the personal *it*:



136) I have a feeling that at the time when I was sliding downwards as if on glass *I hardly behaved in a very dignified manner*. I think that **this** is understandable, and I would like to know who could blame me for **it**. (J11)

136a) ... and I would like to know who could blame me for **this/that**.

It is interesting to note that non-nominal antecedents were found again only in fiction.

### 3.3.1.1 Syntactic function of *IT*

Similarly as in Method 1, the following chapter will describe the syntactic function of the proform *it* as it occurs in English translations of Czech texts.

***It in a subject position*** (24; 70%). From the syntactic point of view, the proform *it* occurred most frequently as an anaphoric subject followed by a wide variety of verbs: *be*, *seem*, *refer*, *span*, *consider*, *change*, *affect*, *fail*, *lead*, *exist*, *can*, *suggest*, *seek* and *claim*.

As for its position in the clause, *it* was found mostly across the sentence boundaries in 15 cases (63%) out of 24 subject *it* (44% overall):

137) *The problem of psychological deprivation* is almost a classic example of such a process. **It** is referred to in very early chronicles. (M1)

***It in a non-subject position*** (10; 30%) includes adjuncts expressed by a prepositional phrase or anaphoric objects:

138) *His rather unusual name* somehow rang a bell, but it was only recently that I first discovered the connection that had lodged **it** in my memory. (J10)

The overall distribution of both subject and non-subject *it* according to the type of sentence in which they occurred was in favour of the across-the-boundary *it* (19) followed by *it* in complex (nine) and compound sentences (six). As for the distance between *it* and its antecedent, the average word span was 12 (cf. 8 in Method 1).

**Discussion of findings.** The analysis of English translations provided grounds for confirmation, or disapproval, of the following tendencies. First of all, it was interesting to observe that the structure and quantitative representation of nominal antecedents

correspond to the results obtained in Method 1. In both cases, the majority of nominal antecedents with *it* consist of simple nominal heads without any modification, followed by heads premodified by adjectives, heads with postmodification, infinitives and heads with nominal apposition. The ratio of nominal versus non-nominal antecedents was 32:2 as in Method 1. Interestingly, in both methods, all non-nominal antecedents of *it* were excerpted from fiction.

The distribution of subject (24) and non-subject (10) *it* in the translations is also in agreement with the previously concluded findings (cf. 22 and 12 in Method 1).

The feature most divergent from the earlier results was the frequent occurrence of *it* across the sentence boundaries. While *it* was detected across the sentence boundary only three times in English original texts (all exemplifying direct speech or a quote), here, *it* was found across the sentence boundary in the total of 19 instances with both nominal and non-nominal antecedents. The across-the-boundary *it* was largely used grammatically, i.e. it filled the position of a subject in cases where the subject in Czech was ellipted. The matter will be treated more closely when examining Czech source constructions of *it*, *this* and *that*.

### 3.3.2 Classification of antecedents with THIS

**Non-nominal antecedents** (24; 71%). *This* is mainly used to refer to indirect non-nominal antecedents, which corresponds to the results of Method 1 (cf. 22 examples of non-nominal antecedents in Method 1). The structure of antecedents is identical in both methods: a compound sentence (nine vs. six in Method 1), followed by complex sentence (seven vs. five), simple sentence (six vs. eight) and subordinate clause (two vs. two).

Further, the hypothesis that the demonstrative *this* can be substituted by the relative *which* seems relevant. Out of 24, 18 cases allowed the said substitution (cf. 17 out of 22 in

Method 1, page 62). Generally, the substitution with *that* seems plausible, however *it* does not fit non-nominal antecedent:

139) By contrast, *a linguistic system is anisotropic*. **This** is essential for it to be well understood and remembered. (C20)

139a) ...**which** is essential for it to be well understood and remembered.

139b) #?...**That** is essential...

139c) \*... **It** is essential...

**Nominal antecedents** (10; 29%). Nominal antecedents form roughly one third of the excerpted examples, which is the same ratio as observed in Method 1 (cf. 11). The substitution with *it* seems plausible, it is more problematic with *that*:

140) If *remission of symptoms* is possible, when, and why, and under what conditions does **this** occur? (M15)

140a) ...does **it** occur?

140b) #?...does **that** occur?

### 3.3.2.1 Syntactic function of THIS

**This in a subject position** (25; 74%). It is interesting to note that in spite of a relatively small set of data, the results seem to reflect similar patterns. *This* was found in a subject position in 25 out of 34 examples (cf. 26 in Method 1) as a sentence-initiating element which took the verb *be* most often for its predicate:

141) By contrast, *a linguistic system is anisotropic*. **This** is essential for it to be well understood and remembered.. (C20)

**This in a non-subject position** (9; 26%) occurs mostly as an object (3; 9%), adjunct (3; 9%), postmodification (2; 6%) and subject complement (1; 3%):

142) *The unexpected speeches of Dr. Witherspoon will sometimes be responsible for the existence of a chapter treating of criminality at the beginning and criminality at the end, while being almost entirely filled with a discussion of trout fishing*. The doctor is like **this**, and a fifty-year-old person is hard to change. (J16)

As for the type of structure, *this* was most commonly found across the sentence boundary in 25 out of 34 examples (cf. 23 out of 33 in Method 1). Five complex sentences (four in Method 1) and four occurred within the compound sentence (six in Method 1). The last factor which was taken into consideration was the distance. The most common word span were zero words, four were the average (cf. 3 in Method 1).

**Discussion of findings.** The findings are consistent with those in Method 1. Method 2 showed that the demonstrative *this* is indeed preferred when referring to clausally introduced referents, i.e. it occurs with indirect non-nominal antecedents. By contrast, nominal antecedents comprised roughly one third of examples.

*This* was again found mostly across the sentence boundary in the position of a subject followed by the verb *be*, which supports the previously formulated observation that *this* is commonly used in the introductory function.

The substitution with the relative pronoun *which*, distance and the most frequent word span were also in agreement with the findings of Method 1.

### 3.3.3 Classification of antecedents with **THAT**

Due to reasons discussed in earlier chapters, we were not able to excerpt a comparable set of examples with *that* from English translations. Therefore, the quantitative comparison of the results in both methods cannot be drawn very well. There were 11 examples found in fiction and only one example in academic prose, which suggests that *that* is rather a marked proform and its use, especially in translated texts of academic nature, seems to be restricted. Moreover, this is an example of quotation imitating a spoken language:

143) Doubts we may have about the meaning of *a given word* can be resolved if we ask “in what circumstances and for what purpose do we say **that**?” (C23)

### 3.4 Description of Czech source constructions of English *IT*, *THIS* & *THAT*

In the next chapter, Czech source constructions of *it*, *this* and *that* will be described to see whether in the two languages the proforms can be correlated or whether they significantly differ. Results of the excerption in English>Czech direction are described first, followed by the description of findings in the opposite direction Czech>English. The excerption in English>Czech direction allows to detect all instances of *it*, *this* and *that* and their Czech parallel sources, while the goal of the Czech>English excerption is to find the additional translations of Czech *to* into English which were not detected in the first round of excerpting. Following is a brief description of Czech *to*.

#### 3.4.1 Syntactic and discourse characteristics of Czech demonstrative *TO*

To demonstrate in what contexts *to* is used, this chapter will provide a brief introduction into the major characteristics of the demonstrative *to*. The most distinct formal feature which distinguishes *to* from *it*, *this* and *that* derives from the inflectional nature of the Czech language. It means that unlike English *it*, *this* and *that*, *to* can be inflected: *to* (nominative), *toho* (genitive), *tomu* (dative), *to* (accusative), *o tom* (locative), *tím* (instrumental). That is also why the direction of an initial excerption was English>Czech, in order to detect all forms of the Czech source constructions of *it*, *this* and *that*.

Furthermore, it is reasonable to assume that since predicates in Czech can signal person, gender, number and temporal relations (and thus contribute to the interpretation of the referent), *to* will often be ellipted but *it* will be preserved in parallel English translations: “*The second period can be described as the "alarm" period. It spans the thirties and forties of this century. Druhé období bychom mohli označit jako alarmující. [To] Zahrnuje třicátá a čtyřicátá léta tohoto století*” (M2). Unlike in Czech, the English

proform constitutes an obligatory element in the illustrative example above and therefore cannot be ellipted.

What Czech *to* and the three English pronouns share are the two basic functions. *To* can refer to an entity within the context of situation (exophorically): “[X vyplázl jazyk na Y.] **To se nedělá.**“; or it can refer within the text (endophorically) in both directions, i.e. *to* can be used anaphorically or cataphorically: “*Petr jí odpustil a to ho ještě dlouho mrzelo.*” (Karlík et. al 2002: 560); “*Víš to? On už se zase rozvedl.*” (Karlík et. al 1995: 685).

Another discourse feature, which *to* and its English *it*, *this* and *that* share, is that *to* can be universally used to refer to both nominal and non-nominal referents (propositions or parts of the text): “*Potkal jsem pana Mareše. Byl to opravdový přítel.*“; “*...Iniciativy se však chopily ziskové organizace, což vedlo ke komerčnímu využití naší scény pro potřeby turistického ruchu i k postupné komercializaci repertoáru. Tomu jsme se mohli stěží bránit, protože jinak by naše scéna prostě zanikla.*” (Karlík et. al 1995: 685).

Apart from the two basic functions of Czech *to* described above, there is a wide range of other functions, which *to* performs and which express various degrees of nuances. The following outline is Havránek’s semantic differentiation of *to* (Havránek et. al 1980: 658) into several categories:

- a) Intensity (částice intenzity): **To to trvalo!**; **To sem se lekl!**<sup>38</sup>
- b) Incentive (pobídka): **To nemusíš plakat!**
- c) Affirmation (přítakací): *Pořte se mnou dědečku, něco sníst. – I to pudu.*
- d) Negation (popírací): *Mohl bys přijít zítra? To nepřijdu.*
- e) Contact (kontaktní): *Kam to spěcháš?*
- f) Literary apposition (knižní v přístavku): *Včely, užitečný to hmyz, jsou každoročně poškozovány jarními postřiky.*<sup>39</sup>

<sup>38</sup> cf. demonstratives as non-deictic degree modifiers in Chapter 2.3.3

<sup>39</sup> cf. pleonastic *it* in Chapter 2.2.5

- g) Explanation (vysvětlovací): *Jel kočár, to sedlák Doskočil vezl do města své dcerušky.*

### 3.4.2 Czech source constructions of English *IT*, *THIS* & *THAT*

The following chapter lists in brief only a variety of Czech constructions which were sources for the pronominal *it*, *this* and *that*, respectively, in the English translations, since a more thorough treatment would require a separate study. The constructions are listed according to their frequency:

**Ellipsis** (16; 47%). In the case of *it*, the most frequent structure in Czech is the ellipsis/absence of the subject pronoun. This is due to the ability of Czech verbs whose inflectional suffixes can convey categorial features of gender and number, hence allowing a subject not to be explicitly present. It can be said that the use of *it* is motivated by the syntactic requirements of English, its function in the initial position in a new clause/sentence being grammatical. In the English original texts, the across-the-sentence-boundary *it* does not occur, except in reference to direct speech. Taking this phenomenon into consideration, we are led to believe that the occurrence of the sentence initial *it* may be a feature of a translated text in that this pronoun is used to compensate for the unexpressed Czech subjects.

- 144) *Druhé období* bychom mohli označit jako alarmující. Zahrnuje třicátá a čtyřicátá léta tohoto století.  
*The second period* can be described as the "alarm" period. **It** spans the thirties and forties of this century. (M2)

**Demonstrative *to*** (7; 20%). As for the frequency, the direct correspondence of *it* with Czech *to* ranks the second. Out of the total of seven examples, six instances of *it* refer to an infinitive. *To* is found predominantly in a postverbal position as a means of nominalization, i.e. it has a grammatical function:

- 145) Radu, že jsem se mohl kdykoliv během té doby postavit mimo skluzavku, mohl by mi dát jen člověk, jenž neví, co to je *zápasit zoufale o poslední zlomek rovnováhy*, který člověk má. Ostatně nebylo **to** nijak zvlášť nepříjemné, a dokonce myslím, že to

stálo za to.

Only a person with no knowledge of what it is *to engage in a desperate battle to keep one's balance and not topple over* would say that I could have left the ice patch at any moment of that undignified descent. Come to that **it** wasn't an unpleasant experience, and I even think that it was well worth it. (J3)

**Personal pronoun** (5; 15%). *It* is also found as an equivalent of a Czech personal pronoun expressing masculine or feminine gender of antecedent nouns. The forms encountered were *ní* and *ji*:

146) *Problematika duševního strádání* je v mnohém klasickým příkladem takového vývoje. Dovídáme se o **ní** už od starých kronikářů.  
*The problem of psychological deprivation* is almost a classic example of such a process. **It** is referred to in very early chronicles. (M1)

147) Myslím tím lidi, které *představa koblih svištících vzduchem* láká natolik, že vstanou a uskuteční **ji**.  
I mean those people for whom *the idea of a doughnut whistling through the air* is such an enticement that they get up and actually make **it** happen. (J2)

**Non-correspondence of the forms** (4; 12%). In four cases, *it* has no explicit realization in Czech, usually because of the different verb valency in English:

148) Svou formou podání, místy ne plně rigorózní, se *příručka* snaží o poněkud větší přístupnost uživateli.  
It is hoped that the sometimes informal layout of *the handbook* will render **it** more accessible to the reader. (C1)

**Relative pronoun** (1; 3%). *It* in a subordinate clause is also used where the Czech source uses a relative pronoun to introduce a clause:

149) Např. v *termínu „hravý deficit“* ("Spieldefizit" – F. Schneersohn, 1950), **jímž** je vyjádřen současně předpoklad, že hlavní výchovnou potřebou v dětském věku je hra a že nedostatek příležitosti ke hře vede často k vývojovým poruchám.  
On the other hand, a *term* such as "*play deficit*" ("Spieldefizit", after F. Schneersohn, 1950) is unduly restrictive, since **it** suggests both that the critical developmental need during childhood is play, and that the denial of the opportunity to play often leads to developmental disorders. (M11)

**Possessive pronoun** (1; 3%).

150) Je ovšem i řada problémů, která při současném stavu *vědy*, **jejích** nástrojů a **její** metodologie není zatím řešitelná.  
There are naturally many problems which are presently unsolvable given the current state of *science* and the instruments and methodology available to **it**. (C9)

As for the demonstrative *this* in the translations of Czech texts, the situation is as follows:



**Demonstrative *to*** (11; 33%). The correspondence between *this* and Czech *to* seems more direct than between *it* and *to*, because in both languages, *to* and *this* belong to the demonstratives. Again, *to* was found mostly in a postverbal position:

151) Mám takový pocit, že v době, kdy jsem klouzal dolů jako po skle, *nechoval jsem se nijak zvlášť důstojně*. Myslím, že je **to** pochopitelné, a rád bych věděl, kdo by mi to mohl vyčítat.

I have a feeling that at the time when I was sliding downwards as if on glass *I hardly behaved in a very dignified manner*. I think that **this** is understandable, and I would like to know who could blame me for it. (J14)

**Non-correspondence of the forms** (9; 26%). In nine examples (cf. four with *it* above), there is no direct correspondence between the original Czech source and the proform *this*. It could be argued that this non-correspondence is a result of a difference between Czech and English. In English, texts are generally segmented into shorter sentences than in Czech, and *this* is used to begin a new sentence as a proform substituting for the previous sentence or clause:

152) Ovšem ani v tomto směru nejsou hranice mezi oběma stavy zpravidla dost ostré a ve skutečnosti je většina dětí zanedbaných současně i deprivována, jak dále ukážeme. Of course, in this respect, *deprivation and neglect are usually not distinguished clearly enough, and in fact the majority of neglected children are, at the same time, deprived*. **This** will be dealt with later on. (M19)

153) Ozývají se hlasy, které uvádějí některé současné nepříznivé společenské jevy (vzrůstající delikvence mládeže, její společenskou neangažovanost, stoupající sebevražednost apod.) ve vztah s nedostatkem citového zásobení a nedostatkem základního pocitu jistoty, kterými patrně trpí děti od časného věku v našich kulturních poměrech více než v dřívějších dobách.

*There are increasing signs of a social malaise (increasing juvenile delinquency, social passivity, increased suicides, and so on) as a result of limited emotional resources and basic feelings of inadequacy which children appear to experience from an early age*. **This** seems more prevalent in our present cultural conditions than in previous periods. (M14)

**Ellipsis** (4; 12%). With *this*, the ellipsis in Czech source texts seems significantly less frequent than with *it*. In 154), *this* is found with the ellipted subject and predicate. The phrase ...*se tak děje* could be added at the end of a question:

154) J. Bowlby (1951) snad nejjasněji vyslovil domněnku, že *dlouhodobé odloučení dítěte od matky nebo jiné osoby na jejím místě v prvních třech až pěti letech života vede zpravidla k narušení duševního zdraví dítěte a zanechává následky, jež jsou trvale*

patrný v celém dalším vývoji jeho osobnosti, ...

It was J. Bowlby (1951) who probably most clearly expressed the opinion *that repeated long-term separations of a child from his mother or mother surrogate during the first three to five years of life usually result in permanent disturbance to the mental health of the child* and that **this** significantly affects total personality development. (M21)

155) Je-li *náprava* možná, tedy kdy, za jakých okolností a proč?

*If remission of symptoms is possible, when, and why, and under what conditions does this occur?* (M15)

**Adverbial proforms *tu* and *tak*** (4; 12%). *This* occurs in translations where Czech sources display the adverbial proforms *tak* and *tu* (cf. transposition: word-class and structural shifts during the translation):<sup>40</sup>

156) Řekl, že my všichni jsme zapřáhli své mozky do služeb svých úzce specializovaných povolání a snažíme se ze všech sil, aby *nám ostatní mozkové závity odumřely*. Jakmile se **tak** stane, všimnou si nás naši představení a začneme dělat kariéru.  
He explained that we have all hitched up our brains to the service of narrow, specialised occupations and that we try with all our strength to let *the other parts of our brains atrophy*. As soon as **this** happens we are noticed by our superiors and begin to fall into a career. (J17)

157) *Vyvozování závěrů, důsledků aj. (inference), opřené zvl. o srovnání ne/shodného, posouzení rozsahu platnosti a generalizaci důsledku, je zde obecně shodné se situací ve vědě vůbec* (viz 1.32); výraznou roli **tu** hraje opět analogie (viz 2.13).  
*The derivation of conclusions, consequences etc. (inference), based mainly on the comparison of like with unlike, the assessment of the extent of validity and the generalisation of consequences, is here generally in line with the situation in science as a whole* (cf. 1.32); analogy (cf. 2.13) plays a significant role in **this**. (C22)

**Full noun phrase** (3; 9%). The proform *this* is used for the translation of Czech constructions which contain the demonstrative as a determiner and a head noun serving summarizing the previous non-nominal antecedent (*skutečnost, okolnost, událost*):

158) *Jsou-li ve společnosti časté separace zcela běžné, například při naší vysoké zaměstnanosti žen, ovlivní tato skutečnost postoj matky i dítěte,...*  
*If we are concerned with a society in which frequent separation is quite normal, for example, one in which there is a high level of female employment, this would influence the attitude of the mother towards the child,...* (M13)

159) Nejenom že vás zahrne trhovým přívalem slov, ale *dokonce provede obvykle jakýsi myšlenkový přemet a pronese ohnivou filipiku proti něčemu, o čem jste vůbec neměli v úmyslu hovořit*. **Tato okolnost** bude mít vliv i na souvislost mého vypravování, ale

<sup>40</sup> Aleš Klégr, P. Šaldová (2006), "Kolokační faux amis" in *Kolokace* (eds.) František Čermák and M. Šulc, Praha: Lidové noviny, p. 173.

nemohu si pomoci.

Not only does he overwhelm you with a torrent of words, but *he usually carries out an intellectual somersault and delivers a diatribe against something which you never had the slightest intention of discussing*. **This** will somewhat influence the coherence of my tale, but there is nothing I can do about it. (J15)

- 160) *Je-li dítě ve dvou letech odloučeno od rodičů a umístěno v nemocnici, možno jeho bezprostřední reakci na tuto událost chápat jako projev frustrace.*  
Thus if a two-year-old child is separated from his parents and placed in a hospital, his immediate reaction to **this** can be viewed as a frustration response. (M22)

**Demonstrative *takový*** (2; 3%). *This* is used for the translation of Czech demonstrative pronoun *takový* into English. In 161), *this* occurs in a comparative construction:

- 161) *Rostoucí informace zvyšuje nepravděpodobnost, a nízká pravděpodobnost znamená vysokou možnost prokázání nepravdivosti (takový je např. případ teorie S. Freuda: nelze prokázat nepravdivost jeho teorií, a proto jsou i vědecky slabé).*  
Thus *increasing information increases improbability, and limited probability means a high potential for proving non-validity* (**this** applies to the theories of Sigmund Freud; the non-validity of his theories cannot be proven, thus they are scientifically weak). (C15)

- 162) *Neočekávané proslovy doktora Vlacha někdy způsobí, že kapitola, začínající pojednáním o kriminalistice, skončí pojednáním o kriminalistice, ačkoliv se v ní skoro stále mluvilo o chytání pstruhů. Doktor Vlach už je takový, a padesátiletého člověka je těžko předělat.*  
*The unexpected speeches of Dr. Witherspoon will sometimes be responsible for the existence of a chapter treating of criminality at the beginning and criminality at the end, while being almost entirely filled with a discussion of trout fishing.* The doctor is like **this**, and a fifty-year-old person is hard to change. (J16)

**Demonstrative *toto*** (1; 3%). In Czech source texts, one example of *this* occurs with the demonstrative *toto*:

- 163) *Naopak, čím je její obsah menší, tím je teorie pravděpodobnější a tím je i obtížnější prokázat její nepravdivost (jiné je toto u formálních věd, kde o obsahu nelze mluvit).*  
By contrast, *the more limited its content, the more plausible a theory is and the more difficult it is to demonstrate its non-validity*. **This** does not apply to the formal sciences, where one cannot speak of content. (C14)

The following comments concern the Czech source constructions translated as *that*:

**Demonstrative *to*** (6; 50%). The direct correspondence of *that* with Czech *to* is found in a half of the total of 12 examples. Here, *that* is used to refer explicitly to the past-time referent:

- 164) *Mistr Krátký vám přinesl nová perka do bytu. To bývalo.*

*Master Little used to deliver new shoes to your own flat. That* was in the past. (J32)

**Non-correspondence of the forms** (2; 17%). In two examples, there is no correspondence between the original Czech source and the proform *that*. This non-correspondence is a result of a different valency in 165) and the idiomatic nature of the expression *come to that* (*ostatně, když na to přijde*) in 166). The source of *to* in 166) is the personal pronoun *it*:

165) Zdálo se však, že si umínil nešetřit těchto zásad vůči tetě Kateřině a jejímu synovi, a já se kajicně přiznávám, že jsem odepřel ho napomenout.  
However, *he appeared to make up his mind that in the case of Aunt Catherine and her son these rules did not apply*. With regret I have to confess that **that** I refused to admonish him. (J31)

166) Radu, že jsem se mohl kdykoliv během té doby postavit mimo skluzavku, mohl by mi dát jen člověk, jenž neví, co to je *zápasit zoufale o poslední zlomek rovnováhy, který člověk má*. Ostatně nebylo **to** nijak zvlášť nepříjemné, a dokonce myslím, že to stálo za to.  
Only a person with no knowledge of what it is *to engage in a desperate battle to keep one's balance and not topple over* would say that I could have left the ice patch at any moment of that undignified descent. Come to **that** it wasn't an unpleasant experience, and I even think that it was well worth it. (J24)

**Ellipsis** (1; 8%):

167) Kdo se tomu vlastně diví, jsem nikdy nezjistil.  
As to *who has actually been surprised*, **that** is something I have never been able to ascertain. (J34)

**Adverbial proform *tak*** (1; 8%). *That* occurs in a comparative structure where a Czech source displays the adverb *tak*:

168) Ó, hrajete *překrásně!* Již dávno jsem si **tak** nezahrála.  
Oh you *play so beautifully!* It is so long since I've enjoyed a game like **that**. (J26)

**Demonstrative *takový*** (1; 8%). *That* in a comparative construction is used to translate Czech pronoun *takový* into English:

169) V kavárně vykládá všem známým dámám, že *ji na ulici nějaký mladý muž fixíroval* a že jí to bylo velmi nepříjemné. Že je si vědoma toho, že není žádná mladice, a tak ať si **takový** hoch najde nějaké mladě děvčátko a nekouká po ní.  
She proceeds to hold forth to all her ladylike acquaintances in the cafe about some young man *who eyed her up in the street* and about how she found it a distinctly unpleasant experience. She explains that she is well aware of the fact she's no spring chicken, and a boy like **that** should find himself some young girl and not stare at her. (J33)

**Demonstrative *toto*** (1; 8%). In Czech source texts, one example of *that* occurs with the demonstrative *toto*:

- 170) Pochybností, které můžeme o významu *určité formy slov* mít, se lze zbavit, ze-ptáme-li se „Při jaké příležitosti, za jakým účelem **toto** říkáme?  
 Doubts we may have about the meaning of *a given word* can be resolved if we ask "in what circumstances and for what purpose do we say **that**? (C23)

### 3.4.3 English translations of Czech *TO*

The following chapter attempts only to suggest another possible approach to a more complex analysis of Czech *to*. The excerption in the direction Czech>English was carried out to detect other ways of translating the demonstrative *to*. Following are the main observations:

**Gerundial constructions.** It was observed that *to* correlates with *že* introducing a subordinate clause and often translates into English as a gerundial construction following a preposition (examples 171 and 172). As Dušková points out “Tyto polovětné gerundiální vazby nemají v češtině obdobu. Většinou jim odpovídají věty vedlejší, které jsou často i v angličtině alternativním prostředkem vyjádření.“ (MSA: 569):

- 171) O humoru a o té dynamice nebudeme mluvit, ale **to, že mi upírá fantazii**,... (J, segment 14)  
 We will not speak about humour and dynamic passions, but **about his denying** me any imagination.
- 172) Jisto je, že by se v Čechách našlo velmi málo mladých mužů, kteří by měli svého sluhu, a mé klidné a konzervativní povaze je vzpomínka na **to, že jsem udělal něco tak neobvyklého**, nepříjemná. (J, segment 45)  
 Certainly no one can deny the fact that not many young men can be found in Bohemia who have their own gentleman’s gentleman. Consequently the mere recollection **of having done something so strange** and unusual embarrasses my normally peaceful and conservative self.

Gerundial constructions also appear as translations of anaphoric *to* accompanied by a proform *so*:

- 173) Uvidíte sami, že se mu **to** podařilo. (J, segment 112)  
 You shall see for yourselves how he succeeded **in doing so**.

**To as a general noun.** Another very frequent translation alternative, when translating Czech *to* into English, seems to be the general noun such as *fact*, *thing* which are used to refer to physical objects as well as abstractions (statements, situations or states), both anaphorically (174, 176, 177) or as introducing a subordinate clause (175):

- 174) Z jakýchsi nepochopitelných důvodů je na **to** hrdý. (J, segment 19)  
For whatever inexplicable reason he is proud of **the fact**.
- 175) Musil jsem v duchu myslit na **to**, jak by byli někteří členové klubu vděční za takovou příležitost. (J, segment 227)  
My mind was forced to reflect on **the fact** that several members of the club would be grateful for such an opportunity.
- 176) Nakonec **to** dopadlo dobře. (J, segment 186);  
In the end **things** turned out all right.
- 177) Zkuste si představovat lidi ze svého okolí v takové situaci a uvidíte, jak je **to** nesmyslné. (J, segment 202)  
Try to imagine the people in your own life in a similar situation and you will see how nonsensical such a **thing** is.

**To as a full noun phrase.** The English translator often prefers using a lexically specific noun, where there is *to* in the source text. Frequently, the noun takes the determiner *such*:

- 178) Řekl jsem, že mi bude opravdovým potěšením, ale on **to** slečně Barboře tlumočil tak, že se podíval směrem k verandě a řekl: (J, segment 234)  
I replied that it would give me the greatest of pleasure, but he conveyed **this answer** to Miss Barbara simply by looking in the direction of the verandah and calling out, "Yeah."
- 179) Já žádnou nemám, a tak jsem **to** zamluvil. (J, segment 183)  
I do not have one, so I steered **the conversation** away from this idea.
- 180) Nemohu říci, že by se mi **to** příliš líbilo. (J, segment 144)  
I have to say that I wasn't exactly enamoured of **such humour**.
- 181) Jak ho **to** vůbec mohlo napadnout! (J, segment 197)  
How could **such a thing** have occurred to him in the first place?

**To as do so.** The expression *do so* appears as well. It can refer to the action or event which has been referred to before (cf. also 173):

- 182) Saturnin mu **to** slíbil, ale zapomněl se ho zeptat, jak se jmenuje. (J, segment 273)  
Saturnin promised to **do so**, but forgot to ask the man his name.
- 183) Nemohl jsem **to** učinit již proto, že mi nebyla lhostejná má pověst, která byla jeho

ztřeštěnostmi již stejně značně poškozena. (J, segment 170)

I could not **do so** because I was not indifferent to my reputation, which had already been considerably affected by his hare-brained schemes.

**Non-correspondence.** It was the difference between the valency of Czech and English

verbs which resulted in the non-corresponding of the source form *to* and its translation:

184) Saturnin si totiž od začátku počínal, jako by ta loď byla naše. Díval jsem se na to se značnými obavami, protože jsem předpokládal, že majitel nebude srozuměn se změnami, které jsme provedli. (J, segment 263)

The thing was that Saturnin behaved from the outset as if the boat was ours. I watched with growing apprehension, because I presumed that the owner would not approve of the changes which we carried out.

This section only presented the translation equivalents of the Czech pronoun *to* encountered, thus illustrating another possible direction of research into the use of the proforms under examination.

## 4 CONCLUSION

This final chapter summarizes the main findings and attempts to tie together some of the general ideas that have emerged from the results.

The quantitative results described in Chapter 3.1.2 showed that the proforms occur generally seven times more often in fiction than in academic texts. The highest frequency per one thousand words was observed with *it* in fiction, while the frequency of *that* in academic texts ranked the lowest. We believe that this is due to the combination of facts: 1 – the demonstrative *that* can be viewed as the most marked of the three proforms (it expresses remoteness, it can refer to the past, often in the adversative type of clause, it is contrastive), 2 – it performs a wide range of other functions (correlative subordinator *so...that*, discourse marker *that is*, relative pronoun etc.) which could result in a potential misinterpretation, 3 – academic texts strive to avoid creating vague reference.

Further, the two methods, based on the description of the occurrences of the three proforms, showed that the distribution of *it*, *this* and *that* is not arbitrary. Conversely, it was observed that the three proforms tend to be in a complementary distribution as for their syntactic function and the type of antecedent to which they refer. The detailed distribution of *it*, *this* and *that* in English originals and translations appear in Tables below:

**Table 6: Distribution of proforms according to their syntactic function with respect to the type of their antecedents (nominal vs. non-nominal) – English originals**

	<i>Proform</i>					
	<i>it</i>		<i>this</i>		<i>that</i>	
	non-subject	subject	non-subject	subject	non-subject	subject
nominal antecedent	10	<b>22</b>	2	9	5	7
non-nominal antecedents	2	0	5	<b>17</b>	<b>12</b>	9
<b>TOTAL</b>	12	22	7	26	17	16



**Table 6a: Distribution of proforms according to their syntactic function with respect to the type of their antecedents (nominal vs. non-nominal) – English translations**

	<i>Proform</i>					
	<i>it</i>		<i>this</i>		<i>that</i>	
	non-subject	subject	non-subject	subject	non-subject	subject
nominal antecedent	8	<b>24</b>	1	9	2	4
non-nominal antecedents	2	0	8	<b>16</b>	4	2
<b>TOTAL</b>	10	24	9	25	6	6

The results of both methods indicate that one of the key factors which contributes to the choice between *it*, *this* and *that*, is the type of antecedent. While *it* could be established as a primary means of nominal reference, because it prototypically referred to direct nominal antecedents (simple nominal heads mostly), *this* and *that* showed statistically higher occurrence with non-nominal antecedents, which were realized by simple sentences.

The occurrence of *this* and *that* with nominal antecedents was detected too. It seems that in these case the use of *this* and *that* is motivated by the fact that they occur with nominal antecedents which are relatively complex in their structure, i.e. they are realized by an infinitive, gerundial construction or apposition.

The distribution of the proforms in terms of their syntactic function was examined as well. *It* and *this* were found in the function of a subject most frequently, by contrast, examples with *that* were distributed almost equally between the non-subject and subject *that*. Where in the initial subject position of a new sentence, *this* and *that* allowed the substitution of the demonstrative by the relative pronoun *which*. The substitution was not possible with the demonstratives in non-subject functions.

Another interesting point emerged when contrasting the syntactic role of the proform, type of structure, in which the particular proform occurs and the distance from its respective antecedent. Although both *it* and *this* appeared in the same syntactic role of a subject most frequently, the difference observed between the two was that the subject *it*

was found more often within the complex and compound sentences (within one segment), while the subject *this* occurred in the initial position across the sentence boundary (within a new segment).

Only three examples illustrated *it* across the sentence boundary in Method 1 (results in Method 2 differed). All of them exemplified a direct speech and a quote, which tend to display generally shorter segmentation for the reasons given in footnote 30, p. 45. The average word span, i.e. the number of words between the proform *it* and its antecedent, was eight. Most examples (4; 12%) showed the span of nine words (for more details, see Graph 1 at the end of this chapter). The rest were scattered across the range of zero to 25 words. *This*, on the other hand, which occurred across the sentence boundary, showed most frequent span of zero words (15; 45%). The average was three.

As for the distance between the antecedent and the proform *that*, it was shorter than the distance of *it*, but longer than that of *this*. This is due to the fact that *that* occurred in more distant peripheral adjunct functions, often in the adversative type of relation after the conjunction *but* or other adversative marker (*however*).

The main findings are summarized in Table 7:

**Table 7: Summary of findings**

<b><i>occurrence/function</i></b>	<b><i>it</i></b>	<b><i>this</i></b>	<b><i>that</i></b>
<i>with nominal antecedents</i>	very high	low	low
<i>with non-nominal antecedents</i>	very low	high	high
<i>subject</i>	high	very high	medium
<i>non-subject</i>	low	very low	medium
<i>within a sentence</i>	high	low	medium
<i>across the boundary</i>	low (high in translations or direct speech)	high	medium
<i>distance from the antecedent</i>	long	short	medium
<i>sentence-initial</i>	low (high in translations)	high	high

The data excerpted in the English>Czech direction in Method 2 confirmed our general findings as well as showed some difference between the two sets of data. The most clear difference was the occurrence of *it* in the subject position of a new sentence. This resulted from the clash between the initial position of a Czech predicate, which allows ellipsis of a subject, and the fact that English requires an explicit subject. Its function in the initial position in a new clause/sentence is therefore grammatical. In the English original texts, the across-the-sentence-boundary *it* does not occur. It is found only in reference to direct speech or quotes. Taking this phenomenon into consideration, we are led to believe that the occurrence of the sentence initial *it* may be a feature of a translated text in that this pronoun is used to compensate for the unexpressed Czech subjects.

The very low incidence of *that* in English translations of academic texts confirmed our hypothesis that it might be indeed the most marked proform of the three pronouns studied. This could also explain why it is dispreferred when translating into English.

As for the other sources of English *it* found, they included the pronouns *to*, *toto*, *takový* or there was no correspondence at all, usually due to the difference in the valency of the Czech verb which did not require a proform

By examining Czech source constructions of English *this* and *that*, it was observed that the most common sources were the demonstrative *to*, non-correspondence of the forms, ellipsis and the demonstratives *takový* and *toto*. *This* also occurred as a variant for the translation of full noun phrases or Czech adverbial proforms *tu* and *tak*.

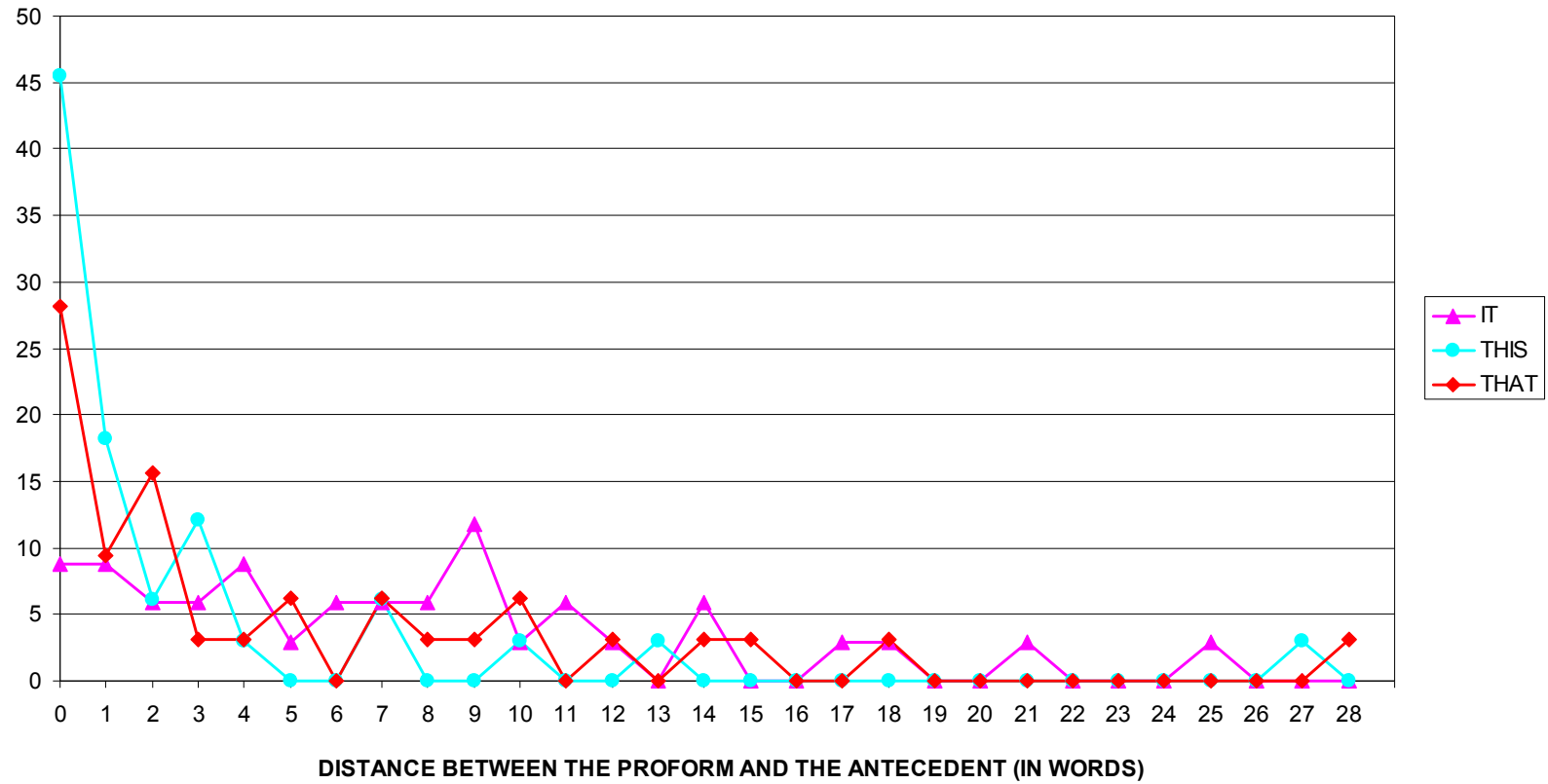
The goal of the last excerpt from the Czech>English direction was to examine what the possibilities of English are when translating Czech *to* and to illustrate another possible direction of research into the use of the proforms under examination. It was found that *to* very often translates into English as a gerundial construction which follows the preposition. In English translations, full noun phrases or general nouns such as *thing*, *fact* were used as well. The interesting alternative was the use of the proverb *do so* in English.

In conclusion, it is worth noting that this thesis made an attempt to elaborate classification scheme in order to approach the matter from a complex point of view at several levels: stylistic, syntactic as well as pragmatic. By focusing on a single line of research only (eg. syntactic), the future analyses could bring further detailed descriptions of the forms.

While there is no doubt that a larger number of examples would provide grounds for either confirmation or disapproval of the patterns observed in the present thesis, it is felt that some interesting observations about the distribution of pronominal *it*, *this* and *that* in English original and translation texts were made.

OCCURRENCE OF THE  
PROFORMS  
(IN %)

### THE DISTANCE OF PROFORMS FROM THEIR ANTECEDENTS



Graph 1

## RESUMÉ

Předkládaná diplomová práce vychází z myšlenky, že jednotlivá zájmena *it*, *this* a *that* přispívají k interpretaci textového nebo nominálního antecedentu různým způsobem, a že si mohou za určitých podmínek konkurovat nebo naopak mohou být v některých případech zcela nezaměnitelná. Na základě tohoto předpokladu je cílem práce provést analýzu faktorů, které vedou k užití zájmen *it*, *this* a *that* v psané angličtině jako prostředků odkazování na textový nebo nominální antecedent. V případě demonstrativ se práce soustřeďuje výhradně na jejich funkci proformy. Cílem je tedy identifikace faktorů vedoucích k užití jedné z proforem, a jejich následné ověření při volbě proformy na anglických překladech českého ukazovacího zájmena *to* (totožného s tvarem neutra singuláru).

Práce se skládá ze čtyř základních oddílů. V úvodní části jsou formulovány výše uvedené předpoklady, základní myšlenka, struktura práce a její cíle.

Druhý díl je věnován teoretickému přehledu, který se snaží poskytnout ucelený pohled na syntaktické a diskursní funkce studovaných zájmen na základě dostupné literatury. Do této části je také zasazena úvodní kapitola věnovaná základním principům mimotextového a textového odkazování, na kterou navazuje syntaktický přehled studovaných zájmen vycházející ze stěžejních gramatik anglického jazyka *A Comprehensive Grammar of the English Language (CGEL: 1985)* a *The Cambridge Grammar of the English Language (CamGEL: 2002)*. Ty se tématem vzájemné konkurence mezi *it* a demonstrativy zabývají bohužel okrajově. Proto je přehled uspořádán v obecné rovině, neboť sumarizuje charakteristické výskyty a užití osobního zájmen *it* a ukazovacích zájmen *this* a *that* spíše individuálně bez toho, aniž by všechna tři vzájemně kontrastoval.

O to se snaží následný popis z diskursního pohledu v kapitole 2.4, který shrnuje užití *it*, *this* a *that* na základě vybrané literatury. Konkrétně vychází z poznatků prezentovaných v *Cohesion in English* (H&H: 1976), *Discourse Analysis* (Brown and Yule 1987) a *Pragmatics* (Levinson 1994), protože je zřejmé, že kromě gramatických parametrů se na konkurenci mezi proformami bude podílet i diskursní organizace textu. Doplnující zdroje informací představují dále monografické články, které se otázkou konkurence zabývají přímo. Za jako nejpřínosnější lze v tomto smyslu označit studii Michaela McCarthyho s výstižným názvem „*It, this and that*“, která byla publikována v rámci *Advances in Written Texts Analysis* v roce 1994. Popisem výskytu tří proforem se McCarthy snaží vysvětlit jejich rozdílné nebo naopak shodné funkce. Domnívá se, že pro vysvětlení jejich funkcí je vedle pohledu syntaktického a sémantického nezbytné i hledisko diskursní. Podle něj je segmentace textu na funkční jednotky jedním z klíčových faktorů, který se zřetelně podílí na výběru proformy. V závěru své práce formuluje hypotézu, že zatímco *it* se užívá pro odkazování v rámci jedné věty, *this* a *that* se využívají k odkazování na novou skutečnost ve větě nové.

Dalším inspirativním článkem byla práce z pera Jeanette K. Gundel et al. z roku 2004 s názvem *Demonstrative pronouns in natural discourse*. I když tato studie týká popisu ukazovacích zájmen v mluvené angličtině, jejich klasifikační schéma bylo možné úspěšně využít i v naší práci. Klasifikace antecedentů na nominální a nenominální podle toho, zda obsahují nominální frázi či nikoliv, a na nepřímé či přímé, podle toho, zda byla pro interpretaci antecedentu nutná další inference či ne, představuje základní postup, který se prolíná celým rozbořem.

Úvod třetí části této práce je věnován detailnímu popisu užití metodologie práce včetně popisu reprezentativních zdrojů jazyka, které posloužily k vytvoření souboru dat. Součástí této empirické části je rovněž stanovení kritérií excerpcce a kvantitativní postřehy

týkající se distribuce proforem ve dvou odlišných žánrech, které jsou shrnuty v tabulkách 5 a 5a.

Samotná exerce a rozbor byly potom rozloženy do dvou fází. V první bylo shromážděno sto příkladů anaforických proforem *it*, *that* a *this* z autentických původně anglických textů, to znamená, že byla vyloučena konstrukční užití zájmen *it* jako jsou vytýkací konstrukce, anticipační *it*, prop *it*, a dále také všechny deiktické a neanaforické realizace dvou zkoumaných zájmen ukazovacích (viz. příloha 1). Ve druhé fázi byly předmětem popisu příklady shromážděné z anglických překladových textů. Obě metody se řídily stejným postupem při exerci a popisu, tak aby bylo možno výsledky kontrastovat a jednotlivá pozorování vzájemně ověřit.

Materiál pro účely rozboru byl excerpován ze dvou stylisticky odlišných oblastí v poměru 2/3 odborného textu a 1/3 beletrie. Tento poměr stylistického zastoupení 2:1 byl zvolen na základě úvahy, že totiž endoforické (respektive anaforické) odkazování napříč textem bude výrazným prvkem právě odborného stylu, který vyžaduje stylistickou přesnost ve vyjadřování. U uměleckých funkčních stylů lze pro jejich větší tvůrčí rozmanitost naopak předpokládat, že zde bude převažovat větší vágnost v odkazování a pravděpodobně i hojnější uplatňování zájmen v ostatních funkcích než pronominálních (viz. opět příloha 1). V rámci příběhu mohou totiž literární postavy odkazovat i na mimojazykovou skutečnost. S tím souvisí logicky nutnost větší selekce jevů. Na druhou stranu, díky této své tvůrčí rozmanitosti mohou texty z umělecké oblasti odhalit často zajímavá a neobvyklá užití zájmen a proto je také i beletrie zařazena do rozboru v jednotřetinovém zastoupení.

Neumělecký funkční styl je dále omezen na odborné texty z oblasti společenskovědní, konkrétně lingvistiky, psychologie a antropologie, u nichž existoval předpoklad, že jednoznačné určení referenta u zejména strukturně složitějších antecedentů odborného textu bude představovat menší úskalí (vzhledem k oborovým znalostem



analyzujícího), než v případě odborných textů z oblasti přírodních věd. Konkrétnímu postupu při excerpci příkladů je věnována kapitola 3.1.1 o původu zdrojových textů a kapitola 3.1.2, která se zabývá kritérii pro výběr jednotlivých příkladů.

Vzhledem k tomu, že tato práce se nezabývá vzájemnou frekvenční distribucí zájmen, bylo možné excerpovat z jedné beletristické a ze dvou odborných publikací stejný počet jevů, to znamená z každé 11 příkladů obsahujících proformu *it*, 11 příkladů obsahujících *this* a 11 příkladů s *that*, celkem tedy 33 jevů s *it* (+1 příklad navíc byl zvolen pro účely zaokrouhlení počtu příkladů na sto), 33 s *this* a 33 s *that*, celkem tedy 100 příkladů (viz. tabulka 4).

Porovnáním kvantitativních výsledků bylo zjištěno, že proformy se vyskytují v beletrii sedmkrát častěji než v odborném textu. Nejnížší četnost výskytů na tisíc slov byla zaznamenána u *that* v odborné literatuře, nejvyšší zastoupení bylo naopak pozorováno u *it* v beletrii (viz tabulka 5a). Kvantitativní zastoupení *this* bylo konstantní jak v beletrii tak v odborné literatuře.

V druhé fázi byl excerpován stejný počet proforem, ovšem z paralelních anglických textů. Počáteční záměr excerpovat stejný počet jevů jako v předchozí metodě zkomplikovalo výrazně nízké zastoupení *that* v odborné literatuře. Konečný počet proforem musel být přizpůsoben na 34 *it*, 34 *this* a 12 *that*, celkem tedy 80 příkladů (viz. tabulka 5). I přes menší počet excerpovaných příkladů se celkový výskyt proforem shodoval s výsledky prvního pozorování. Proformy v beletrii byly zastoupeny 7,5-krát častěji než v odborném textu. Nejnížší výskyt na tisíc slov byl zaznamenán opět u *that* v odborné literatuře, nejvyšší u *it* v beletrii. Četnost výskytů *this* byla tentokrát mírně ve prospěch beletrie.

V další části rozboru byla nejprve provedena klasifikace antecedentů a jejich proforem. Následoval popis distribuce. Popis všech proforem se řídil jednotným postupem,

který měl zjistit následující syntaktické a diskursní rysy: typ a strukturu antecedentu (nominální vs. nenominální), syntaktickou funkci proformy a antecedentu (subjektová vs. nesubjektová), případnou korelaci mezi syntaktickými funkcemi antecedentu a proformy, typ struktury, v níž se proforma vyskytuje (souřadná vs. podřadná vs. nová věta), typ antecedentu z hlediska inference (přímý vs. nepřímý) a vzdálenost mezi antecedentem a jeho proformou.

Potvrdilo se nám, že *it* je výrazným prostředkem nominální reference, neboť jako proforma se nejčastěji vyskytuje ve funkci podmětu s přímými nominálními antecedenty v rámci jednoho souvětí. To, že *it* a jeho antecedent se nacházely nejčastěji v jedné větě, umožňovalo relativní vzdálenost mezi nimi. Pouze ve 3 příkladech se *it* objevilo v nové větě. Všechny 3 případy ilustrovaly přímou řeč a citát, které se vyznačují obecně kratšími větami. Převážnou většinu antecedentů tvořily jednoslovné fráze bez další modifikace. Jejich syntaktická funkce odpovídala syntaktické funkci *it* ve 31 případech. Co se substituce *it* pomocí *this* nebo *that* týče, ta vedla u nominálních antecedentů buď k významovému posunu nebo ke vzniku nepřipustné konstrukce. Náhrada *it* za *this* byla možná pouze u nenominálních antecedentů, ovšem ne za *that*, neboť se jednalo o příklady ilustrující kataforu, která nedovoluje užití *that*.

Rozborem příkladů s proformou *this* bylo zjištěno, že na rozdíl od *it*, příklady s *this* vykazují vysoké zastoupení nepřímých nenominálních antecedentů a tudíž lze *this* označit za prostředek nenominální (textové) reference. Výrazná část antecedentů byla realizována jednoduchými větami, jejichž vzdálenost od antecedentu byla kratší než u *it*, neboť *this* se většinou vyskytovalo v syntaktické funkci podmětu na začátku nové věty. To dovolovalo ve většině případů náhradu relativem *which*. Substituce *this* za *it* vedla u nenominálních antecedentů k výraznému posunu významu.

Popisem příkladů s *that* se nám potvrdil předpoklad, že nenominální antecedenty se vyskytují častěji s demonstrativy než s *it*. Stejně jako *this*, *that* se vyskytovalo více s nenominálními antecedenty a s možností nahradit je *which*. Na rozdíl od převážně podmětového *this*, *that* bylo zastoupeno v podmětových a nepodmětových funkcích stejnou měrou. Z nepodmětových funkcí byly nejčetnější adjunkty. Bylo zjištěno, že *that* se často objevuje v koordinovaných větách s adverzativním vztahem.

Dalším krokem byl rozbor příkladů z překladových anglických textů. I v těchto příkladech bylo *it* užito s nominálními antecedenty, demonstrativa naopak s nenominálními, čímž se nám potvrdily výsledky prvního kola rozboru. Výrazný rozdíl byl zaznamenán pouze v postavení *it*. Zatímco v prvním rozboru se *it* vyskytuje hojně po spojkách v rámci souvětí, v překladových materiálech naopak zaujímá počáteční postavení v nové větě. Plní tak gramatickou funkci tam, kde český zdroj dovoluje elipsu podmětu, která byla nejčastějším zdrojem anglického *it*.

Přímá korespondence *it* se zdrojovým *to* byla druhá nejčastější. *It* dále posloužilo jako překladová varianta osobního zájmena ve tvaru *ni*, vztažného *jímž*, přivlastňovacího *její*. V několika případech nemělo *it* ve zdrojovém textu žádný protějšek.

V případě překladových *this* a *that* byly nejčastějším zdrojem *to*, žádný protějšek, elipsa, *takový*, *toto*. *This* se také objevilo jako možná varianta pro překlad adverbialíí *tu* a *tak* nebo celých jmenných frází.

Cílem závěrečné excerptce ve směru z češtiny do angličtiny bylo pouze nastínit další možný postup pro komplexní rozbor českého demonstrativa *to* a jeho dalších překladových variant.

Součástí práce jsou přílohy, jejichž cílem je umožnit jednak názorný přehled a postup práce a zároveň také kontrolu předkládaných výsledků.

Závěrem lze konstatovat, že ačkoliv zde prezentované výsledky vycházejí z analýzy relativně malého počtu jevů, popis distribuce proforem a kvantitativní porovnání přinesly některé zajímavé výsledky. Pro širší zobecnitelnost zjištěných tendencí by bylo zřejmě nutné provést rozbor většího počtu příkladů, který by přinesl ještě ucelenější závěry a byl by tak vhodným tématem dalšího studia.

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## APPENDICES

This section contains the total of 13 thematic appendices to illustrate the methodological steps used in the present study:

### METHOD 1

- Appendix 1: List of structures excluded from the analysis
- Appendix 2: Complete list of examples from *Animal Farm*
- Appendix 3: Complete list of examples from *Sociolinguistics*
- Appendix 4: Complete list of examples from *Multilingualism*
  
- Appendix 5: Nominal antecedents according to the syntactic function of IT
- Appendix 5a: Non-nominal antecedents according to the syntactic function of IT
- Appendix 5b: List of IT-proforms occurring within the complex sentence
- Appendix 5c: List of IT-proforms occurring within the compound sentence
- Appendix 5d: List of IT-proforms occurring across the sentence boundary
  
- Appendix 6: Non-nominal antecedents according to the syntactic function of THIS
- Appendix 6a: Nominal antecedents according to the syntactic function of THIS
- Appendix 6b: List of THIS-proforms occurring across the sentence boundary
- Appendix 6c: List of THIS-proforms occurring within the compound sentence
- Appendix 6d: List of THIS-proforms occurring within the complex sentence
  
- Appendix 7: Non-nominal antecedents according to the syntactic function of THAT
- Appendix 7a: Nominal antecedents according to the syntactic function of THAT
- Appendix 7b: List of THAT-proforms occurring across the sentence boundary
- Appendix 7c: List of THAT-proforms occurring within the compound sentence
- Appendix 7d: List of THAT-proforms occurring within the complex sentence

### METHOD 2

- Appendix 8: Complete list of examples from *Saturnin*
- Appendix 9: Complete list of examples from *Psychological Deprivation*
- Appendix 10: Complete list of examples from *Research Methods in Linguistics*
  
- Appendix 11: Nominal antecedents according to the syntactic function of IT
- Appendix 11a: Non-nominal antecedents according to the syntactic function of IT
- Appendix 11b: List of IT-proforms occurring across the sentence boundary
- Appendix 11c: List of IT-proforms occurring within the complex sentence
- Appendix 11d: List of IT-proforms occurring within the compound sentence
  
- Appendix 12: Non-nominal antecedents according to the syntactic function of THIS
- Appendix 12a: Nominal antecedents according to the syntactic function of THIS
- Appendix 12b: List of THIS-proforms occurring across the sentence boundary
- Appendix 12c: List of THIS-proforms occurring within the complex sentence
- Appendix 12d: List of THIS-proforms occurring within the compound sentence



### Appendix 1: List of structures excluded from the analysis

The following structures, which contain the studied pronouns used in other than pronominal functions or in syntactically fixed constructions (hence not permitting any competition), were excluded prior to the analysis:

- [1] **The cleft construction:** “It is about this that I wish to speak to you.” (O, p. 8)
- [2] **Anticipatory subject *it*:** Mollie was in fact missing. For a moment there was great alarm; **it** was feared that the men might have harmed her in some way, or even carried her off with them. (O, p. 39)
- [2a] **Anticipatory object *it*:** We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of **it** are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty. (O, p. 8)
- [3] **Empty *it*:** **It** was nearly nine o'clock when Squealer made his appearance, walking slowly and dejectedly, his eyes dull, his tail hanging limply behind him, and with every appearance of being seriously ill. (O, p. 91)
- [4] **Deixis:** Moreover, from a very early age - in the first year, before they have learned any of the adult forms - they use different noises for different purposes, such as asking for something or saying the equivalent of “I say, just look at **that!**” (H, p. 17)
- [5] ***This* and *that* determiners:** Some of **this** research has taken place in ‘exotic’ communities, and this has produced facts which many readers of this book will find stimulating because they are so unexpectedly different from the kind of society which they already know. (H, p. 2)
- [5a] ***This* and *that* determiners with noun substitute:** On the other hand, there are some issues which such a textbook ought to include which **this one** will not, notably most of what is called ‘macro’ sociology of language, dealing with the relations between society and languages as wholes. (H, p. 4)
- [6] **Linking adjunct *that*:** On the other hand, we shall see that it is not always possible to do so without loss of accuracy and that at least some linguistic items are socially unique - **that is**, there are no other items that are used by precisely the same range of speakers or under precisely the same range of circumstances (H, p. 20).
- [6a] ***So* + *that* introducing adverbial clauses of purpose:** When Mr Jones got back he immediately went to sleep on the drawing-room sofa with the *News of the World* over his face, **so that** when evening came, the animals were still unfed. (O, p. 18)
- [6b] ***In* + *that* introducing adverbial clauses of reason:** Obviously this theory is limited, **in that** most objects in the world do not make characteristic noises. (E, p. 16)
- [6c] ***Now* + *that* introducing adverbial clauses of time:** Every mouthful of food was an acute positive pleasure, **now that** it was truly their own food, produced by themselves and for themselves, not doled out to them by a grudging master. (O, p. 26)
- [7] ***That* with post-head dependents:** Chapter 6 is largely devoted to the issues raised in and by this research, but the research reported in chapter 5 would probably not have been possible in a

different social climate, and the same may also be true of **that** reported in chapter 4 though perhaps to a lesser extent. (H, p. 2)

- [8] **That introducing nominal content postmodifying clauses:** Similarly, sentences generally express propositions for example, the proposition **that** Columbus discovered America, or **that** oil floats on water. (H, p. 78)
- [9] **Relative pronoun that:** The second reason is that speech has a social function, both as a means of communication and also as a way of identifying social groups, and to study speech without reference to the society which uses it is to exclude the possibility of finding social explanations for the structures **that** are used. (H, p. 3)
- [9a] **Conjunction that (garden path):** It would be hard to draw isoglosses for social dialects, since one would need to plot them on a many-dimensional map, but there is no reason to doubt **that**, could such a map be drawn, we should again find that each isogloss follows a unique path. (H, p. 24)
- [10] **Plural form these:** If sociolinguistics is about language in relation to society, we might expect a book on sociolinguistics to be mainly about large-scale social units such as tribes, nations and social classes. **These** will indeed be mentioned, and there will be a discussion of the relevance of some of them to language, especially in 5.4. (H, p. 10)
- [10a] **Plural form those:** This example seems to support our hypothesis that differences in syntax tend to be suppressed, whereas **those** in vocabulary and pronunciation tend to be favoured and used as markers of social differences. (H, p. 45)

## METHOD 1

### Appendix 2: Complete list of examples from *Animal Farm* (34)

<b>Proform</b>	<b>Source</b>	<b>Example</b>	<b>Page</b>
IT	O1	Word had gone round during the day that old Major, the prize Middle White boar, had had <i>a strange dream</i> on the previous night and wished to communicate <b>it</b> to the other animals.	5
IT	O2	Nevertheless, without openly admitting <b>it</b> , <i>he was devoted to Boxer</i> ; the two of them usually spent their Sundays together in the small paddock beyond the orchard, grazing side by side and never speaking.	7
IT	O3	Clover made a sort of <i>wall</i> round them with her great foreleg, and the ducklings nestled down inside <b>it</b> , and promptly fell asleep.	7
IT	O4	She took a place near the front and began flirting <i>her white mane</i> , hoping to draw attention to the red ribbons <b>it</b> was plaited with.	7
IT	O5	“Now, comrades, what is the nature of this life of ours? Let us face <b>it</b> : <i>our lives are miserable, laborious, and short.</i> ”	8
IT	O6	Is it because <i>this land of ours</i> is so poor that <b>it</b> cannot afford a decent life to those who dwell upon <b>it</b> ?	8
IT	O7	<i>The soil of England</i> is fertile, its climate is good, <b>it</b> is capable of affording food in abundance to an enormously greater number of animals than now inhabit <b>it</b> .	8
IT	O8	There, comrades, is <i>the answer to all our problems</i> . <b>It</b> is summed up in a single word - Man.	9
IT	O9	Our labour tills <i>the soil</i> , our dung fertilizes <b>it</b> , and yet there is not one of us that owns more than his bare skin.	9
IT	O10	And what has happened to <i>that milk</i> which should have been breeding up sturdy calves? Every drop of <b>it</b> has gone down the throats of our enemies.	9
IT	O11	I do not know when <i>that Rebellion</i> will come, <b>it</b> might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done.	10
IT	O12	And above all, pass on this message of mine to those who come after you, so that future generations shall carry on <i>the struggle</i> until <b>it</b> is victorious.	10
THIS	O13	I have had a long life, I have had much time for thought as I lay alone in my stall, and I think I may say that I understand <i>the nature of life on this earth</i> as well as any animal now living. It is about <b>this</b> that I wish to speak to you.	8
THIS	O14	<i>The life of an animal is misery and slavery</i> : that is the plain truth. 'But is <b>this</b> simply part of the order of nature?'	8
THIS	O15	<i>His body was buried at the foot of the orchard</i> . <b>This</b> was early in March.	15
THIS	O16	' <i>If this rebellion is to happen anyway, what difference does it make whether we work for it or not?</i> ', and the pigs had great difficulty in making them see that <b>this</b> was contrary to the spirit of Animalism.	16
THIS	O17	The next moment <i>he and his four men were in the store-shed with whips in their hands, lashing out in all directions</i> . <b>This</b> was more than the hungry animals could bear.	18
THIS	O18	With one accord, though nothing of the kind had been planned beforehand, <i>they flung</i> themselves upon their tormentors. Jones and his men suddenly found themselves being <i>butted and kicked</i> from all sides. The situation was quite out of their control. They had never seen animals behave like <b>this</b> before, and this sudden uprising of creatures whom they were used to thrashing and maltreating just as they chose, frightened them almost out of their wits.	19
THIS	O19	' <i>Ribbons</i> ,' he said, ' <i>should be considered as clothes, which are the mark of a human being. All animals should go naked.</i> ' When Boxer heard <b>this</b> he fetched the small straw hat which he wore in summer to keep the flies out of his ears, and flung it on to the fire with the rest.	20

THIS	O20	Then Snowball (for it was Snowball who was best at writing) took a brush between the two knuckles of his trotter, painted out MANOR FARM from the top bar of the gate and in its place painted <i>ANIMAL FARM</i> . <b>This</b> was to be the name of the farm from now onwards.	22
THIS	O21	Then <i>Snowball (for it was Snowball who was best at writing) took a brush between the two knuckles of his trotter, painted out MANOR FARM from the top bar of the gate and in its place painted ANIMAL FARM</i> . This was to be the name of the farm from now onwards. After <b>this</b> they went back to the farm buildings, where Snowball and Napoleon sent for a ladder which they caused to be set against the end wall of the big barn.	22
THIS	O22	First came the hoisting of the flag. Snowball had found in the harness-room <i>an old green tablecloth of Mrs Jones's</i> and had painted on <i>it</i> a hoof and a horn in white. <b>This</b> was run up the flagstaff in the farmhouse garden every Sunday morning.	28
THIS	O23	Snowball also busied himself with <i>organizing the other animals into</i> what he called <i>Animal Committees</i> . He was indefatigable at <b>this</b> .	29
THAT	O24	<i>No animal in England is free. The life of an animal is misery and slavery: that</i> is the plain truth.	8
THAT	O25	<i>Work night and day, body and soul, for the overthrow of the human race! That</i> is my message to you, comrades: Rebellion!	10
THAT	O26	I do not know when that Rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later <i>justice</i> will be done. Fix your eyes on <b>that</b> , comrades, throughout the short remainder of your lives!	10
THAT	O27	Then <i>they sang 'Beasts of England' from end to end seven times running</i> , and after <b>that</b> they settled down for the night and slept as they had never slept before.	20
THAT	O28	Then they filed back to the farm buildings and halted in silence outside the door of <i>the farmhouse</i> . <b>That</b> was theirs too, but they were frightened to go inside.	21
THAT	O29	'Never mind <i>the milk</i> , comrades!' cried Napoleon, placing himself in front of the buckets. <b>That</b> will be attended to.	24
THAT	O30	His very first blow took a stable-lad from Foxwood on the skull and <i>stretched him lifeless in the mud...</i> The boy did not stir. "He is <i>dead</i> ," said Boxer sorrowfully. "I had no intention of doing <b>that</b> ."	39
THAT	O31	There was much discussion as to what the battle should be called. In the end, it was named the Battle of <i>the Cowshed</i> , since <b>that</b> was where the ambush had been sprung.	40
THAT	O32	One of Mr Pilkington's men was standing on the other side of the hedge. And - I was a long way away, but I am almost certain I saw this - <i>he was talking to you and you were allowing him to stroke your nose</i> . What does <b>that</b> mean, Mollie?'	41
THAT	O33	The whole farm was deeply divided on the subject of the windmill. Snowball did not deny that to build it would be a difficult business. <i>Stone would have to be quarried and built up into walls, then the sails would have to be made</i> and after <b>that</b> there would be need for dynamos and cables.	45
THAT	O34	<i>Discipline</i> , comrades, iron <i>discipline</i> ! <b>That</b> is the watchword for today.	50

### Appendix 3: Complete list of examples from *Sociolinguistics* (33)

Proform	Source	Example	Page
IT	H1	And secondly, <i>personal experience</i> is a very limited base from which to generalise about language in society, since <b>it</b> does not take account of all the other societies where things are arranged very differently.	2
IT	H2	The question of who is a sociolinguist and who is not, is neither interesting nor important: but it is important to ask whether there is <i>a difference between sociolinguistics and linguistics</i> and, if so, what <b>it</b> is.	2
IT	H3	A widely held view is that there is such a difference, and that linguistics differs from sociolinguistics in taking account only of the structure of <i>language</i> , to the exclusion of the social contexts in which <b>it</b> is learned and used.	.3
IT	H4	Some would argue that since <i>speech</i> is (obviously) social behaviour, to study <b>it</b> without reference to society would be like studying courtship behaviour without relating the behaviour of one partner to that of the other.	3
IT	H5	The first is that we cannot take <i>the notion 'language X'</i> for granted, since <b>this</b> in itself is a social notion in so far as <b>it</b> is defined in terms of a group of people who speak X.	3
IT	H6	The second reason is that speech has a social function, both as a means of communication and also as a way of identifying social groups, and to study <i>speech</i> without reference to the society which uses <b>it</b> is to exclude the possibility of finding social explanations for the structures that are used.	3
IT	H7	<i>This view</i> is typical of J. R. Firth (for example, 1950, 1964), who founded the 'London School' of linguistics, and whose followers include Michael Halliday (1985) but <b>it</b> is still not widely accepted by linguists.	3
IT	H8	Thus, the value of <i>sociolinguistics</i> is the light which <b>it</b> throws on the nature of language in general, or on the characteristics of some particular language.	4
IT	H9	On the other hand, there are some issues which such a textbook ought to include which this one will not, notably most of what is called ' <i>macro' sociology of language, dealing with the relations between society and languages as wholes. This</i> is an important area of research from the point of view of sociology (and politics), since <b>it</b> raises issues such as the effects of multilingualism on economic development and the possible language policies a government may adopt.	4
IT	H10	The purpose of postulating this boundary is to guarantee, on the one hand, that no members of other communities join this one, bringing their own languages with them, and, on the other, that members of this <i>community</i> never leave <b>it</b> and take their language to another, thereby complicating the perfect coincidence between language and community.	5
IT	H11	The only way to allow for change in a totally homogeneous community is to assume that every change affects every member of the community absolutely and simultaneously: one day, nobody - has the <i>new form</i> , the next day, everybody has <b>it</b> .	5
THIS	H12	<i>Some of this research has taken place in 'exotic' communities, and this</i> has produced facts which many readers of this book will find stimulating because they are so unexpectedly different from the kind of society which they already know.	2
THIS	H13	The first is that we cannot take <i>the notion 'language X'</i> for granted, since <b>this</b> in itself is a social notion in so far as it is defined in terms of a group of people who speak X.	3
THIS	H14	The view I prefer is therefore the second one, according to which <i>linguistics ignores society at its peril</i> . I point <b>this</b> out to warn the reader against possible bias, but it is also clear that there is a big difference between recognising that one should take account of the social dimension of language and knowing how to do so.	.3
THIS	H15	On the other hand, there are some issues which such a textbook ought to include which this one will not, notably most of what is called	4

		<i>'macro' sociology of language, dealing with the relations between society and languages as wholes. This is an important area of research from the point of view of sociology (and politics), since it raises issues such as the effects of multilingualism on economic development and the possible language policies a government may adopt.</i>	
THIS	H16	If psychology were able to provide the necessary principles, then <i>there would be a good deal to say about language in relation to individual development, but nothing about language in relation to society.</i> Needless to say, no psychologist would dream of claiming that <b>this</b> was possible, even in principle.	5
THIS	H17	Since <i>change seems to affect every language so far studied,</i> <b>this</b> makes the language of our imaginary community unique.	5
THIS	H18	For any given language X, it will first be necessary <i>to define who are its native speakers,</i> but since <b>this</b> means referring to some tribe, and tribes are primarily defined with reference to language, there is clearly a problem.	7
THIS	H19	It is quite normal <i>to talk about a language, learning its vocabulary and phrases,</i> and <b>this</b> continues into old age; yet people generally do not know how many languages they can speak, and do not think of language learning as a way of gaining prestige.	8
THIS	H20	It is quite normal to talk about a language, learning its vocabulary and phrases, and this continues into old age; yet <i>people generally do not know how many languages they can speak, and do not think of language learning as a way of gaining prestige.</i> Perhaps <b>this</b> is what we might expect in a society where everyone can be expected to speak at least (i) their father's language, (ii) their mother's language (which she will certainly have taught her children with a view to their seeking partners among her tribe) and (iii) the lingua franca Tukano (which may also be the father's or mother's language).	8
THIS	H21	It would not be enough to show <i>that some individuals reject the model of their parents</i> (as they clearly do), since <b>this</b> is probably because they are conforming to a different model (that of their peers) rather than to no model at all.	13
THIS	H22	<i>At this stage children are extremely conservative in their language; their main concern seems to be the same as the older children (with some attempts to imitate teenagers as well).</i> <b>This</b> leads to what is called 'AGE-GRADING' (Hockett 1950), a pattern of use in which linguistic items are used by people of a particular age, who then stop using it when they grow older.	14
THAT	H23	Where the boundary between two languages is clear to sociolinguists, it is clear to everybody else as well - for example, there is no doubt <i>that the languages spoken on opposite sides of the English Channel are different,</i> but you don't need to be a sociolinguist to be sure of <b>that</b> .	36
THAT	H24	The notes are mainly extracts and comments on <i>Morgan's Ancient Society, H. S. Maine's Lectures on the Early History of Institutions, which deals in large part with Irish history, J. B. Phear's The Aryan Village in India and Ceylon, and The Origin of Civilization by Sir John Lubbock.</i> It is also clear from the notebooks that Marx had read much more widely than <b>that</b> .	A6S:620
THAT	H25	In short, each language has a social function which no other language could fulfil. These social functions are more or less <i>arbitrary results of history,</i> but they are no less real for <b>that</b> .	52
THAT	H26	One common feature is <i>that the person concerned must be male,</i> but beyond <b>that</b> it is hard to see any set of defining characteristics of the set covered by X.	85
THAT	H27	In English <i>the main markers of power and solidarity might fairly be described as peripheral to the system of English as a whole,</i> in the sense that proper names used as vocatives (i.e. to address someone) could be handled in a separate section of the grammar with little or no consequence for any other of it. (In fact, we shall see below that things are not quite as simple as <b>that</b> even in English.)	127
THAT	H28	By doing this Marx committed, if not himself, at least Engels and many Marxists, to a particular view of the evolution of kinship which was disastrously wrong. However, <i>he may well have made the wrong choice for the right reason.</i> <b>That</b> is because, even though Maine might have been a better guide than Morgan concerning the evolution of kinship, Morgan was a much better guide than Maine concerning the evolution of property.	A6S:647

THAT	H29	Can we be sure that this is an example of (h): ? It is an example <i>if</i> , and only if, <i>the same word could have contained [h]</i> , but how do we decide <b>that</b> ?	173
THAT	H30	Marx's challenge to capitalism therefore took the general form of demonstrating the general forces which govern the history of man, and demonstrating how <i>historical processes produce systems of institutions and ideas of such complexity that their origin can only be discovered with great theoretical effort and by examination of the historical evidence</i> . <b>That</b> is what led Marx to history and then to anthropology as, in the course of his work, he pushed his analyses ever further backwards in the evolution of human society	A6S:38
THAT	H31	The hearer's chain of thought is as follows (with S as the speaker): S has just said 'x x x x'; people who talk like <b>that</b> are type-T people; type-T people are nice (have halos); therefore S is nice.	208
THAT	H32	In short, a language prejudice is a characteristic which we expect people to have because of the way <i>they speak</i> , and the link between the speech and this characteristic lies through the type of person that (we think) speaks like <b>that</b> .	208
THAT	H33	There is also the problem of the self-fulfilling prophecy: if a teacher expects children <i>to perform poorly</i> , her behaviour towards them may be such as to-encourage them to do just <b>that</b> .	217

#### Appendix 4: Complete list of examples from *Multilingualism* (33)

Proform	Source	Example	Page
IT	E1	There has been some debate over whether sociolinguistics or the sociology of language is the best title for the approach or, indeed, if the two terms represent different emphases altogether. While the latter term implies emphasis upon social behaviour elucidated through the study of language, sociolinguistics tends to stress the linguistic variation presented in different contexts. Perhaps the terms are best viewed as reflecting two sides of the one coin. However, the distinction just noted is not necessarily endorsed by all who use the terms, and some have alternated in their usage, while carrying on with the same sort of work. Also, <i>sociolinguistics</i> may have within <b>it</b> the seeds of its own demise, since it represents what many feel to be a necessary broadening of the larger field of linguistics.	ix
IT	E2	Also, <i>sociolinguistics</i> may have within it the seeds of its own demise, since <b>it</b> represents what many feel to be a necessary broadening of the larger field of linguistics.	ix
IT	E3	In 1977, in a discussion of the relations between linguistics and the 'human sciences', he acknowledged that <i>some descriptive work</i> —such as demonstrating that Black English is a valid dialect—is perhaps useful for combatting educational prejudices but <b>it</b> is quite 'evident and banal' on a theoretical linguistic level; he was disturbed, however, by its 'theoretical pretensions'.	x
IT	E4	More pointedly, he claimed that 'the existence of a discipline called "sociolinguistics" remains for me an obscure matter', and that sociology in general lacks basic and explanatory principles. All such work, he feels, is not <i>research</i> , which is only successful when <b>it</b> grapples with underlying principles and structures.	x
IT	E5	When you work within some idealization, perhaps you overlook something which is terribly important. That is <i>a contingency of rational inquiry</i> that has always been understood. One must not be too worried about <b>it</b> .	xi
IT	E6	Second, Chomsky is critical of <i>the whole empirical enterprise</i> that underpins so much of 'human science', claims that <b>it</b> trivializes research, and advocates a renewed attention to rationalist philosophy.	xi
IT	E7	Chomsky and his epigones are of course interested in the way <i>language</i> 'works', but rather more interested in what <b>it</b> may tell us about	xi

		human mental functions, about (in Chomsky’s words) linguistics as part of psychology (arguably the most important part).	
IT	E8	Sociolinguists are concerned above all with <i>language variation</i> as <b>it</b> occurs in actual usage, and sociologists/social psychologists of language are concerned with reactions to, and ramifications of, language as the pillar of social communication.	xi
IT	E9	It is not impossible <i>to see links among all these approaches</i> , but <b>it</b> is certainly not necessary since they are, for the moment at least, largely independent.	xii
IT	E10	But the strong and obvious attractions of the lingua francas have generally co-existed with, rather than eliminated, more local forms and they have not spelled the death of <i>multilingualism</i> so much as they have been a product of <b>it</b> and, indeed, a contributor to it.	1
IT	E11	<i>To be bilingual or multilingual</i> is not the aberration supposed by many (particularly, perhaps, by people in Europe and North America who speak a ‘big’ language); <b>it</b> is, rather, a normal and unremarkable necessity for the majority in the world today.	1
THIS	E12	After all, <i>context can influence linguistic choice, and linguistic choice can be an index to perceptions of context (and may even change a psychological context)</i> . <b>This</b> , incidentally, brings us more to a social psychology of language—with its traditional emphasis upon perception, attitude, belief and individual action—than to a sociological perspective (with its stress on group dynamics); again, however, we are not dealing here with watertight and mutually exclusive categories.	x
THIS	E13	Intended to simplify things—by removing the little numbers, by no longer obliging the reader to jump to the bottom of the page or the end of the chapter (or book), by removing the necessity to swim upstream through masses of op cit.’s or ibid.’s—the <i>Harvard arrangement placed references, repeatedly if necessary, directly in the text</i> . <b>This</b> has become the problem.	xiv
THIS	E14	Serious questions have been raised, however, about <i>the greater language-killing potential of the present ‘world language’, English, and this</i> is something to be discussed further;	1
THIS	E15	Language use—here as elsewhere—generally extends only as required and, <i>in cases in which more than one language is involved, different forms intertwine for different purposes</i> . <b>This</b> is a phenomenon well known to students of code-switching, where individuals change languages frequently, often within one sentence.	3
THIS	E16	The problems of assessing balance and fluency will be considered later and at least one of the issues relates to Steiner’s observation that <i>‘primary’ multilingualism may be for some individuals (like himself) an ‘integral state of affairs’, that possession of several languages may not always be simply an extension from one original variety; this</i> has some interesting psychological implications.	3
THIS	E17	<i>Education for the élite has always included a training in languages which evolved from a potent combination of necessity, snobbery and social boundary marking</i> . Indeed, remnants of <b>this</b> are seen yet, and ‘finishing’ education still includes an important language component.	4
THIS	E18	Sadly, and particularly within the English-speaking world, the power of English has meant a progressive dilution of effort and achievement here, a retreat to be seen even at the highest postgraduate levels, where <i>traditional language requirements are increasingly waived</i> . Among other things, <b>this</b> has had the interesting effect of even more positively marking those with foreign-language competence.	4
THIS	E19	John Milton (1608-74) wrote: <i>“and though a linguist should pride himself to have all the tongues that Babel cleft the world into, yet if he have not studied the solid things in them as well as the words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother-dialect only”</i> . <b>This</b> appeared in Milton’s essay, <i>Of Education</i> (1644) and was briefly referred to by Samuel Johnson in his great dictionary more than a century later (under the word linguist).	4
THIS	E20	<i>A related point of interest here has to do with the historical equation of translation with treason (traduttore-traditore)</i> . <b>This</b> results from that identification with one’s own language which has always been a marker of nationalism, and the perception (which is true, at least to some degree) that each language interprets and presents the world in a somewhat different way; the unique wellsprings of group consciousness, traditions, beliefs and values are thus seen as intimately entwined with language.	5



THIS	E21	The translator, the one whose multilingual facility permits the straddling of boundaries, is then a type of quisling, but a quisling who must be allowed to do his spying, for obvious and practical reasons. The alternative would be—and it is an alternative which might seem very appropriate and natural to a super-rational galactic visitor—a <i>progressive and favoured reduction of languages</i> ; and <b>this</b> , even in (and perhaps because of) a contemporary world with several ‘super-languages’, is philosophically and nationalistically rejected by many.	5
THIS	E22	There are as well, of course, many prejudices and preferences associated with languages. Charles V’s choices have already been mentioned, and reflect what is considered <i>appropriate selection according to context</i> . <b>This</b> is also seen in code-switching behaviour.	6
THAT	E23	When you work within some idealization, <i>perhaps you overlook something which is terribly important</i> . <b>That</b> is a contingency of rational inquiry that has always been understood.	xi
THAT	E24	For example, two Cockney families, resettled in a suburban area of Essex, provided personal views of their speech style. They noted that many regarded it as ‘common’ and that it <i>sounded ‘funny’</i> to those who speak ‘properly’. Reference was also made to a perceived link between language and occupational chances. One speaker remarked of another, ‘You won’t end up on the Board of Directors with a voice like <b>that</b> .’	100
THAT	E25	A recent criticism of modern ‘revived’ Cornish held that it is ‘self-evident that there is no way by which <i>the pronunciation</i> of a language that no one now living has ever heard spoken <i>can be recovered</i> in anything more than an approximate form, if <b>that</b> .’	118
THAT	E26	The will to revive a language rests, then, upon <i>a desire to alter or reorientate group and individual identity</i> . It follows that the strength and scope of <b>that</b> are vitally important in revival efforts, and the leaders of these typically devote considerable attention to the mobilization of public opinion.	120
THAT	E27	He also observed, in a famous passage, that ‘we have room for but <i>one language</i> here, and <b>that</b> is the English language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house’.	166
THAT	E28	<i>The groupings to be discussed here are not unitary or monolithic in themselves, nor do they exist in isolation from one another</i> . <b>That</b> is why I discuss language, education and culture at this point in the book, trusting that readers will make the appropriate connections with what has gone before.	176
THAT	E29	Beyond this, it was evident that an overall amalgamation was not widely envisaged; only some identities were to be melted down and recast. That is, <i>some thought that assimilative forces should be brought to bear upon various categories of newcomers, whose task it was to accommodate themselves to an existing, and largely unchanged, mainstream</i> . <b>That</b> is why the term anglo-conformity seems more apt, in America, Canada and Australia, than some metaphor of a crucible in which all would be mixed, and from which would emerge, phoenix-like, a new culture.	177
THAT	E30	It was a long book which attempted to define Marx’s and Engels’s position vis-à-vis a whole range of contemporary socialist philosophers. It was not in fact published during Marx’s or Engels’s lifetime. Only <i>the first part of this work</i> is much read nowadays and <b>that</b> is what is discussed here.	A6S: 74
THAT	E31	Another Black parent and educator made a related comment: ‘Black parents don’t want <i>black studies or multicultural education</i> for their children— <b>that</b> is for white children; black pupils need to be good at science, history, geography—at what society thinks of as things of worth.’	189
THAT	E32	Ladefoged himself claims that the task of the linguist is to ‘ <i>lay out the facts</i> ’ and he describes how he and his colleagues did just <b>that</b> in a study of language in Uganda.	208
THAT	E33	The intent of this book has been <i>a wide range of information about multilingualism to a non-specialist audience</i> . Beyond <b>that</b> , it may also prove useful as a primer for students; here, I hope the notes and references provide a suitable entry to the more technical literature.	209

## Appendix 5: Nominal antecedents according to the syntactic function of IT (32)

ANAPHORIC SUBJECT			
IT	O4	She took a place near the front and began flirting <i>her white mane</i> , hoping to draw attention to the red ribbons <b>it</b> was plaited with.	7
IT	O6	Is it because <i>this land of ours</i> is so poor that <b>it</b> cannot afford a decent life to those who dwell upon it?	8
IT	O7	<i>The soil of England</i> is fertile, its climate is good, <b>it</b> is capable of affording food in abundance to an enormously greater number of animals than now inhabit it.	8
IT	O8	There, comrades, is <i>the answer to all our problems</i> . <b>It</b> is summed up in a single word - Man.	9
IT	O11	I do not know when <i>that Rebellion</i> will come, <b>it</b> might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done.	10
IT	O12	And above all, pass on this message of mine to those who come after you, so that future generations shall carry on <i>the struggle</i> until <b>it</b> is victorious.	10
IT	H1	And secondly, <i>personal experience</i> is a very limited base from which to generalise about language in society, since <b>it</b> does not take account of all the other societies where things are arranged very differently.	2
IT	H2	The question of who is a sociolinguist and who is not, is neither interesting nor important: but it is important to ask whether there is <i>a difference between sociolinguistics and linguistics</i> and, if so, what <b>it</b> is.	2
IT	H3	A widely held view is that there is such a difference, and that linguistics differs from sociolinguistics in taking account only of the structure of <i>language</i> , to the exclusion of the social contexts in which <b>it</b> is learned and used.	3
IT	H4	Some would argue that since <i>speech</i> is (obviously) social behaviour, to study <b>it</b> without reference to society would be like studying courtship behaviour without relating the behaviour of one partner to that of the other.	3
IT	H5	The first is that we cannot take <i>the notion 'language X'</i> for granted, since <b>this</b> in itself is a social notion in so far as <b>it</b> is defined in terms of a group of people who speak X.	3
IT	H7	<i>This view</i> is typical of J. R. Firth (for example, 1950, 1964), who founded the 'London School' of linguistics, and whose followers include Michael Halliday (1985) but <b>it</b> is still not widely accepted by linguists.	3
IT	H8	Thus, the value of <i>sociolinguistics</i> is the light which <b>it</b> throws on the nature of language in general, or on the characteristics of some particular language.	4
IT	H9	On the other hand, there are some issues which such a textbook ought to include which this one will not, notably most of what is called ' <i>macro' sociology of language, dealing with the relations between society and languages as wholes</i> . <b>This</b> is an important area of research from the point of view of sociology (and politics), since <b>it</b> raises issues such as the effects of multilingualism on economic development and the possible language policies a government may adopt.	4
IT	E2	Also, <i>sociolinguistics</i> may have within it the seeds of its own demise, since <b>it</b> represents what many feel to be a necessary broadening of the larger field of linguistics.	ix
IT	E3	In 1977, in a discussion of the relations between linguistics and the 'human sciences', he acknowledged that <i>some descriptive work</i> —such as demonstrating that Black English is a valid dialect—is perhaps useful for combatting educational prejudices but <b>it</b> is quite 'evident and banal' on a theoretical linguistic level; he was disturbed, however, by its 'theoretical pretensions'.	x
IT	E4	More pointedly, he claimed that 'the existence of a discipline called "sociolinguistics" remains for me an obscure matter', and that sociology in general lacks basic and explanatory principles. All such work, he feels, is not <i>research</i> , which is only successful when <b>it</b> grapples with underlying principles and structures.	x
IT	E6	Second, Chomsky is critical of <i>the whole empirical enterprise</i> that underpins so much of 'human science', claims that <b>it</b> trivializes research, and advocates	xi

		a renewed attention to rationalist philosophy.	
IT	E7	Chomsky and his epigones are of course interested in the way <i>language</i> ‘works’, but rather more interested in what <b>it</b> may tell us about human mental functions, about (in Chomsky’s words) linguistics as part of psychology (arguably the most important part).	xi
IT	E8	Sociolinguists are concerned above all with <i>language variation</i> as <b>it</b> occurs in actual usage, and sociologists/social psychologists of language are concerned with reactions to, and ramifications of, language as the pillar of social communication.	xi
IT	E9	It is not impossible <i>to see links among all these approaches</i> , but <b>it</b> is certainly not necessary since they are, for the moment at least, largely independent.	xii
IT	E11	<i>To be bilingual or multilingual</i> is not the aberration supposed by many (particularly, perhaps, by people in Europe and North America who speak a ‘big’ language); <b>it</b> is, rather, a normal and unremarkable necessity for the majority in the world today.	1
ANAPHORIC OBJECT			
IT	O1	Word had gone round during the day that old Major, the prize Middle White boar, had had <i>a strange dream</i> on the previous night and wished to communicate <b>it</b> to the other animals.	5
IT	O9	Our labour tills <i>the soil</i> , our dung fertilizes <b>it</b> , and yet there is not one of us that owns more than his bare skin.	9
IT	H6	The second reason is that speech has a social function, both as a means of communication and also as a way of identifying social groups, and to study <i>speech</i> without reference to the society which uses <b>it</b> is to exclude the possibility of finding social explanations for the structures that are used.	3
IT	H10	The purpose of postulating this boundary is to guarantee, on the one hand, that no members of other communities join this one, bringing their own languages with them, and, on the other, that members of <i>this community</i> never leave <b>it</b> and take their language to another, thereby complicating the perfect coincidence between language and community.	5
IT	H11	The only way to allow for change in a totally homogeneous community is to assume that every change affects every member of the community absolutely and simultaneously: one day, nobody - has <i>the new form</i> , the next day, everybody has <b>it</b> .	5
IT	E5	When you work within some idealization, perhaps you overlook something which is terribly important. That is <i>a contingency of rational inquiry</i> that has always been understood. One must not be too worried about <b>it</b> .	xi
ANAPHORIC ADJUNCT			
IT	O3	Clover made a sort of <i>wall</i> round them with <i>her great foreleg</i> , and the ducklings nestled down inside <b>it</b> , and promptly fell asleep.	7
IT	E1	There has been some debate over whether sociolinguistics or the sociology of language is the best title for the approach or, indeed, if the two terms represent different emphases altogether. While the latter term implies emphasis upon social behaviour elucidated through the study of language, sociolinguistics tends to stress the linguistic variation presented in different contexts. Perhaps the terms are best viewed as reflecting two sides of the one coin. However, the distinction just noted is not necessarily endorsed by all who use the terms, and some have alternated in their usage, while carrying on with the same sort of work. Also, <i>sociolinguistics</i> may have within <b>it</b> the seeds of its own demise, since it represents what many feel to be a necessary broadening of the larger field of linguistics.	ix
ANAPHORIC POSTMODIFICATION			
IT	O10	And what has happened to <i>that milk</i> which should have been breeding up sturdy calves? Every drop of <b>it</b> has gone down the throats of our enemies.	9
IT	E10	But the strong and obvious attractions of the lingua francas have generally co-existed with, rather than eliminated, more local forms and they have not spelled the death of <i>multilingualism</i> so much as they have been a product of <b>it</b> and, indeed, a contributor to it.	1

### Appendix 5a: Non-nominal antecedents according to the syntactic function of IT (2)

CATAPHORIC OBJECT			
IT	O2	Nevertheless, without openly admitting <b>it</b> , <i>he was devoted to Boxer</i> ; the two of them usually spent their Sundays together in the small paddock beyond the orchard, grazing side by side and never speaking.	7
IT	O5	“Now, comrades, what is the nature of this life of ours? Let us face <b>it</b> : <i>our lives are miserable, laborious, and short.</i> ”	8

### Appendix 5b: List of IT-proforms occurring within the complex sentence (21)

IT	O1	Word had gone round during the day that old Major, the prize Middle White boar, had had <i>a strange dream</i> on the previous night and wished to communicate <b>it</b> to the other animals.	5
IT	O2	Nevertheless, without openly admitting <b>it</b> , <i>he was devoted to Boxer</i> ; the two of them usually spent their Sundays together in the small paddock beyond the orchard, grazing side by side and never speaking.	7
IT	O4	She took a place near the front and began flirting <i>her white mane</i> , hoping to draw attention to the red ribbons <b>it</b> was plaited with.	7
IT	O6	Is it because <i>this land of ours</i> is so poor that <b>it</b> cannot afford a decent life to those who dwell upon it?	8
IT	O12	And above all, pass on this message of mine to those who come after you, so that future generations shall carry on <i>the struggle</i> until <b>it</b> is victorious.	10
IT	H1	And secondly, <i>personal experience</i> is a very limited base from which to generalise about language in society, since <b>it</b> does not take account of all the other societies where things are arranged very differently.	2
IT	H2	The question of who is a sociolinguist and who is not, is neither interesting nor important: but it is important to ask whether there is <i>a difference between sociolinguistics and linguistics</i> and, if so, what <b>it</b> is.	2
IT	H3	A widely held view is that there is such a difference, and that linguistics differs from sociolinguistics in taking account only of the structure of <i>language</i> , to the exclusion of the social contexts in which <b>it</b> is learned and used.	3
IT	H4	Some would argue that since <i>speech</i> is (obviously) social behaviour, to study <b>it</b> without reference to society would be like studying courtship behaviour without relating the behaviour of one partner to that of the other.	3
IT	H5	The first is that we cannot take <i>the notion 'language X'</i> for granted, since <i>this</i> in itself is a social notion in so far as <b>it</b> is defined in terms of a group of people who speak X.	3
IT	H6	The second reason is that speech has a social function, both as a means of communication and also as a way of identifying social groups, and to study <i>speech</i> without reference to the society which uses <b>it</b> is to exclude the possibility of finding social explanations for the structures that are used.	3
IT	H8	Thus, the value of <i>sociolinguistics</i> is the light which <b>it</b> throws on the nature of language in general, or on the characteristics of some particular language.	4
IT	H9	On the other hand, there are some issues which such a textbook ought to include which this one will not, notably most of what is called ' <i>macro</i> ' <i>sociology of language, dealing with the relations between society and languages as wholes</i> . <i>This</i> is an important area of research from the point of view of sociology (and politics), since <b>it</b> raises issues such as the effects of multilingualism on economic development and the possible language policies a government may adopt.	4
IT	H10	The purpose of postulating this boundary is to guarantee, on the one hand, that no members of other communities join this one, bringing their own languages with them, and, on the other, that members of <i>this community</i> never leave <b>it</b> and take their language to another, thereby complicating the perfect	5

		coincidence between language and community.	
IT	H11	The only way to allow for change in a totally homogeneous community is to assume that every change affects every member of the community absolutely and simultaneously: one day, nobody - has <i>the new form</i> , the next day, everybody has <b>it</b> .	5
IT	E2	Also, <i>sociolinguistics</i> may have within it the seeds of its own demise, since <b>it</b> represents what many feel to be a necessary broadening of the larger field of linguistics.	ix
IT	E4	More pointedly, he claimed that ‘the existence of a discipline called “sociolinguistics” remains for me an obscure matter’, and that sociology in general lacks basic and explanatory principles. All such work, he feels, is not <i>research</i> , which is only successful when <b>it</b> grapples with underlying principles and structures.	x
IT	E6	Second, Chomsky is critical of <i>the whole empirical enterprise</i> that underpins so much of ‘human science’, claims that <b>it</b> trivializes research, and advocates a renewed attention to rationalist philosophy.	xi
IT	E7	Chomsky and his epigones are of course interested in the way <i>language</i> ‘works’, but rather more interested in what <b>it</b> may tell us about human mental functions, about (in Chomsky’s words) linguistics as part of psychology (arguably the most important part).	xi
IT	E8	Sociolinguists are concerned above all with <i>language variation</i> as <b>it</b> occurs in actual usage, and sociologists/social psychologists of language are concerned with reactions to, and ramifications of, language as the pillar of social communication.	xi
IT	E10	But the strong and obvious attractions of the lingua francas have generally co-existed with, rather than eliminated, more local forms and they have not spelled the death of <i>multilingualism</i> so much as they have been a product of <b>it</b> and, indeed, a contributor to it.	1

### Appendix 5c: List of IT-proforms occurring within the compound sentence (10)

IT	O3	Clover made a sort of <i>wall</i> round them with <i>her great foreleg</i> , and the ducklings nestled down inside <b>it</b> , and promptly fell asleep.	7
IT	O5	“Now, comrades, what is the nature of this life of ours? Let us face <b>it</b> : <i>our lives are miserable, laborious, and short.</i> ”	8
IT	O7	<i>The soil of England</i> is fertile, its climate is good, <b>it</b> is capable of affording food in abundance to an enormously greater number of animals than now inhabit it.	8
IT	O9	Our labour tills <i>the soil</i> , our dung fertilizes <b>it</b> , and yet there is not one of us that owns more than his bare skin.	9
IT	O11	I do not know when <i>that Rebellion</i> will come, <b>it</b> might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done.	10
IT	H7	<i>This view</i> is typical of J. R. Firth (for example, 1950, 1964), who founded the ‘London School’ of linguistics, and whose followers include Michael Halliday (1985) but <b>it</b> is still not widely accepted by linguists.	3
IT	E1	There has been some debate over whether sociolinguistics or the sociology of language is the best title for the approach or, indeed, if the two terms represent different emphases altogether. While the latter term implies emphasis upon social behaviour elucidated through the study of language, sociolinguistics tends to stress the linguistic variation presented in different contexts. Perhaps the terms are best viewed as reflecting two sides of the one coin. However, the distinction just noted is not necessarily endorsed by all who use the terms, and some have alternated in their usage, while carrying on with the same sort of work. Also, <i>sociolinguistics</i> may have within <b>it</b> the seeds of its own demise, since it represents what many feel to be a necessary broadening of the larger field of linguistics.	ix
IT	E3	In 1977, in a discussion of the relations between linguistics and the ‘human sciences’, he acknowledged that <i>some descriptive work</i> —such as	x

		demonstrating that Black English is a valid dialect—is perhaps useful for combatting educational prejudices but <b>it</b> is quite ‘evident and banal’ on a theoretical linguistic level; he was disturbed, however, by its ‘theoretical pretensions’.	
IT	E9	It is not impossible <i>to see links among all these approaches</i> , but <b>it</b> is certainly not necessary since they are, for the moment at least, largely independent.	xii
IT	E11	<i>To be bilingual or multilingual</i> is not the aberration supposed by many (particularly, perhaps, by people in Europe and North America who speak a ‘big’ language); <b>it</b> is, rather, a normal and unremarkable necessity for the majority in the world today.	1

### Appendix 5d: List of IT-proforms occurring across the sentence boundary (3)

IT	O8	There, comrades, <i>is the answer to all our problems</i> . <b>It</b> is summed up in a single word - Man.	9
IT	O10	And what has happened to <i>that milk</i> which should have been breeding up sturdy calves? Every drop of <b>it</b> has gone down the throats of our enemies.	9
IT	E5	When you work within some idealization, perhaps you overlook something which is terribly important. That is <i>a contingency of rational inquiry</i> that has always been understood. One must not be too worried about <b>it</b> .	xi

### Appendix 6: Non-nominal antecedents according to the syntactic function of THIS (22)

ANAPHORIC SUBJECT			
THIS	O14	<i>The life of an animal is misery and slavery</i> : that is the plain truth. 'But is <b>this</b> simply part of the order of nature?	8
THIS	O15	<i>His body was buried at the foot of the orchard</i> . <b>This</b> was early in March.	15
THIS	O17	The next moment <i>he and his four men were in the store-shed with whips in their hands, lashing out in all directions</i> . <b>This</b> was more than the hungry animals could bear.	18
THIS	O16	' <i>If this rebellion is to happen anyway, what difference does it make whether we work for it or not?</i> ', and the pigs had great difficulty in making them see that <b>this</b> was contrary to the spirit of Animalism.	16
THIS	H12	<i>Some of this research has taken place in 'exotic' communities</i> , and <b>this</b> has produced facts which many readers of this book will find stimulating because they are so unexpectedly different from the kind of society which they already know.	2
THIS	H16	If psychology were able to provide the necessary principles, then <i>there would be a good deal to say about language in relation to individual development, but nothing about language in relation to society</i> . Needless to say, no psychologist would dream of claiming that <b>this</b> was possible, even in principle.	5
THIS	H17	Since <i>change seems to affect every language so far studied</i> , <b>this</b> makes the language of our imaginary community unique.	5
THIS	H20	It is quite normal to talk about a language, learning its vocabulary and phrases, and this continues into old age; yet <i>people generally</i> do not know how many languages they can speak, and <i>do not think of language learning as a way of gaining prestige</i> . Perhaps <b>this</b> is what we might expect in a society where everyone can be expected to speak at least (i) their father's language, (ii) their mother's language (which she will certainly have taught her children with a view to their seeking partners among her tribe) and (iii) the lingua franca Tukano (which may also be the father's or mother's language).	8

THIS	H21	It would not be enough to show <i>that some individuals reject the model of their parents</i> (as they clearly do), since <b>this</b> is probably because they are conforming to a different model (that of their peers) rather than to no model at all.	13
THIS	H22	<i>At this stage children are extremely conservative in their language; their main concern seems to be the same as the older children (with some attempts to imitate teenagers as well).</i> <b>This</b> leads to what is called 'AGE-GRADING' (Hockett 1950), a pattern of use in which linguistic items are used by people of a particular age, who then stop using it when they grow older.	14
THIS	E12	After all, <i>context can influence linguistic choice, and linguistic choice can be an index to perceptions of context (and may even change a psychological context).</i> <b>This</b> , incidentally, brings us more to a social psychology of language – with its traditional emphasis upon perception, attitude, belief and individual action– than to a sociological perspective (with its stress on group dynamics); again, however, we are not dealing here with watertight and mutually exclusive categories.	x
THIS	E13	Intended to simplify things – by removing the little numbers, by no longer obliging the reader to jump to the bottom of the page or the end of the chapter (or book), by removing the necessity to swim upstream through masses of op cit.'s or ibid.'s – <i>the Harvard arrangement placed references, repeatedly if necessary, directly in the text.</i> <b>This</b> has become the problem.	xiv
THIS	E15	Language use – here as elsewhere – generally extends only as required and, <i>in cases in which more than one language is involved, different forms intertwine for different purposes.</i> <b>This</b> is a phenomenon well known to students of code-switching, where individuals change languages frequently, often within one sentence.	3
THIS	E16	The problems of assessing balance and fluency will be considered later and at least one of the issues relates to Steiner's observation <i>that 'primary' multilingualism may be for some individuals (like himself) an 'integral state of affairs', that possession of several languages may not always be simply an extension from one original variety;</i> <b>this</b> has some interesting psychological implications.	3
THIS	E18	Sadly, and particularly within the English-speaking world, the power of English has meant a progressive dilution of effort and achievement here, a retreat to be seen even at the highest postgraduate levels, where <i>traditional language requirements are increasingly waived.</i> Among other things, <b>this</b> has had the interesting effect of even more positively marking those with foreign-language competence.	4
THIS	E19	John Milton (1608-74) wrote: " <i>and though a linguist should pride himself to have all the tongues that Babel cleft the world into, yet if he have not studied the solid things in them as well as the words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother-dialect only.</i> " <b>This</b> appeared in Milton's essay, <i>Of Education</i> (1644) and was briefly referred to by Samuel Johnson in his great dictionary more than a century later (under the word linguist).	4
THIS	E20	<i>A related point of interest here has to do with the historical equation of translation with treason (traduttore-traditore).</i> <b>This</b> results from that identification with one's own language which has always been a marker of nationalism, and the perception (which is true, at least to some degree) that each language interprets and presents the world in a somewhat different way; the unique wellsprings of group consciousness, traditions, beliefs and values are thus seen as intimately entwined with language.	5
ANAPHORIC ADJUNCT			
THIS	O18	With one accord, though nothing of the kind had been planned beforehand, <i>they flung</i> themselves upon their tormentors. Jones and his men suddenly found themselves being <i>butted and kicked</i> from all sides. The situation was quite out of their control. They had never seen animals behave like <b>this</b> before, and this sudden uprising of creatures whom they were used to thrashing and maltreating just as they chose, frightened them almost out of their wits.	19
THIS	O21	Then <i>Snowball (for it was Snowball who was best at writing) took a brush between the two knuckles of his trotter, painted out MANOR FARM from the top bar of the gate and in its place painted ANIMAL FARM.</i> This was to be the name of the farm from now onwards. After <b>this</b> they went back to the farm buildings, where Snowball and Napoleon sent for a ladder which they caused to be set against the end wall of the big barn.	22

ANAPHORIC OBJECT			
THIS	O19	'Ribbons,' he said, 'should be considered as clothes, which are the mark of a human being. All animals should go naked.' When Boxer heard <b>this</b> he fetched the small straw hat which he wore in summer to keep the flies out of his ears, and flung it on to the fire with the rest.	20
THIS	H14	The view I prefer is therefore the second one, according to which <i>linguistics ignores society at its peril</i> . I point <b>this</b> out to warn the reader against possible bias, but it is also clear that there is a big difference between recognising that one should take account of the social dimension of language and knowing how to do so.	3
ANAPHORIC POSTMODIFICATION			
THIS	E17	<i>Education for the élite has always included a training in languages which evolved from a potent combination of necessity, snobbery and social boundary marking</i> . Indeed, remnants of <b>this</b> are seen yet, and 'finishing' education still includes an important language component.	4

### Appendix 6a: Nominal antecedents according to the syntactic function of THIS (11)

ANAPHORIC SUBJECT			
THIS	O22	First came the hoisting of the flag. Snowball had found in the harness-room <i>an old green tablecloth of Mrs Jones's</i> and had painted on <i>it</i> a hoof and a horn in white. <b>This</b> was run up the flagstaff in the farmhouse garden every Sunday morning.	28
THIS	H13	The first is that we cannot take <i>the notion 'language X'</i> for granted, since <b>this</b> in itself is a social notion in so far as it is defined in terms of a group of people who speak X.	3
THIS	H15	On the other hand, there are some issues which such a textbook ought to include which this one will not, notably most of what is called ' <i>macro sociology of language, dealing with the relations between society and languages as wholes</i> '. <b>This</b> is an important area of research from the point of view of sociology (and politics), since it raises issues such as the effects of multilingualism on economic development and the possible language policies a government may adopt.	4
THIS	H18	For any given language X, it will first be necessary <i>to define who are its native speakers</i> , but since <b>this</b> means referring to some tribe, and tribes are primarily defined with reference to language, there is clearly a problem.	7
THIS	H19	It is quite normal <i>to talk about a language, learning its vocabulary and phrases</i> , and <b>this</b> continues into old age; yet people generally do not know how many languages they can speak, and do not think of language learning as a way of gaining prestige.	8
THIS	E14	Serious questions have been raised, however, about <i>the greater language-killing potential of the present 'world language', English, and this</i> is something to be discussed further;	1
THIS	E21	The translator, the one whose multilingual facility permits the straddling of boundaries, is then a type of quisling, but a quisling who must be allowed to do his spying, for obvious and practical reasons. The alternative would be – and it is an alternative which might seem very appropriate and natural to a super-rational galactic visitor – <i>a progressive and favoured reduction of languages</i> ; and <b>this</b> , even in (and perhaps because of) a contemporary world with several 'super-languages', is philosophically and nationalistically rejected by many.	5
THIS	E22	There are as well, of course, many prejudices and preferences associated with languages. Charles V's choices have already been mentioned, and reflect what is considered <i>appropriate selection according to context</i> . <b>This</b> is also seen in code-switching behaviour.	6



THIS	O20	Then Snowball (for it was Snowball who was best at writing) took a brush between the two knuckles of his trotter, painted out MANOR FARM from the top bar of the gate and in its place painted <i>ANIMAL FARM</i> . <b>This</b> was to be the name of the farm from now onwards.	22
ANAPHORIC OBJECT (fronted)			
THIS	O13	I have had a long life, I have had much time for thought as I lay alone in my stall, and I think I may say that I understand <i>the nature of life on this earth</i> as well as any animal now living. It is about <b>this</b> that I wish to speak to you.	8
COMPLEMENT TO ADJECTIVE			
THIS	O23	Snowball also busied himself with <i>organizing the other animals into what he called Animal Committees</i> . He was indefatigable at <b>this</b> .	29

### Appendix 6b: List of THIS-proforms occurring across the sentence boundary (23)

THIS	O13	I have had a long life, I have had much time for thought as I lay alone in my stall, and I think I may say that I understand <i>the nature of life on this earth</i> as well as any animal now living. It is about <b>this</b> that I wish to speak to you.	8
THIS	O14	<i>The life of an animal is misery and slavery</i> : that is the plain truth. 'But is <b>this</b> simply part of the order of nature?'	8
THIS	O15	<i>His body was buried at the foot of the orchard</i> . <b>This</b> was early in March.	15
THIS	O17	The next moment <i>he and his four men were in the store-shed with whips in their hands, lashing out in all directions</i> . <b>This</b> was more than the hungry animals could bear.	18
THIS	O18	With one accord, though nothing of the kind had been planned beforehand, <i>they flung</i> themselves upon their tormentors. Jones and his men suddenly found themselves being <i>butted and kicked</i> from all sides. The situation was quite out of their control. They had never seen animals behave like <b>this</b> before, and this sudden uprising of creatures whom they were used to thrashing and maltreating just as they chose, frightened them almost out of their wits.	19
THIS	O19	'Ribbons,' he said, <i>'should be considered as clothes, which are the mark of a human being. All animals should go naked.'</i> When Boxer heard <b>this</b> he fetched the small straw hat which he wore in summer to keep the flies out of his ears, and flung it on to the fire with the rest.	20
THIS	O20	Then Snowball (for it was Snowball who was best at writing) took a brush between the two knuckles of his trotter, painted out MANOR FARM from the top bar of the gate and in its place painted <i>ANIMAL FARM</i> . <b>This</b> was to be the name of the farm from now onwards.	22
THIS	O21	Then <i>Snowball (for it was Snowball who was best at writing) took a brush between the two knuckles of his trotter, painted out MANOR FARM from the top bar of the gate and in its place painted ANIMAL FARM</i> . <b>This</b> was to be the name of the farm from now onwards. After <b>this</b> they went back to the farm buildings, where Snowball and Napoleon sent for a ladder which they caused to be set against the end wall of the big barn.	22
THIS	O22	First came the hoisting of the flag. Snowball had found in the harness-room <i>an old green tablecloth of Mrs Jones's</i> and had painted on <i>it</i> a hoof and a horn in white. <b>This</b> was run up the flagstaff in the farmhouse garden every Sunday morning.	28
THIS	O23	Snowball also busied himself with <i>organizing the other animals into what he called Animal Committees</i> . He was indefatigable at <b>this</b> .	29
THIS	H14	The view I prefer is therefore the second one, according to which <i>linguistics ignores society at its peril</i> . I point <b>this</b> out to warn the reader against possible bias, but it is also clear that there is a big difference between recognising that one should take account of the social dimension of language and knowing how to do so.	3

THIS	H15	On the other hand, there are some issues which such a textbook ought to include which this one will not, notably most of what is called 'macro' <i>sociology of language, dealing with the relations between society and languages as wholes</i> . This is an important area of research from the point of view of sociology (and politics), since it raises issues such as the effects of multilingualism on economic development and the possible language policies a government may adopt.	4
THIS	H16	If psychology were able to provide the necessary principles, then <i>there would be a good deal to say about language in relation to individual development, but nothing about language in relation to society</i> . Needless to say, no psychologist would dream of claiming that this was possible, even in principle.	5
THIS	H20	It is quite normal to talk about a language, learning its vocabulary and phrases, and this continues into old age; yet <i>people generally</i> do not know how many languages they can speak, and <i>do not think of language learning as a way of gaining prestige</i> . Perhaps this is what we might expect in a society where everyone can be expected to speak at least (i) their father's language, (ii) their mother's language (which she will certainly have taught her children with a view to their seeking partners among her tribe) and (iii) the lingua franca Tukano (which may also be the father's or mother's language).	8
THIS	H22	<i>At this stage children are extremely conservative in their language; their main concern seems to be the same as the older children (with some attempts to imitate teenagers as well)</i> . This leads to what is called 'AGE-GRADING' (Hockett 1950), a pattern of use in which linguistic items are used by people of a particular age, who then stop using it when they grow older.	14
THIS	E12	After all, <i>context can influence linguistic choice, and linguistic choice can be an index to perceptions of context (and may even change a psychological context)</i> . This, incidentally, brings us more to a social psychology of language – with its traditional emphasis upon perception, attitude, belief and individual action– than to a sociological perspective (with its stress on group dynamics); again, however, we are not dealing here with watertight and mutually exclusive categories.	x
THIS	E13	Intended to simplify things – by removing the little numbers, by no longer obliging the reader to jump to the bottom of the page or the end of the chapter (or book), by removing the necessity to swim upstream through masses of op cit.'s or ibid.'s – <i>the Harvard arrangement placed references, repeatedly if necessary, directly in the text</i> . This has become the problem.	xiv
THIS	E15	Language use – here as elsewhere – generally extends only as required and, <i>in cases in which more than one language is involved, different forms intertwine for different purposes</i> . This is a phenomenon well known to students of code-switching, where individuals change languages frequently, often within one sentence.	3
THIS	E17	<i>Education for the élite has always included a training in languages which evolved from a potent combination of necessity, snobbery and social boundary marking</i> . Indeed, remnants of this are seen yet, and 'finishing' education still includes an important language component.	4
THIS	E18	Sadly, and particularly within the English-speaking world, the power of English has meant a progressive dilution of effort and achievement here, a retreat to be seen even at the highest postgraduate levels, where <i>traditional language requirements are increasingly waived</i> . Among other things, this has had the interesting effect of even more positively marking those with foreign-language competence.	4
THIS	E19	John Milton (1608-74) wrote: " <i>and though a linguist should pride himself to have all the tongues that Babel cleft the world into, yet if he have not studied the solid things in them as well as the words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother-dialect only</i> ." This appeared in Milton's essay, <i>Of Education</i> (1644) and was briefly referred to by Samuel Johnson in his great dictionary more than a century later (under the word linguist).	4
THIS	E20	<i>A related point of interest here has to do with the historical equation of translation with treason (traduttore-traditore)</i> . This results from that identification with one's own language which has always been a marker of nationalism, and the perception (which is true, at least to some degree) that each language interprets and presents the world in a somewhat different way; the unique wellsprings of group consciousness, traditions, beliefs and	5

		values are thus seen as intimately entwined with language.	
THIS	E22	There are as well, of course, many prejudices and preferences associated with languages. Charles V's choices have already been mentioned, and reflect what is considered <i>appropriate selection according to context</i> . <b>This</b> is also seen in code-switching behaviour.	6

### Appendix 6c: List of THIS-proforms occurring within the compound sentence (6)

THIS	H12	<i>Some of this research has taken place in 'exotic' communities</i> , and <b>this</b> has produced facts which many readers of this book will find stimulating because they are so unexpectedly different from the kind of society which they already know.	2
THIS	H17	Since <i>change seems to affect every language so far studied</i> , <b>this</b> makes the language of our imaginary community unique.	5
THIS	H19	It is quite normal <i>to talk about a language, learning its vocabulary and phrases</i> , and <b>this</b> continues into old age; yet people generally do not know how many languages they can speak, and do not think of language learning as a way of gaining prestige.	8
THIS	E14	Serious questions have been raised, however, about <i>the greater language-killing potential of the present 'world language', English</i> , and <b>this</b> is something to be discussed further;	1
THIS	E16	The problems of assessing balance and fluency will be considered later and at least one of the issues relates to Steiner's observation <i>that 'primary' multilingualism may be for some individuals (like himself) an 'integral state of affairs', that possession of several languages may not always be simply an extension from one original variety</i> ; <b>this</b> has some interesting psychological implications.	3
THIS	E21	The translator, the one whose multilingual facility permits the straddling of boundaries, is then a type of quisling, but a quisling who must be allowed to do his spying, for obvious and practical reasons. The alternative would be – and it is an alternative which might seem very appropriate and natural to a super-rational galactic visitor – <i>a progressive and favoured reduction of languages</i> ; and <b>this</b> , even in (and perhaps because of) a contemporary world with several 'super-languages', is philosophically and nationalistically rejected by many.	5

### Appendix 6d: List of THIS-proforms occurring within the complex sentence (4)

THIS	O16	<i>'If this rebellion is to happen anyway, what difference does it make whether we work for it or not?'</i> , and the pigs had great difficulty in making them see that <b>this</b> was contrary to the spirit of Animalism.	16
THIS	H13	The first is that we cannot take <i>the notion 'language X'</i> for granted, since <b>this</b> in itself is a social notion in so far as it is defined in terms of a group of people who speak X.	3
THIS	H18	For any given language X, it will first be necessary <i>to define who are its native speakers</i> , but since <b>this</b> means referring to some tribe, and tribes are primarily defined with reference to language, there is clearly a problem.	7
THIS	H21	It would not be enough to show <i>that some individuals reject the model of their parents</i> (as they clearly do), since <b>this</b> is probably because they are conforming to a different model (that of their peers) rather than to no model at all.	13

## Appendix 7: Non-nominal antecedents according to the syntactic function of THAT (21)

ANAPHORIC SUBJECT			
THAT	O24	<i>No animal in England is free. The life of an animal is misery and slavery: that is the plain truth.</i>	8
THAT	O25	<i>Work night and day, body and soul, for the overthrow of the human race! That is my message to you, comrades: Rebellion!</i>	10
THAT	O32	One of Mr Pilkington's men was standing on the other side of the hedge. And - I was a long way away, but I am almost certain I saw this - <i>he was talking to you and you were allowing him to stroke your nose.</i> What does <i>that</i> mean, Mollie?	41
THAT	H28	By doing this Marx committed, if not himself, at least Engels and many Marxists, to a particular view of the evolution of kinship which was disastrously wrong. However, <i>he may well have made the wrong choice for the right reason.</i> <i>That</i> is because, even though Maine might have been a better guide than Morgan concerning the evolution of kinship, Morgan was a much better guide than Maine concerning the evolution of property.	A6S: 647
THAT	H30	Marx's challenge to capitalism therefore took the general form of demonstrating the general forces which govern the history of man, and demonstrating how <i>historical processes produce systems of institutions and ideas of such complexity that their origin can only be discovered with great theoretical effort and by examination of the historical evidence.</i> <i>That</i> is what led Marx to history and then to anthropology as, in the course of his work, he pushed his analyses ever further backwards in the evolution of human society.	A6S: 38
THAT	E23	When you work within some idealization, perhaps <i>you overlook something which is terribly important.</i> <i>That</i> is a contingency of rational inquiry that has always been understood.	xi
THAT	E25	A recent criticism of modern 'revived' Cornish held that it is 'self-evident that there is no way by which <i>the pronunciation</i> of a language that no one now living has ever heard spoken <i>can be recovered</i> in anything more than an approximate form, if <i>that</i> .'	118
THAT	E28	<i>The groupings to be discussed here are not unitary or monolithic in themselves, nor do they exist in isolation from one another.</i> <i>That</i> is why I discuss language, education and culture at this point in the book, trusting that readers will make the appropriate connections with what has gone before.	176
THAT	E29	Beyond this, it was evident that an overall amalgamation was not widely envisaged; only some identities were to be melted down and recast. That is, some thought <i>that assimilative forces should be brought to bear upon various categories of newcomers, whose task it was to accommodate themselves to an existing, and largely unchanged, mainstream.</i> <i>That</i> is why the term anglo-conformity seems more apt, in America, Canada and Australia, than some metaphor of a crucible in which all would be mixed, and from which would emerge, phoenix-like, a new culture.	177
ANAPHORIC ADJUNCT			
THAT	O27	Then <i>they sang 'Beasts of England' from end to end seven times running,</i> and after <i>that</i> they settled down for the night and slept as they had never slept before.	20
THAT	O33	The whole farm was deeply divided on the subject of the windmill. Snowball did not deny that to build it would be a difficult business. <i>Stone would have to be quarried and built up into walls, then the sails would have to be made</i> and after <i>that</i> there would be need for dynamos and cables.	45
THAT	H24	The notes are mainly extracts and comments on <i>Morgan's Ancient Society, H. S. Maine's Lectures on the Early History of Institutions, which deals in large part with Irish history, J. B. Phear's The Aryan Village in India and Ceylon, and The Origin of Civilization by Sir John Lubbock.</i> It is also clear from the notebooks that Marx had read much more widely than <i>that</i> .	A6S: 620
THAT	H25	In short, each language has a social function which no other language could fulfil. <i>These social functions are more or less arbitrary results of history,</i> but they are no less real for <i>that</i> .	52
THAT	H26	One common feature is <i>that the person concerned must be male,</i> but beyond <i>that</i> it is hard to see any set of defining characteristics of the set	85

		covered by X.	
THAT	H27	In English <i>the main markers of power and solidarity might fairly be described as peripheral to the system of English as a whole</i> , in the sense that proper names used as vocatives (i.e. to address someone) could be handled in a separate section of the grammar with little or no consequence for any other of it. (In fact, we shall see below that things are not quite as simple as <b>that</b> even in English.)	127
THAT	H31	The hearer's chain of thought is as follows (with S as the speaker): S has just said 'x x x x'; people who talk like <b>that</b> are type-T people; type-T people are nice (have halos); therefore S is nice.	208
THAT	H32	In short, a language prejudice is a characteristic which we expect people to have because of the way <i>they speak</i> , and the link between the speech and this characteristic lies through the type of person that (we think) speaks like <b>that</b> .	208
THAT	E24	For example, two Cockney families, resettled in a suburban area of Essex, provided personal views of their speech style. They noted that many regarded it as 'common' and that it <i>sounded 'funny'</i> to those who speak 'properly'. Reference was also made to a perceived link between language and occupational chances. One speaker remarked of another, 'You won't end up on the Board of Directors with a voice like <b>that</b> .'	100
ANAPHORIC OBJECT			
THAT	O30	His very first blow took a stable-lad from Foxwood on the skull and <i>stretched him lifeless in the mud...</i> The boy did not stir. "He is <i>dead</i> ," said Boxer sorrowfully. "I had no intention of doing <b>that</b> ."	39
THAT	H29	Can we be sure that this is an example of (h): ? It is an example <i>if</i> , and only if, <i>the same word could have contained [h]</i> , but how do we decide <b>that</b> ?	173
ANAPHORIC POSTMODIFICATION			
THAT	H23	Where the boundary between two languages is clear to sociolinguists, it is clear to everybody else as well - for example, there is no doubt <i>that the languages spoken on opposite sides of the English Channel are different</i> , but you don't need to be a sociolinguist to be sure of <b>that</b> .	36

### Appendix 7a: Nominal antecedents according to the syntactic function of THAT (12)

ANAPHORIC SUBJECT			
THAT	O28	Then they filed back to the farm buildings and halted in silence outside the door of the <i>farmhouse</i> . <b>That</b> was theirs too, but they were frightened to go inside.	21
THAT	O29	'Never mind the <i>milk</i> , comrades!' cried Napoleon, placing himself in front of the buckets. <b>That</b> will be attended to.	24
THAT	O31	There was much discussion as to what the battle should be called. In the end, it was named the Battle of the <i>Cowshed</i> , since <b>that</b> was where the ambush had been sprung.	40
THAT	O34	<i>Discipline</i> , comrades, iron <i>discipline</i> ! <b>That</b> is the watchword for today.	50
THAT	E27	He also observed, in a famous passage, that 'we have room for but <i>one language</i> here, and <b>that</b> is the English language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house'.	166
THAT	E31	Another Black parent and educator made a related comment: 'Black parents don't want <i>black studies or multicultural education</i> for their children— <b>that</b> is for white children; black pupils need to be good at science, history, geography—at what society thinks of as things of worth.'	189
THAT	E30	It was a long book which attempted to define Marx's and Engels's position vis-à-vis a whole range of contemporary socialist philosophers. It was not in fact published during Marx's or Engels's lifetime. Only <i>the first part of this work</i> is much read nowadays and <b>that</b> is what is discussed here.	A6S: 74
ANAPHORIC ADJUNCT			

THAT	O26	I do not know when that Rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later <i>justice</i> will be done. Fix your eyes on <b>that</b> , comrades, throughout the short remainder of your lives!	10
THAT	E33	The intent of this book has been <i>to present a wide range of information about multilingualism to a non-specialist audience</i> . Beyond <b>that</b> , it may also prove useful as a primer for students; here, I hope the notes and references provide a suitable entry to the more technical literature.	209
ANAPHORIC OBJECT			
THAT	H33	There is also the problem of the self-fulfilling prophecy: if a teacher expects children <i>to perform poorly</i> , her behaviour towards them may be such as to-encourage them to do just <b>that</b> .	217
THAT	E32	Ladefoged himself claims that the task of the linguist is <i>to 'lay out the facts'</i> and he describes how he and his colleagues did just <b>that</b> in a study of language in Uganda.	208
POSTMODIFICATION			
THAT	E26	The will to revive a language rests, then, upon <i>a desire to alter or reorientate group and individual identity</i> . It follows that the strength and scope of <b>that</b> are vitally important in revival efforts, and the leaders of these typically devote considerable attention to the mobilization of public opinion.	120

### Appendix 7b: List of THAT-proforms occurring across the sentence boundary (17)

THAT	O25	<i>Work night and day, body and soul, for the overthrow of the human race!</i> <b>That</b> is my message to you, comrades: Rebellion!	10
THAT	O26	I do not know when that Rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later <i>justice</i> will be done. Fix your eyes on <b>that</b> , comrades, throughout the short remainder of your lives!	10
THAT	O28	Then they filed back to the farm buildings and halted in silence outside the door of the <i>farmhouse</i> . <b>That</b> was theirs too, but they were frightened to go inside.	21
THAT	O29	'Never mind the <i>milk</i> , comrades!' cried Napoleon, placing himself in front of the buckets. <b>That</b> will be attended to.	24
THAT	O30	His very first blow took a stable-lad from Foxwood on the skull and <i>stretched him lifeless in the mud</i> ... The boy did not stir. "He is <i>dead</i> ," said Boxer sorrowfully. "I had no intention of doing <b>that</b> ."	39
THAT	O32	One of Mr Pilkington's men was standing on the other side of the hedge. And - I was a long way away, but I am almost certain I saw this - <i>he was talking to you and you were allowing him to stroke your nose</i> . What does <b>that</b> mean, Mollie?	41
THAT	O34	<i>Discipline</i> , comrades, iron <i>discipline</i> ! <b>That</b> is the watchword for today.	50
THAT	E23	When you work within some idealization, perhaps <i>you overlook something which is terribly important</i> . <b>That</b> is a contingency of rational inquiry that has always been understood.	xi
THAT	E28	<i>The groupings to be discussed here are not unitary or monolithic in themselves, nor do they exist in isolation from one another</i> . <b>That</b> is why I discuss language, education and culture at this point in the book, trusting that readers will make the appropriate connections with what has gone before.	176
THAT	E29	Beyond this, it was evident that an overall amalgamation was not widely envisaged; only some identities were to be melted down and recast. That is, some thought <i>that assimilative forces should be brought to bear upon various categories of newcomers, whose task it was to accommodate themselves to an existing, and largely unchanged, mainstream</i> . <b>That</b> is why the term anglo-conformity seems more apt, in America, Canada and	177

		Australia, than some metaphor of a crucible in which all would be mixed, and from which would emerge, phoenix-like, a new culture.	
THAT	H24	The notes are mainly extracts and comments on <i>Morgan's Ancient Society</i> , <i>H. S. Maine's Lectures on the Early History of Institutions</i> , which deals in large part with Irish history, <i>J. B. Phear's The Aryan Village in India and Ceylon</i> , and <i>The Origin of Civilization</i> by Sir John Lubbock. It is also clear from the notebooks that Marx had read much more widely than <b>that</b> .	A6S: 620
THAT	H27	In English <i>the main markers of power and solidarity might fairly be described as peripheral to the system of English as a whole</i> , in the sense that proper names used as vocatives (i.e. to address someone) could be handled in a separate section of the grammar with little or no consequence for any other of it. (In fact, we shall see below that things are not quite as simple as <b>that</b> even in English.)	127
THAT	H28	By doing this Marx committed, if not himself, at least Engels and many Marxists, to a particular view of the evolution of kinship which was disastrously wrong. However, <i>he may well have made the wrong choice for the right reason</i> . <b>That</b> is because, even though Maine might have been a better guide than Morgan concerning the evolution of kinship, Morgan was a much better guide than Maine concerning the evolution of property.	A6S: 647
THAT	H30	Marx's challenge to capitalism therefore took the general form of demonstrating the general forces which govern the history of man, and demonstrating how <i>historical processes produce systems of institutions and ideas of such complexity that their origin can only be discovered with great theoretical effort and by examination of the historical evidence</i> . <b>That</b> is what led Marx to history and then to anthropology as, in the course of his work, he pushed his analyses ever further backwards in the evolution of human society.	A6S: 38
THAT	E24	For example, two Cockney families, resettled in a suburban area of Essex, provided personal views of their speech style. They noted that many regarded it as 'common' and that it <i>sounded 'funny'</i> to those who speak 'properly'. Reference was also made to a perceived link between language and occupational chances. One speaker remarked of another, 'You won't end up on the Board of Directors with a voice like <b>that</b> .'	100
THAT	E26	The will to revive a language rests, then, upon <i>a desire to alter or reorientate group and individual identity</i> . It follows that the strength and scope of <b>that</b> are vitally important in revival efforts, and the leaders of these typically devote considerable attention to the mobilization of public opinion.	120
THAT	E33	The intent of this book has been <i>to present a wide range of information about multilingualism to a non-specialist audience</i> . Beyond <b>that</b> , it may also prove useful as a primer for students; here, I hope the notes and references provide a suitable entry to the more technical literature.	209

### Appendix 7c: List of THAT-proforms occurring within the compound sentence (12)

THAT	O24	<i>No animal in England is free. The life of an animal is misery and slavery</i> : <b>that</b> is the plain truth.	8
THAT	O27	Then <i>they sang 'Beasts of England' from end to end seven times running</i> , and after <b>that</b> they settled down for the night and slept as they had never slept before.	20
THAT	O33	The whole farm was deeply divided on the subject of the windmill. Snowball did not deny <b>that</b> to build it would be a difficult business. <i>Stone would have to be quarried and built up into walls, then the sails would have to be made</i> and after <b>that</b> there would be need for dynamos and cables.	45
THAT	H23	Where the boundary between two languages is clear to sociolinguists, it is clear to everybody else as well - for example, there is no doubt <i>that the languages spoken on opposite sides of the English Channel are different</i> , but you don't need to be a sociolinguist to be sure of <b>that</b> .	36
THAT	H25	In short, each language has a social function which no other language could fulfil. <i>These social functions are more or less arbitrary results of history</i> , but they are no less real for <b>that</b> .	52
THAT	H26	One common feature is <i>that the person concerned must be male</i> , but beyond <b>that</b> it is hard to see any set of defining characteristics of the set	85

		covered by X.	
THAT	H29	Can we be sure that this is an example of (h): ? It is an example <i>if</i> , and only <i>if</i> , <i>the same word could have contained [h]</i> , but how do we decide <b>that</b> ?	173
THAT	H32	In short, a language prejudice is a characteristic which we expect people to have because of the way <i>they speak</i> , and the link between the speech and this characteristic lies through the type of person that (we think) speaks like <b>that</b> .	208
THAT	E27	He also observed, in a famous passage, that ‘we have room for but <i>one language</i> here, and <b>that</b> is the English language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house’.	166
THAT	E30	It was a long book which attempted to define Marx's and Engels's position vis-à-vis a whole range of contemporary socialist philosophers. It was not in fact published during Marx's or Engels's lifetime. Only <i>the first part of this work</i> is much read nowadays and <b>that</b> is what is discussed here.	A6S: 74
THAT	E31	Another Black parent and educator made a related comment: ‘Black parents don’t want <i>black studies or multicultural education</i> for their children— <b>that</b> is for white children; black pupils need to be good at science, history, geography—at what society thinks of as things of worth.’	189
THAT	E32	Ladefoged himself claims that the task of the linguist is <i>to ‘lay out the facts’</i> and he describes how he and his colleagues did just <b>that</b> in a study of language in Uganda.	208

#### Appendix 7d: List of THAT-proforms occurring within the sentence clause (4)

THAT	O31	There was much discussion as to what the battle should be called. In the end, it was named the Battle of the <i>Cowshed</i> , since <b>that</b> was where the ambush had been sprung.	40
THAT	H31	The hearer's chain of thought is as follows (with S as the speaker): S has just said ‘x x x x’; people who talk like <b>that</b> are type-T people; type-T people are nice (have halos); therefore S is nice.	208
THAT	H33	There is also the problem of the self-fulfilling prophecy: if a teacher expects children <i>to perform poorly</i> , her behaviour towards them may be such as to encourage them to do just <b>that</b> .	217
THAT	E25	A recent criticism of modern ‘revived’ Cornish held that it is ‘self-evident that there is no way by which <i>the pronunciation</i> of a language that no one now living has ever heard spoken <i>can be recovered</i> in anything more than an approximate form, if <b>that</b> .’	118

## METHOD 2

#### Appendix 8: Complete list of examples from *Saturnin* (34)

Proform	Source	Translation	Example	Segment
IT	J1	Of course I haven’t the faintest idea <i>what spiritual maturity has in common with doughnuts fragmenting around the heads of peaceful cafe guests</i> . I cannot imagine <b>it</b> , but I have refrained from arguing the point with him.	Já si ovšem nedovedu představit, <i>co má společného s duševní vyspělostí představa koblih, rozbíjejících se o hlavy pokojných návštěvníků kavárny</i> . Nedovedu si <b>to</b> představit, ale prosím, nebudeme se o to přít.	22



IT	J2	I mean those people for whom <i>the idea of a doughnut whistling through the air</i> is such an enticement that they get up and actually make <b>it</b> happen.	Myslím tím lidi, které <i>představa koblih svištících vzduchem</i> láká natolik, že vstanou a uskuteční <b>ji</b> .	26
IT	J3	Only a person with no knowledge of what it is <i>to engage in a desperate battle to keep one's balance and not topple over</i> would say that I could have left the ice patch at any moment of that undignified descent. Come to <b>that</b> <b>it</b> wasn't an unpleasant experience, and I even think that it was well worth it.	Radu, že jsem se mohl kdykoliv během té doby postavit mimo skluzavku, mohl by mi dát jen člověk, jenž neví, co to je <i>zápasit zoufale o poslední zlomek rovnováhy</i> , který člověk má. Ostatně nebylo <b>to</b> nijak zvlášť nepříjemné, a dokonce myslím, že to stálo za to.	39
IT	J4	Only a person with no knowledge of what it is <i>to engage in a desperate battle to keep one's balance and not topple over</i> would say that I could have left the ice patch at any moment of that undignified descent. Come to that it wasn't an unpleasant experience, and I even think that <b>it</b> was well worth it.	Radu, že jsem se mohl kdykoliv během té doby postavit mimo skluzavku, mohl by mi dát jen člověk, jenž neví, co to je <i>zápasit zoufale o poslední zlomek rovnováhy</i> , který člověk má. Ostatně nebylo to nijak zvlášť nepříjemné, a dokonce myslím, že <b>to</b> stálo za to.	39
IT	J5	Perhaps it was not altogether wise for me, a single and relatively young chap, <i>to engage a manservant</i> . I daresay <b>it</b> even seems eccentric and too like a character in a novel.	Snad nebylo moudré, <i>že jsem si já</i> , svobodný a poměrně mladý člověk, <i>vzal sluhu</i> . Zdá se <b>to</b> dokonce výstřední a příliš románové.	44
IT	J6	A copy of a newspaper which must have been about two years old had come into my hands, containing an article about <i>an attempted burglary at Professor Luda's villa</i> . I remembered that we had talked about <b>it</b> at the time in the cafe.	Dostalo se mi do rukou číslo asi dva roky starých novin s článkem o <i>pokusy loupeže ve vile profesora Ludy</i> a vzpomněl jsem si, že jsme o <b>tom</b> tenkrát v kavárně hovořili.	50
IT	J7	Mr. Saturnin knocked <i>the weapon</i> from his hand and threw <b>it</b> out of the window into the garden, where it was indeed later discovered.	Pan Saturnin mu <i>zbraň</i> vyrazil z ruky a vyhodil <b>ji</b> oknem do zahrady, kde byla později nalezena.	63
IT	J8	Mr. Saturnin knocked <i>the weapon</i> from his hand and threw it out of the window into the garden, where <b>it</b> was indeed later discovered.	Pan Saturnin mu <i>zbraň</i> vyrazil z ruky a vyhodil ji oknem do zahrady, kde <i>byla</i> později <i>nalezena</i> .	63
IT	J9	Even if I <i>really</i> did <i>belong to this category</i> , <b>it</b> would be more pleasant than being in the other one.	<i>I kdybych mezi lidi toho druhu opravdu patřil</i> , bylo by mi <b>to</b> milejší, nežli být příslušníkem skupiny druhé,...	16
IT	J10	<i>His rather unusual name</i> somehow rang a bell, but it was only recently that I first discovered the connection that had lodged <b>it</b> in my memory.	<i>Jeho jméno, poněkud neobvyklé</i> , bylo mi jaksi povědomé, ale teprve nedávno jsem objevil spojitost, ve které mi <i>uvízlo</i> v paměti.	49
IT	J11	I have a feeling that at the time when I was sliding downwards as if on glass <i>I hardly behaved in a very dignified manner</i> . I think that <b>this</b> is understandable, and I would like to know who could blame me for <b>it</b> .	Mám takový pocit, že v době, kdy jsem klouzal dolů jako po skle, <i>nechoval jsem se nijak zvlášť důstojně</i> . Myslím, že je to pochopitelné, a rád bych věděl, kdo by mi <b>to</b> mohl vyčítat.	37
IT	J12	Not before evening did I avail myself of several cognacs and set off to look at <i>my old flat</i> . Sure enough <b>it</b> was empty and Mrs. Sweeting had tears in her eyes.	Teprve večer jsem vypil několik koňaků a šel jsem se podívat do <i>starého bytu</i> . <i>Byl</i> skutečně prázdný a paní Suchánková měla uplakané oči.	58
THIS	J13	Boredom is slowly spreading into every inch of <i>the cafe</i> . <b>This</b> is	Nuda se pomalu rozlézá do všech koutů <i>kavárny</i> . A <b>tu</b> se tedy má	10

		where it can be shown to which category of people you belong according to Dr. Witherspoon's theory.	ukázat, do které skupiny lidí podle teorie doktora Vlacha patříte.	
THIS	J14	I have a feeling that at the time when I was sliding downwards as if on glass <i>I hardly behaved in a very dignified manner</i> . I think that <b>this</b> is understandable, and I would like to know who could blame me for it.	Mám takový pocit, že v době, kdy jsem klouzal dolů jako po skle, <i>nechoval jsem se nijak zvlášť důstojně</i> . Myslím, že je <b>to</b> pochopitelné, a rád bych věděl, kdo by mi to mohl vyčítat.	37
THIS	J15	Not only does he overwhelm you with a torrent of words, but <i>he usually carries out an intellectual somersault and delivers a diatribe against something which you never had the slightest intention of discussing</i> . <b>This</b> will somewhat influence the coherence of my tale, but there is nothing I can do about it.	Nejenom že vás zahrne trhovým přívalem slov, ale <i>dokonce provede obvykle jakýsi myšlenkový přemet a pronese ohnivou filipiku proti něčemu, o čem jste vůbec neměli v úmyslu hovořit</i> . <b>Tato okolnost</b> bude mít vliv i na souvislost mého vypravování, ale nemohu si pomoci.	74
THIS	J16	<i>The unexpected speeches of Dr. Witherspoon will sometimes be responsible for the existence of a chapter treating of criminality at the beginning and criminality at the end, while being almost entirely filled with a discussion of trout fishing</i> . The doctor is like <b>this</b> , and a fifty-year-old person is hard to change.	<i>Neočekávané proslovy doktora Vlacha někdy způsobí, že kapitola, začínající pojednáním o kriminalistice, skončí pojednáním o kriminalistice, ačkoliv se v ní skoro stále mluvilo o chytání pstruhů</i> . Doktor Vlach už je <b>takový</b> , a padesátiletého člověka je těžko předělávat.	76
THIS	J17	He explained that we have all hitched up our brains to the service of narrow, specialised occupations and that we try with all our strength to let <i>the other parts of our brains atrophy</i> . As soon as <b>this</b> happens we are noticed by our superiors and begin to fall into a career.	Řekl, že my všichni jsme zapřáhli své mozky do služeb svých úzce specializovaných povolání a snažíme se ze všech sil, aby <i>nám ostatní mozkové závitý odumřely</i> . Jakmile se <b>tak</b> stane, všimnou si nás naši představení a začneme dělat kariéru.	79
THIS	J18	After about six months Saturnin expressed <i>his opinion that the flat in which we had lived perfectly happily until that time was not big enough</i> . On the whole <b>this</b> was true.	Asi za půl roku začal Saturnin projevovat <i>názor, že byt, ve kterém jsme až do té doby spokojeně bydleli, není dosti veliký</i> . Celkem <b>to</b> byla pravda.	146
THIS	J19	<i>I lacked nothing and had nothing to complain about</i> , which perhaps was exactly what I was annoyed about. There is a proverb about <b>this</b> , but on principle I don't use proverbs and maxims.	<i>Nic mi nechybělo, na nic jsem si nemohl stěžovat</i> , a snad právě to mne mrzelo. Je o <b>tom</b> jedno takové přísloví, ale já přísloví a pořekadla zásadně neužívám.	108
THIS	J20	<i>I will not give the name of the lady concerned, even though I know her very well, but I would like to make the observation that my own experience of this lady partly explains and perhaps even excuses Saturnin's behaviour</i> . I mean by <b>this</b> that I know a considerable number of people who would be quite happy to throw her into a fountain as well.	<i>Nebudu jmenovat dámu, o kterou šlo, ačkoli ji velmi dobře znám, ale chci podotknout, že mé zkušenosti do jisté míry vysvětlují, a dokonce snad omlouvají Saturninovo počínání</i> . Myslím <b>tím</b> , že znám značný počet lidí, kteří by ji do toho vodotrysku docela rádi hodili.	124
THIS	J21	I did not have to find out <i>that the creation of such absurd situations was a passion of his until much later</i> . By <b>this</b> , I don't mean that he would ever allow himself to behave in a similar manner towards me.	Teprve mnohem později jsem musil konstatovat, <i>že vytváření takových nesmyslných situací je jeho vášní</i> . Nemyslím <b>tím</b> , že by si byl dovolil něco podobného vůči mně.	129

THIS	J22	<i>In my absence he apparently regaled my friends with fictitious hunting yarns. This is the only way I can explain the fact that several ladies of my acquaintance surprised me in a cafe with the request that I explain to them how I came to kill a shark with a camera tripod.</i>	<i>V mé nepřítomnosti patrně vyprávěl mým přátelům smyšlené lovecké historky. Jen tak si mohu vysvětlit to, že mě několik známých dam překvapilo v kavárně žádostí, abych jim vykládal, jak jsem zabil žraloka stativem fotografického aparátu.</i>	136
THIS	J23	<i>In my absence he apparently regaled my friends with fictitious hunting yarns. This is the only way I can explain the fact that several ladies of my acquaintance surprised me in a cafe with the request that I explain to them how I came to kill a shark with a camera tripod. Naturally I denied that I had ever done such a thing, and from that time forth I have acquired the reputation of being too modest a hero. I have pondered in vain the reasons why Saturnin does this.</i>	<i>V mé nepřítomnosti patrně vyprávěl mým přátelům smyšlené lovecké historky. Jen tak si mohu vysvětlit to, že mě několik známých dam překvapilo v kavárně žádostí, abych jim vykládal, jak jsem zabil žraloka stativem fotografického aparátu. Přirozeně jsem popřel, že bych byl někdy něco takového udělal, a od té doby mám pověst až příliš skromného hrdiny. Marně jsem přemýšlel, proč to Saturnin dělá.</i>	138
THAT	J24	<i>Only a person with no knowledge of what it is to engage in a desperate battle to keep one's balance and not topple over would say that I could have left the ice patch at any moment of that undignified descent. Come to that it wasn't an unpleasant experience, and I even think that it was well worth it.</i>	<i>Radu, že jsem se mohl kdykoliv během té doby postavit mimo skluzavku, mohl by mi dát jen člověk, jenž neví, co to je zápasit zoufale o poslední zlomek rovnováhy, který člověk má. Ostatně nebylo to nijak zvlášť nepříjemné, a dokonce myslím, že to stálo za to.</i>	39
THAT	J25	<i>Although originally its size was perfectly satisfactory, things had changed. I don't know whether any of you has ever seen buffalo horns . . . but that would be a long story.</i>	<i>Původně sice stačil naprosto, ale jestliže někdo z vás už viděl buvolí rohy . . . , ale to by byla dlouhá historie.</i>	147
THAT	J26	<i>Oh you play so beautifully! It is so long since I've enjoyed a game like that.</i>	<i>Ó, hrajete překrásně! Již dávno jsem si tak nezahrála.</i>	246
THAT	J27	<i>"You must adore playing tennis." I would definitely not like to hear that, but at the same time it is not necessary to use suburban slang such as "You serve like an old woman".</i>	<i>„Hrajete tenis rád?“ To bych si tedy rozhodně nepřál, ale není přece potřebí používat takových periferních obrátů: „Servírujete jako babička.“</i>	248
THAT	J28	<i>We read the sign and at once translate it mentally into simple common parlance. Gentlemen's Fashion Emporium, that is surely a tailor's. Designs, Decorations, Interiors, that must be a house painter. Manufacturer of Iron Structures, that will be a small-time fitter with a single apprentice, because if he had two that would make them an Amalgamated Engineering Works or some such title.</i>	<i>Přečteme firmu a hned si ji v duchu přeložíme do prosté mluvy obecné. Pánský módní salón, to je přece krejčí, návrhy, dekorace, interiéry, to je malíř pokojů, výroba železných konstrukcí, to je malý zámečník s jedním učněm, protože kdyby to byli dva takoví, tak už to budou spojené strojírny nebo tak nějak.</i>	307
THAT	J29	<i>We read the sign and at once translate it mentally into simple common parlance. Gentlemen's Fashion Emporium, that is surely a tailor's. Designs, Decorations, Interiors, that must be a house painter. Manufacturer of Iron Structures, that will be a small-time fitter with a single apprentice, because if he had two that would</i>	<i>Přečteme firmu a hned si ji v duchu přeložíme do prosté mluvy obecné. Pánský módní salón, to je přece krejčí, návrhy, dekorace, interiéry, to je malíř pokojů, výroba železných konstrukcí, to je malý zámečník s jedním učněm, protože kdyby to byli dva takoví, tak už to budou spojené strojírny nebo tak nějak.</i>	307

		make them an Amalgamated Engineering Works or some such title.		
THAT	J30	We read the sign and at once translate it mentally into simple common parlance. Gentlemen's Fashion Emporium, that is surely a tailor's. Designs, Decorations, Interiors, that must be a house painter. <i>Manufacturer of Iron Structures</i> , that will be a small-time fitter with a single apprentice, because if he had two that would make them an Amalgamated Engineering Works or some such title.	Přečteme firmu a hned si ji v duchu přeložíme do prosté mluvy obecné. Pánský módní salón, to je přece krejčí, návrhy, dekorace, interiéry, to je malíř pokojů, <i>výroba železných konstrukcí</i> , to je malý zámečník s jedním učněm, protože kdyby to byli dva takoví, tak už to budou spojené strojírný nebo tak nějak.	307
THAT	J31	We read the sign and at once translate it mentally into simple common parlance. Gentlemen's Fashion Emporium, that is surely a tailor's. Designs, Decorations, Interiors, that must be a house painter. <i>Manufacturer of Iron Structures</i> , that will be a small-time fitter with a single apprentice, because if he had two that would make them an Amalgamated Engineering Works or some such title.	Přečteme firmu a hned si ji v duchu přeložíme do prosté mluvy obecné. Pánský módní salón, to je přece krejčí, návrhy, dekorace, interiéry, to je malíř pokojů, výroba železných konstrukcí, to je malý zámečník s jedním učněm, protože kdyby to byli dva takoví, tak už to budou spojené strojírný nebo tak nějak.	307
THAT	J32	<i>Master Little used to deliver new shoes to your own flat. That</i> was in the past.	<i>Mistr Krátký vám přinesl nová perka do bytu. To</i> bývalo.	321
THAT	J33	She proceeds to hold forth to all her ladylike acquaintances in the cafe about some young man <i>who eyed her up in the street</i> and about how she found it a distinctly unpleasant experience. She explains that she is well aware of the fact she's no spring chicken, and a boy like that should find himself some young girl and not stare at her.	V kavárně vykládá všem známým dámám, že ji na ulici nějaký mladý muž <i>fixíroval</i> a že jí to bylo velmi nepříjemné. Že je si vědoma toho, že není žádná mladice, a tak ať si takový hoch najde nějaké mladě děvčátko a nekouká po ní.	359
THAT	J34	As to <i>who has actually been surprised</i> , that is something I have never been able to ascertain.	Kdo se tomu vlastně diví, jsem nikdy nezjistil.	366

### Appendix 9: Complete list of examples from *Psychological Deprivation* (23)

Proform	Source	Translation	Example	Page En/Cz
IT	M1	<i>The problem of psychological deprivation</i> is almost a classic example of such a process. It is referred to in very early chronicles.	<i>Problematika duševního strádání</i> je v mnohém klasickým příkladem takového vývoje. Dovídáme se o ní už od starých kronikářů.	1; 11
IT	M2	<i>The second period</i> can be described as the "alarm" period. It spans the thirties and forties of this century.	<i>Druhé období</i> bychom mohli označit jako alarmující. Zahrnuje třicátá a čtyřicátá léta tohoto století.	3; 13

IT	M3	The climax of this critical period seems to us to be reached in the <i>World Health Organization publication Deprivation of maternal care (1962)</i> . It considered the results of deprivation studies from different theoretical viewpoints, and the validity of the classical conceptions, and dealt primarily with methodological problems involved in current and subsequent investigations.	Vyvrcholením tohoto kritického stadia se nám zdá být nová publikace WHO, vydaná v Ženevě r. 1962 s názvem „ <i>Deprivation of Maternal Care</i> “. Přehlíží totiž z různých hledisek výsledky dosavadních studií o deprivaci, prověřuje únosnost klasických koncepcí a zaměřuje se především na metodologické otázky současného a příštího výzkumu.	7; 16
IT	M4	<i>The concept of psychological deprivation</i> undoubtedly has important practical application. It has changed our views about the care of very young children and has influenced child care in all fields - in institutions, in hospitals, in maternity wards, it has affected the organization and planning of further developments in child care, and has modified the attitudes of doctors, psychologists, and social workers in their normal everyday practice.	Pro praxi má pak <i>koncepce psychické deprivace</i> už dnes nesporný význam. Ovlivnila naše představy o výchově dětí v útlém věku a zasahuje do péče o dítě na všech úsecích – do výchovy dětí v ústavech, v nemocnicích, ba už i v porodnicích, do organizace a plánování dalšího rozvoje péče o dítě i do každodenní práce lékaře, psychologa a sociální pracovníce.	9; 18
IT	M5	<i>The concept of psychological deprivation</i> undoubtedly has important practical application. It has changed our views about the care of very young children and has influenced child care in all fields - in institutions, in hospitals, in maternity wards, it has affected the organization and planning of further developments in child care, and has modified the attitudes of doctors, psychologists, and social workers in their normal everyday practice.	Pro praxi má pak <i>koncepce psychické deprivace</i> už dnes nesporný význam. Ovlivnila naše představy o výchově dětí v útlém věku a zasahuje do péče o dítě na všech úsecích – do výchovy dětí v ústavech, v nemocnicích, ba už i v porodnicích, do organizace a plánování dalšího rozvoje péče o dítě i do každodenní práce lékaře, psychologa a sociální pracovníce.	9; 18
IT	M6	<i>Such a definition</i> limits deprivation to the institutional environment (in fact to the hospital environment), and in addition neglects the fact that the institutional situation harbours influences which, although not depriving, are nonetheless dangerous (higher probability of infection, change of regime, lack of sleep, increased opportunity for conflict during participation in the group situation, and so on). It also fails to consider that under optimal conditions deprivation need not occur in institutions.	Na jedné straně omezuje situace, za nichž ke strádání dochází, jen na ústavní (vlastně jen nemocniční) prostředí – na druhé straně nevystihuje fakt, že ústavní situace přináší s sebou i jiné vlivy němuž deprivace (větší možnost infekcí, změnu režimu, nedostatek spánku, zvýšení příležitostí ke konfliktům při životě v kolektivu atd.), ba ani tu možnost, že za optimálních podmínek nemusí k deprivaci v ústavech vůbec docházet.	12; 20
IT	M7	We are avoiding the use of the phrase " <i>deprivational syndrome</i> ", because it leads to the erroneous view that we are dealing with a clearly defined group of pathological symptoms, from which deprivation can be diagnosed in the same way as other entities of somatic or mental illnesses.	Úmyslně se vyhýbáme termínu „ <i>deprivační syndrom</i> “, který svádí k představě, že jde o určitou přesně vymezenou skupinu patologických příznaků, a že tedy lze deprivaci diagnostikovat tak jako ostatní somatická nebo psychická onemocnění.	14; 24
IT	M8	<i>This view</i> was first supported by psychoanalytically oriented authors, since it was in general agreement with the emphasis they placed on the relationship between mother and child.	Tato koncepce byla přijata především autory psychoanalytiky, jak odpovídalo důrazu, který byl zde kladen právě na vztah mezi matkou a dítětem.	17; 46
IT	M9	<i>Isolation</i> exists at different levels (the extreme case is represented	Takováto izolace může být různě dokonalá (krajní, např. u tzv.	16; 35

		by the so-called wolf children, the more moderate level by young shepherds living alone with the herd for long periods). <b>It</b> can involve impoverishment of the physical environment...	„vlčích dětí“, částečně např. u pasáček žijících dlouhou dobu se stádem o samotě), <u>může přinášet</u> omezení podnětů spíše z věcného prostředí...	
IT	M10	What makes <i>social separation</i> dangerous and pathogenic, above all, is the time factor, when <b>it</b> occurs too early.	Co však činí <i>sociální separaci</i> nebezpečnou a patogenní, <u>je</u> časová nepřiměřenost – předčasnost.	19; 47
IT	M11	On the other hand, a term such as " <i>play deficit</i> " ("Spieldefizit", after F. Schneersohn, 1950) is unduly restrictive, since <b>it</b> suggests both that the critical developmental need during childhood is play, and that the denial of the opportunity to play often leads to developmental disorders.	Např. v <i>termínu</i> „ <i>hravý deficit</i> “ ("Spieldefizit" – F. Schneersohn, 1950), <b>jímž</b> je vyjádřen současně předpoklad, že hlavní výchovnou potřebou v dětském věku je hra a že nedostatek příležitosti ke hře vede často k vývojovým poruchám.	11; 19
THIS	M12	We observe here <i>the glorification of motherly love, which can never be compensated for, and the figure of the stepmother representing all that is evil and destructive</i> . Compared with <b>this</b> , we find the idealized picture of the neglected child living amongst animals or wicked people, homeless, without love or emotional support, and, against such odds, growing into a handsome young man or beautiful woman, with a fully developed personality and strong moral character.	Na jedné straně tu vidíme <i>zbožnění mateřské lásky, kterou dítěti nikdo nedovede nahradit. Postava macechy je ztělesněním všeho zla</i> . Na druhé straně stojí idealizovaný obraz opuštěného dítěte žijícího mezi zvířaty nebo mezi zlými lidmi, bez lásky, bez domova, bez citové opory, a přece dorůstající v spanilého jinocha nebo krásnou dívku, povahově ušlechtilou a mravně pevnou.	1; 11
THIS	M13	If we are concerned with <i>a society in which frequent separation is quite normal, for example, one in which there is a high level of female employment</i> , <b>this</b> would influence the attitude of the mother towards the child,...	<i>Jsou-li ve společnosti časté separace zcela běžné, například při naší vysoké zaměstnanosti žen</i> , ovlivní <b>tato skutečnost</b> postoj matky i dítěte,...	20; 48
THIS	M14	<i>There are increasing signs of a social malaise (increasing juvenile delinquency, social passivity, increased suicides, and so on) as a result of limited emotional resources and basic feelings of inadequacy which children appear to experience from an early age</i> . <b>This</b> seems more prevalent in our present cultural conditions than in previous periods.	<i>Ozývají se hlasy, které uvádějí některé současné nepříznivé společenské jevy (vzrůstající delikvence mládeže, její společenskou neangažovanost, stoupající sebevražednost apod.) ve vztah s nedostatkem citového zásobení a nedostatkem základního pocitu jistoty, kterými patrně trpí děti od časného věku v našich kulturních poměrech více než v dřívějších dobách</i> .	7; 16
THIS	M15	If <i>remission of symptoms</i> is possible, when, and why, and under what conditions does <b>this</b> occur?	Je-li <i>náprava</i> možná, tedy kdy, za jakých okolností a proč?	7;16
THIS	M16	In the widest sense, <i>the term frustration is identical with deprivation only where it is impossible to satisfy a need over a long period of time</i> . <b>This</b> does not apply when only one of a number of possible paths to the goal is blocked.	V nejširším slova smyslu <i>zahrnuje tedy frustrace i situace deprivační, jestliže je nemožné ukojit potřebu vůbec po dlouhou dobu</i> . Nikoliv ale tehdy, jestliže ji nelze ukojit jen jedním způsobem či jednou cestou.	21; 24
THIS	M17	Sometimes reference is made to " <i>deprivational experiences</i> ". <b>This</b> means simply that the child has already experienced a deprivation situation, and that if he later experiences similar situations he will	Mluví se také občas o „ <i>deprivačních zkušenostech</i> “ dítěte. Neříká se <b>tím</b> zpravidla nic více, než že dítě prošlo už dříve deprivační situací a že do každé podobné situace bude vcházet nyní už	14; 24

		approach them with an already changed, more sensitive, or more "hardened" psychological structure.	s poněkud pozměněnou, citlivější nebo naopak „otužilejší“ psychickou strukturou.	
THIS	M18	<i>The neglected child usually lives under primitive conditions, with poor hygiene and care supervision, he lacks good models of responsible social behaviour and has poor schooling opportunities; despite this, he can show a well-balanced mental and, more importantly, emotional development.</i>	<i>Zanedbané dítě vyrůstá obvykle v primitivním prostředí, s nedostatečnou hygienou, s nedostatečným výchovným dohledem, bez vhodných vzorů vyspělého chování, s nedostatkem příležitostí ke školní výuce, může však být rozumově a zejména citově zcela přiměřeně vyvinuto.</i>	22; 25
THIS	M19	Of course, in this respect, <i>deprivation and neglect are usually not distinguished clearly enough, and in fact the majority of neglected children are, at the same time, deprived. This</i> will be dealt with later on.	<i>Ovšem ani v tomto směru nejsou hranice mezi oběma stavy zpravidla dost ostré a ve skutečnosti je většina dětí zanedbaných současně i deprivována, jak dále ukážeme.</i>	22; 26
THIS	M20	Difficulties of this sort in clinical studies have stimulated experimental psychologists and physiologists to undertake a number of studies in which they have attempted <i>to control for certain variables. This</i> can be most easily achieved, of course, with animal subjects.	Uvedené obtíže klinických studií vedly experimentální psychology a fyziology k řadě studií, které by pokusnou metodikou mohly lépe <i>oddělit jednotlivé činitele</i> . Poměrně nejlépe je <b>to</b> ovšem možné na zvířatech,	25; 32
THIS	M21	It was J. Bowlby (1951) who probably most clearly expressed the opinion <i>that repeated long-term separations of a child from his mother or mother surrogate during the first three to five years of life usually result in permanent disturbance to the mental health of the child</i> and that <b>this</b> significantly affects total personality development.	J. Bowlby (1951) snad nejjasněji vyslovil domněnku, <i>že dlouhodobé odloučení dítěte od matky nebo jiné osoby na jejím místě v prvních třech až pěti letech života vede zpravidla k narušení duševního zdraví dítěte a zanechává následky, jež jsou trvale patrné v celém dalším vývoji jeho osobnosti,</i>	17; 46
THIS	M22	Thus if <i>a two-year-old child is separated from his parents and placed in a hospital</i> , his immediate reaction to <b>this</b> can be viewed as a frustration response.	<i>Je-li dítě ve dvou letech odloučeno od rodičů a umístěno v nemocnici, možno jeho bezprostřední reakci na tuto událost chápat jako projev frustrace.</i>	21; 25
THIS	M23	<i>Retrospective (anamnesitic) approach</i> <b>This</b> involves the selection of children or adults with certain behaviour disorders, and an attempt to detect possible deprivational factors in their life histories.	<i>Retrospektivní (anamnestické) metody vycházejí z výběru dětí nebo dospělých s jistými poruchami chování a hledají výskyt deprivace v jejich anamnézách.</i>	29; 30

## Appendix 10: Complete list of examples from *Research Methods in Linguistics* (23)

Proform	Source	Translation	Example	Page En/Cz
IT	C1	It is hoped that the sometimes informal layout of <i>the handbook</i> will render <b>it</b> more accessible to the reader.	Svou formou podání, místy ne plně rigorózní, se <i>příručka</i> snaží o poněkud větší přístupnost uživateli.	7;5
IT	C2	<i>Science</i> as an objective discipline actively pursues attempts to describe, classify and elucidate, to establish principles and laws and to make predictions. <b>It</b> seeks to identify structures and patterns.	<i>Věda</i> je disciplína aktivně usilující o objektivní, resp. interpersonální popis (klasifikaci) a výklad, o stanovení pravidel a zákonů a o predikci (též: o zjištění struktur =patterns).	11;7
IT	C3	<i>Science</i> as an objective discipline actively pursues attempts to describe, classify and elucidate, to establish principles and laws and to make predictions. It seeks to identify structures and patterns. <b>It</b> is based on a scientific method (cf. 1.1), which is its sine qua non.	<i>Věda</i> je disciplína aktivně usilující o objektivní, resp. interpersonální popis (klasifikaci) a výklad, o stanovení pravidel a zákonů a o predikci (též: o zjištění struktur =patterns). <u>Pracuje</u> vědeckou metodou (viz 1.1), bez níž je nemyslitelná.	11;7
IT	C4	The method and approach of <i>science</i> render <b>it</b> unique (scientific method + goal = scientific approach).	Obecně je <i>věda</i> v důsledku své metody a přístupu jen jediná (vědecká metoda + cíl = vědecký přístup);	11;7
IT	C5	<i>Science</i> , unlike ideology, mythology or religion, makes no claim to discover definitive and irrefutable truth. <b>It</b> does however claim to represent a greater truth than any other, non-scientific, model of the world.	<i>Věda</i> o sobě netvrdí (jako ideologie, mytologie či náboženství), že má konečnou a nezvratnou pravdu; <u>tvrdí</u> však o sobě, že je pravdivější než jakýkoliv jiný nevědecký model světa a že je schopná svá tvrzení testovat, objevovat vlastní nedostatky a opravovat je.	11;7
IT	C6	<i>Science</i> , unlike ideology, mythology or religion, makes no claim to discover definitive and irrefutable truth. It does however claim to represent a greater truth than any other, non-scientific, model of the world. <b>It</b> also claims that it is capable of testing its statements, of discovering its own deficiencies and of correcting them.	<i>Věda</i> o sobě netvrdí (jako ideologie, mytologie či náboženství), že má konečnou a nezvratnou pravdu; <u>tvrdí</u> však o sobě, že je pravdivější než jakýkoliv jiný nevědecký model světa a že je schopná svá tvrzení testovat, objevovat vlastní nedostatky a opravovat je.	11;7
IT	C7	<i>Science</i> , unlike ideology, mythology or religion, makes no claim to discover definitive and irrefutable truth. It does however claim to represent a greater truth than any other, non-scientific, model of the world. It also claims that <b>it</b> is capable of testing its statements, of discovering its own deficiencies and of correcting them.	<i>Věda</i> o sobě netvrdí (jako ideologie, mytologie či náboženství), že má konečnou a nezvratnou pravdu; <u>tvrdí</u> však o sobě, že je pravdivější než jakýkoliv jiný nevědecký model světa a že <u>je</u> schopná svá tvrzení testovat, objevovat vlastní nedostatky a opravovat je.	11;7
IT	C8	<i>Scientific method</i> is not infallible (i.e. it can be improved) nor can <b>it</b> exist in its own right (i.e. it requires relevant knowledge).	<i>Vědecká metoda</i> není ani neomylná (tj. lze ji zlepšovat), ani soběstačná (tj. vyžaduje znalost, k níž se vztahuje).	17;12
IT	C9	There are naturally many problems which are presently unsolvable given the current state of <i>science</i> and the instruments and methodology available to <b>it</b> .	Je ovšem i řada problémů, která při současném stavu <i>vědy</i> , jejích nástrojů a její metodologie není zatím řešitelná.	15; 10
IT	C10	<i>Scientific method</i> is the basis of science and science cannot exist without <b>it</b> .	<i>Vědecká metoda</i> je základem vědy a bez <b>ní</b> věda neexistuje;	17;12
IT	C11	<i>Scientific method</i> is not infallible (i.e. <b>it</b> can be improved)...	<i>Vědecká metoda</i> není ani neomylná (tj. <u>lze</u> ji zlepšovat)...	17;12



THIS	C12	<i>The observer may involuntarily alter the observed object or its correlations (see e.g. N. Bohr, R. Jakobson). This is related to the further general issue of the validity of research findings...</i>	<i>Pozorovatel může pozorovaný objekt nebo jeho souvztažnosti nechtěně měnit (N. Bohr, R. Jakobson aj.). S tím obecně souvisí i problém validity zkoumaných faktů...</i>	16;11
THIS	C13	<i>The formalisation of a theory is the expression of a theory, usually a natural theory, in formal terms, i.e. the conversion of assumptions, primitive concepts, axioms and rules into a non-verbal (mathematical) form, or their expression as an axiom. This also determines its structure.</i>	<i>Formalizace teorie je jí dodání teorií (obv. přirozené) její formální podoby, tj. převedení předpokladů, primitivních pojmů, axiomů a pravidel do neverbální (matematické) podoby (resp. její axioma-tizace). Ta pak vytváří mj. i její strukturu.</i>	20;15
THIS	C14	<i>By contrast, the more limited its content, the more plausible a theory is and the more difficult it is to demonstrate its non-validity. This does not apply to the formal sciences, where one cannot speak of content.</i>	<i>Naopak, čím je její obsah menší, tím je teorie pravděpodobnější a tím je i obtížnější prokázat její nepravdivost (jiné je toto u formálních věd, kde o obsahu nelze mluvit).</i>	25;20
THIS	C15	<i>Thus increasing information increases improbability, and limited probability means a high potential for proving non-validity (this applies to the theories of Sigmund Freud; the non-validity of his theories cannot be proven, thus they are scientifically weak).</i>	<i>Rostoucí informace zvyšuje nepravděpodobnost, a nízká pravděpodobnost znamená vysokou možnost prokázání nepravdivosti (takový je např. případ teorie S. Freuda: nelze prokázat nepravdivost jeho teorií, a proto jsou i vědecky slabé).</i>	25;20
THIS	C16	<i>One of the forms which the results of the successful application of a theory to problem solving can take is classification. This is essentially the simplest method of discriminating among the elements of a set or quantity of data (a universe or a sphere) and their grouping, organisation into sub-groups and sub-sets or classes.</i>	<i>Jednou z forem, jakou může výsledek vyřešení problému po úspěšné aplikaci teorie ap. nabyt, je klasifikace. Je to v zásadě nejjednodušší způsob rozlišení prvků souboru, množiny dat (=universum či oblast) a jejich seskupení, organizace do podmnožin a podsouborů, resp. tříd.</i>	28;22
THIS	C17	<i>Systematic classification: this is the highest form of classification, organising classes, according to one or more properties, into a hierarchy, usually from the highest to the lowest.</i>	<i>Systematická klasifikace: je nejvyšší a řadí se v ní podle jedné i více vlastností třídy k sobě do hierarchie, obv. od nejvyšší k nejnižší.</i>	29;23
THIS	C18	<i>Testing of the theory by experimentation and observation: in principle this is a process based on the principle interchangeability -&gt; repetition (however, a universalist theory is not verifiable).</i>	<i>Testování teorie skrze experimenty a observace Pozn: Zásadně tu jde o postup opřený o princip nahraditelnost -&gt; opakování (univerzalistická teorie však přitom není verifikovatelná).</i>	32; 25
THIS	C19	<i>All interpretative models are highly abstract, but offer a clear interpretation of the theory. This applies most powerfully in mathematics.</i>	<i>[v]šechny interpretační modely jsou silně abstraktní, nabízejí však jistý výklad, interpretaci, teorie (obv. jsou matematické).</i>	35; 27
THIS	C20	<i>By contrast, a linguistic system is anisotropic. This is essential for it to be well understood and remembered.</i>	<i>Naproti tomu jazykový systém je anizotropní. Jazyk musí takový být proto, aby mohl být dobře vnímán a pamatován, tj. musí v důsledku daných schopností mozku být dost rozrůzněný</i>	36; 29
THIS	C21	<i>It is the specification of something intuitively self-evident. This is known as a descriptive definition.</i>	<i>[t]edy určité vymezení něčeho intuitivně zřejmého jinak (obv. se pak mluví o deskriptivní definici)</i>	37; 30
THIS	C22	<i>The derivation of conclusions, consequences etc. (inference), based mainly on the comparison of like with unlike, the assessment of the</i>	<i>Vyvozování závěrů, důsledků aj. (inference), opřené zvl. o srovnání ne/shodného, posouzení rozsahu platnosti a</i>	41; 34

		<i>extent of validity and the generalisation of consequences</i> , is here generally in line with the situation in science as a whole (cf. 1.32); analogy (cf. 2.13) plays a significant role in <b>this</b> .	<i>generalizaci důsledku</i> , je zde obecně shodné se situací ve vědě vůbec (viz 1.32); výraznou roli <b>tu</b> hraje opět analogie (viz 2.13).	
THAT	C23	Doubts we may have about the meaning of <i>a given word</i> can be resolved if we ask “in what circumstances and for what purpose do we say <b>that</b> ?”	Pochybností, které můžeme o významu <i>určité formy slov</i> mít, se lze zbavit, ze-ptáme-li se „Při jaké příležitosti, za jakým účelem <b>toto</b> říkáme?”	92; 79

### Appendix 11: Nominal antecedents according to the syntactic function of IT (32)

ANAPHORIC SUBJECT				
IT	J3	Only a person with no knowledge of what it is <i>to engage in a desperate battle to keep one's balance and not topple over</i> would say that I could have left the ice patch at any moment of that undignified descent. Come to <b>that</b> <b>it</b> wasn't an unpleasant experience, and I even think that it was well worth it.	Radu, že jsem se mohl kdykoliv během té doby postavit mimo skluzavku, mohl by mi dát jen člověk, jenž neví, co to je <i>zápasit zoufale o poslední zlomek rovnováhy</i> , který člověk má. Ostatně nebylo <b>to</b> nijak zvlášť nepříjemné, a dokonce myslím, že to stálo za to.	39
IT	J4	Only a person with no knowledge of what it is <i>to engage in a desperate battle to keep one's balance and not topple over</i> would say that I could have left the ice patch at any moment of that undignified descent. Come to that it wasn't an unpleasant experience, and I even think that <b>it</b> was well worth it.	Radu, že jsem se mohl kdykoliv během té doby postavit mimo skluzavku, mohl by mi dát jen člověk, jenž neví, co to je <i>zápasit zoufale o poslední zlomek rovnováhy</i> , který člověk má. Ostatně nebylo <b>to</b> nijak zvlášť nepříjemné, a dokonce myslím, že <b>to</b> stálo za to.	39
IT	J5	Perhaps it was not altogether wise for me, a single and relatively young chap, <i>to engage a manservant</i> . I daresay <b>it</b> even seems eccentric and too like a character in a novel.	Snad nebylo moudré, že <i>jsem si</i> já, svobodný a poměrně mladý člověk, <i>vzal sluhu</i> . Zdá se <b>to</b> dokonce výstřední a příliš románové.	44
IT	J8	Mr. Saturnin knocked <i>the weapon</i> from his hand and threw it out of the window into the garden, where <b>it</b> was indeed later discovered.	Pan Saturnin mu <i>zbraň</i> vyrazil z ruky a vyhodil ji oknem do zahrady, kde <i>byla později nalezena</i> .	63
IT	J9	Even if I <i>really</i> did belong to this category, <b>it</b> would be more pleasant than being in the other one.	I <i>kdybych mezi lidí toho druhu opravdu patřil</i> , bylo by mi <b>to</b> milejší, nežli být příslušníkem skupiny druhé,...	16
IT	J12	Not before evening did I avail myself of several cognacs and set off to look at <i>my old flat</i> . Sure enough <b>it</b> was empty and Mrs. Sweeting had tears in her eyes.	Teprve večer jsem vypil několik koňaků a šel jsem se podívat do <i>starého bytu</i> . <i>Byl</i> skutečně prázdný a paní Suchánková měla uplakané oči.	58
IT	M1	<i>The problem of psychological deprivation</i> is almost a classic example of such a process. <b>It</b> is referred to in very early chronicles.	<i>Problematika duševního strádání</i> je v mnohém klasickým příkladem takového vývoje. Dovídáme se o <b>ní</b> už od starých kronikářů.	1; 11
IT	M2	<i>The second period</i> can be described as the "alarm" period. <b>It</b> spans the thirties and forties of this century.	<i>Druhé období</i> bychom mohli označit jako alarmující. <i>Zahrnuje</i> třicátá a čtyřicátá léta tohoto století.	3; 13
IT	M3	The climax of this critical period seems to us to be reached in <i>the World</i>	Vyvrcholením tohoto kritického stadia se nám zdá být nová <i>publikace</i>	7; 16

		<i>Health Organization publication Deprivation of maternal care (1962). It</i> considered the results of deprivation studies from different theoretical viewpoints, and the validity of the classical conceptions, and dealt primarily with methodological problems involved in current and subsequent investigations.	WHO, vydaná v Ženevě r. 1962 s názvem „ <i>Deprivation of Maternal Care</i> ”. Přehlíží totiž z různých hledisek výsledky dosavadních studií o deprivaci, prověřuje únosnost klasických koncepcí a zaměřuje se především na metodologické otázky současného a příštího výzkumu.	
IT	M4	<i>The concept of psychological deprivation</i> undoubtedly has important practical application. It has changed our views about the care of very young children...	Pro praxi má pak <i>koncepce psychické deprivace</i> už dnes nesporný význam. <u>Ovlivnila</u> naše představy o výchově dětí v útlém věku...	9; 18
IT	M5	<i>The concept of psychological deprivation</i> undoubtedly has important practical application. It has changed our views about the care of very young children and has influenced child care in all fields - in institutions, in hospitals, in maternity wards, it has affected the organization and planning of further developments in child care...	Pro praxi má pak <i>koncepce psychické deprivace</i> už dnes nesporný význam. Ovlivnila naše představy o výchově dětí v útlém věku a <u>zasahuje</u> do péče o dítě na všech úsecích – do výchovy dětí v ústavech, v nemocnicích, ba už i v porodnicích, do organizace a plánování dalšího rozvoje péče o dítě...	9; 18
IT	M6	<i>Such a definition</i> limits deprivation to the institutional environment (in fact to the hospital environment), and in addition neglects the fact that the institutional situation harbours influences which, although not depriving, are nonetheless dangerous (higher probability of infection, change of regime, lack of sleep, increased opportunity for conflict during participation in the group situation, and so on). It also fails to consider that under optimal conditions deprivation need not occur in institutions.	Na jedné straně omezuje situace, za nichž ke strádání dochází, jen na ústavní (vlastně jen nemocniční) prostředí – na druhé straně <u>nevystihuje</u> fakt, že ústavní situace přináší s sebou i jiné vlivy němuž deprivací (větší možnost infekcí, změnu režimu, nedostatek spánku, zvýšení příležitostí ke konfliktům při životě v kolektivu atd.), ba ani tu možnost, že za optimálních podmínek nemusí k deprivaci v ústavech vůbec docházet.	12;20
IT	M7	We are avoiding the use of <i>the phrase "deprivational syndrome"</i> , because it leads to the erroneous view that we are dealing with a clearly defined group of pathological symptoms, from which deprivation can be diagnosed in the same way as other entities of somatic or mental illnesses.	Úmyslně se vyhýbáme <i>termínu „deprivací syndrom“</i> , který <u>svádí</u> k představě, že jde o určitou přesně vymezenou skupinu patologických příznaků, a že tedy lze deprivaci diagnostikovat tak jako ostatní somatická nebo psychická onemocnění.	14;24
IT	M8	<i>This view</i> was first supported by psychoanalytically oriented authors, since it was in general agreement with the emphasis they placed on the relationship between mother and child.	<i>Tato koncepce</i> byla přijata především autory psychoanalytiky, jak <u>odpovídalo</u> důrazu, který byl zde kladen právě na vztah mezi matkou a dítětem.	17;46
IT	M9	<i>Isolation</i> exists at different levels (the extreme case is represented by the so-called wolf children, the more moderate level by young shepherds living alone with the herd for long periods). It can involve impoverishment of the physical environment...	<i>Takováto izolace</i> může být různě dokonalá (krajní, např. u tzv. „vlčích dětí“, částečná např. u pasáčků žijících dlouhou dobu se stádem o samotě), <u>může přinášet</u> omezení podnětů spíše z věcného prostředí...	16;35
IT	M10	What makes <i>social separation</i> dangerous and pathogenic, above all, is the time factor, when it occurs too early.	<i>Co však činí sociální separaci nebezpečnou a patogenní, je</i> časová nepřiměřenost – předčasnost.	19;47
IT	M11	On the other hand, a term such as <i>"play deficit"</i> ("Spieldefizit", after F. Schneersohn, 1950) is unduly restrictive, since it suggests both that the critical developmental need during childhood is play, and that the denial	Např. v <i>termínu „hravý deficit“</i> ("Spieldefizit" – F. Schneersohn, 1950), <u>jímž</u> je vyjádřen současně předpoklad, že hlavní výchovnou potřebou v dětském věku je hra a že nedostatek příležitosti ke hře vede často k	11;19

		of the opportunity to play often leads to developmental disorders.	vývojovým poruchám.	
IT	C2	<i>Science</i> as an objective discipline actively pursues attempts to describe, classify and elucidate, to establish principles and laws and to make predictions. <b>It</b> seeks to identify structures and patterns.	<i>Věda</i> je disciplína aktivně usilující o objektivní, resp. interpersonální popis (klasifikaci) a výklad, o stanovení pravidel a zákonů a o predikci (též: o zjištění struktur =patterns).	11;7
IT	C3	<i>Science</i> as an objective discipline actively pursues attempts to describe, classify and elucidate, to establish principles and laws and to make predictions. It seeks to identify structures and patterns. <b>It</b> is based on a scientific method (cf. 1.1), which is its sine qua non.	<i>Věda</i> je disciplína aktivně usilující o objektivní, resp. interpersonální popis (klasifikaci) a výklad, o stanovení pravidel a zákonů a o predikci (též: o zjištění struktur =patterns). <u>Pracuje</u> vědeckou metodou (viz 1.1), bez níž je nemyslitelná.	11;7
IT	C5	<i>Science</i> , unlike ideology, mythology or religion, makes no claim to discover definitive and irrefutable truth. <b>It</b> does however claim to represent a greater truth than any other, non-scientific, model of the world.	<i>Věda</i> o sobě netvrdí (jako ideologie, mytologie či náboženství), že má konečnou a nezvratnou pravdu; <u>tvrdí</u> však o sobě, že je pravdivější než jakýkoliv jiný nevědecký model světa a že je schopná svá tvrzení testovat, objevovat vlastní nedostatky a opravovat je.	11;7
IT	C6	<i>Science</i> , unlike ideology, mythology or religion, makes no claim to discover definitive and irrefutable truth. It does however claim to represent a greater truth than any other, non-scientific, model of the world. <b>It</b> also claims that it is capable of testing its statements, of discovering its own deficiencies and of correcting them.	<i>Věda</i> o sobě netvrdí (jako ideologie, mytologie či náboženství), že má konečnou a nezvratnou pravdu; <u>tvrdí</u> však o sobě, že je pravdivější než jakýkoliv jiný nevědecký model světa a že je schopná svá tvrzení testovat, objevovat vlastní nedostatky a opravovat je.	11;7
IT	C7	<i>Science</i> , unlike ideology, mythology or religion, makes no claim to discover definitive and irrefutable truth. It does however claim to represent a greater truth than any other, non-scientific, model of the world. It also claims that <b>it</b> is capable of testing its statements, of discovering its own deficiencies and of correcting them.	<i>Věda</i> o sobě netvrdí (jako ideologie, mytologie či náboženství), že má konečnou a nezvratnou pravdu; <u>tvrdí</u> však o sobě, že je pravdivější než jakýkoliv jiný nevědecký model světa a že <u>je schopná</u> svá tvrzení testovat, objevovat vlastní nedostatky a opravovat je.	11;7
IT	C8	<i>Scientific method</i> is not infallible (i.e. it can be improved) nor can <b>it</b> exist in its own right...	<i>Vědecká metoda</i> není ani neomylná (tj. lze ji zlepšovat), ani soběstačná...	17;12
IT	C11	<i>Scientific method</i> is not infallible (i.e. <b>it</b> can be improved)...	<i>Vědecká metoda</i> není ani neomylná (tj. lze <b>ji</b> zlepšovat)...	17;12
ANAPHORIC OBJECT				
IT	J2	I mean those people for whom <i>the idea of a doughnut whistling through the air</i> is such an enticement that they get up and actually make <b>it</b> happen.	Myslím tím lidi, které <i>představa koblih svištících vzduchem</i> láká natolik, že vstanou a uskuteční <b>ji</b> .	26
IT	J6	A copy of a newspaper which must have been about two years old had come into my hands, containing an article about <i>an attempted burglary at Professor Luda's villa</i> . I remembered that we had talked about <b>it</b> at the time in the cafe.	Dostalo se mi do rukou číslo asi dva roky starých novin s článkem o <i>pokusu loupeže ve vile profesora Ludy</i> a vzpomněl jsem si, že jsme o <b>tom</b> tenkrát v kavárně hovořili.	50
IT	J7	Mr. Saturnin knocked <i>the weapon</i> from his hand and threw <b>it</b> out of the window into the garden, where it was indeed later discovered.	Pan Saturnin mu <i>zbraň</i> vyrazil z ruky a vyhodil <b>ji</b> oknem do zahrady, kde byla později nalezena.	63
IT	J10	<i>His rather unusual name</i> somehow rang a bell, but it was only recently that I first discovered the connection that had lodged <b>it</b> in my memory.	<i>Jeho jméno, poněkud neobvyklé</i> , bylo mi jaksi povědomé, ale teprve nedávno jsem objevil spojitost, ve které mi <u>uvízlo</u> v paměti.	49

IT	C1	It is hoped that the sometimes informal layout of <i>the handbook</i> will render <b>it</b> more accessible to the reader.	Svou formou podání, místy ne plně rigorózní, se <i>příručka</i> snaží o poněkud větší přístupnost uživateli.	7;5
IT	C4	The method and approach of <i>science</i> render <b>it</b> unique (scientific method + goal = scientific approach).	Obecně je <i>věda</i> v důsledku své metody a přístupu jen jediná (vědecká metoda + cíl = vědecký přístup);	11;7
IT	C9	There are naturally many problems which are presently unsolvable given the current state of <i>science</i> and the instruments and methodology available to <b>it</b> .	Je ovšem i řada problémů, která při současném stavu <i>vědy</i> , <b>jejích</b> nástrojů a <b>její</b> metodologie není zatím řešitelná.	15; 10
IT	C10	<i>Scientific method</i> is the basis of science and science cannot exist without <b>it</b> .	<i>Vědecká metoda</i> je základem vědy a bez <b>ní</b> věda neexistuje;	17;12

### Appendix 11a: Non-nominal antecedents according to the syntactic function of IT (2)

ANAPHORIC OBJECT				
IT	J1	Of course I haven't the faintest idea <i>what spiritual maturity has in common with doughnuts fragmenting around the heads of peaceful cafe guests</i> . I cannot imagine <b>it</b> , but I have refrained from arguing the point with him.	Já si ovšem nedovedu představit, <i>co má společného s duševní vyspělostí představa koblih, rozbíjejících se o hlavy pokojných návštěvníků kavárny</i> . Nedovedu si <b>to</b> představit, ale prosím, nebudeme se o to přít.	22
IT	J11	I have a feeling that at the time when I was sliding downwards as if on glass <i>I hardly behaved in a very dignified manner</i> . I think that <b>this</b> is understandable, and I would like to know who could blame me for <b>it</b> .	Mám takový pocit, že v době, kdy jsem klouzal dolů jako po skle, <i>nechoval jsem se nijak zvlášť důstojně</i> . Myslím, že je to pochopitelné, a rád bych věděl, kdo by mi <b>to</b> mohl vyčítat.	37

### Appendix 11b: List of IT-proforms occurring across the sentence boundary (19)

IT	J1	Of course I haven't the faintest idea <i>what spiritual maturity has in common with doughnuts fragmenting around the heads of peaceful cafe guests</i> . I cannot imagine <b>it</b> , but I have refrained from arguing the point with him.	Já si ovšem nedovedu představit, <i>co má společného s duševní vyspělostí představa koblih, rozbíjejících se o hlavy pokojných návštěvníků kavárny</i> . Nedovedu si <b>to</b> představit, ale prosím, nebudeme se o to přít.	22
IT	J3	Only a person with no knowledge of what it is <i>to engage in a desperate battle to keep one's balance and not topple over</i> would say that I could have left the ice patch at any moment of that undignified descent. Come to <b>that</b> <b>it</b> wasn't an unpleasant experience, and I even think that it was well worth it.	Radu, že jsem se mohl kdykoliv během té doby postavit mimo skluzavku, mohl by mi dát jen člověk, jenž neví, co to je <i>zápasit zoufale o poslední zlomek rovnováhy</i> , který člověk má. Ostatně nebylo <b>to</b> nijak zvlášť nepřijemné, a dokonce myslím, že to stálo za to.	39
IT	J4	Only a person with no knowledge of what it is <i>to engage in a desperate</i>	Radu, že jsem se mohl kdykoliv během té doby postavit mimo skluzavku,	39

		<i>battle to keep one's balance and not topple over</i> would say that I could have left the ice patch at any moment of that undignified descent. Come to that it wasn't an unpleasant experience, and I even think that <b>it</b> was well worth it.	mohl by mi dát jen člověk, jenž neví, co to je <i>zápasit zoufale o poslední zlomek rovnováhy</i> , který člověk má. Ostatně nebylo to nijak zvlášť nepříjemné, a dokonce myslím, že <b>to</b> stálo za to.	
IT	J5	Perhaps it was not altogether wise for me, a single and relatively young chap, <i>to engage a manservant</i> . I daresay <b>it</b> even seems eccentric and too like a character in a novel.	Snad nebylo moudré, že <i>jsem si</i> já, svobodný a poměrně mladý člověk, <i>vzal sluhu</i> . Zdá se <b>to</b> dokonce výstřední a příliš románové.	44
IT	J6	A copy of a newspaper which must have been about two years old had come into my hands, containing an article about <i>an attempted burglary at Professor Luda's villa</i> . I remembered that we had talked about <b>it</b> at the time in the cafe.	Dostalo se mi do rukou číslo asi dva roky starých novin s článkem o <i>pokusy loupeže ve vile profesora Ludy</i> a vzpomněl jsem si, že jsme o <b>tom</b> tenkrát v kavárně hovořili.	50
IT	J11	I have a feeling that at the time when I was sliding downwards as if on glass <i>I hardly behaved in a very dignified manner</i> . I think that <b>this</b> is understandable, and I would like to know who could blame me for <b>it</b> .	Mám takový pocit, že v době, kdy jsem klouzal dolů jako po skle, <i>nechoval jsem se nijak zvlášť důstojně</i> . Myslím, že je to pochopitelné, a rád bych věděl, kdo by mi <b>to</b> mohl vyčítat.	37
IT	J12	Not before evening did I avail myself of several cognacs and set off to look at <i>my old flat</i> . Sure enough <b>it</b> was empty and Mrs. Sweeting had tears in her eyes.	Teprve večer jsem vypil několik koňaků a šel jsem se podívat do <i>starého bytu</i> . <u>Byl</u> skutečně prázdný a paní Suchánková měla uplakané oči.	58
IT	M1	<i>The problem of psychological deprivation</i> is almost a classic example of such a process. <b>It</b> is referred to in very early chronicles.	<i>Problematika duševního strádání</i> je v mnohém klasickým příkladem takového vývoje. Dovídáme se o <b>ní</b> už od starých kronikářů.	1; 11
IT	M2	<i>The second period</i> can be described as the "alarm" period. <b>It</b> spans the thirties and forties of this century.	<i>Druhé období</i> bychom mohli označit jako alarmující. <u>Zahrnuje</u> třicátá a čtyřicátá léta tohoto století.	3; 13
IT	M3	The climax of this critical period seems to us to be reached in <i>the World Health Organization publication Deprivation of maternal care (1962)</i> . <b>It</b> considered the results of deprivation studies from different theoretical viewpoints, and the validity of the classical conceptions, and dealt primarily with methodological problems involved in current and subsequent investigations.	Vyvrcholením tohoto kritického stadia se nám zdá být nová <i>publikace WHO</i> , vydaná v Ženevě r. 1962 s názvem „ <i>Deprivation of Maternal Care</i> “. <u>Přehlíží</u> totiž z různých hledisek výsledky dosavadních studií o deprivaci, prověřuje únosnost klasických koncepcí a zaměřuje se především na metodologické otázky současného a příštího výzkumu.	7; 16
IT	M4	<i>The concept of psychological deprivation</i> undoubtedly has important practical application. <b>It</b> has changed our views about the care of very young children...	Pro praxi má pak <i>koncepce psychické deprivace</i> už dnes nesporný význam. <u>Ovlivnila</u> naše představy o výchově dětí v útlém věku...	9; 18
IT	M5	<i>The concept of psychological deprivation</i> undoubtedly has important practical application. It has changed our views about the care of very young children and has influenced child care in all fields - in institutions, in hospitals, in maternity wards, <b>it</b> has affected the organization and planning of further developments in child care...	Pro praxi má pak <i>koncepce psychické deprivace</i> už dnes nesporný význam. Ovlivnila naše představy o výchově dětí v útlém věku a <u>zasahuje</u> do péče o dítě na všech úsecích – do výchovy dětí v ústavech, v nemocnicích, ba už i v porodnicích, do organizace a plánování dalšího rozvoje péče o dítě...	9; 18
IT	M6	<i>Such a definition</i> limits deprivation to the institutional environment (in fact to the hospital environment), and in addition neglects the fact that	Na jedné straně omezuje situace, za nichž ke strádání dochází, jen na ústavní (vlastně jen nemocniční) prostředí – na druhé straně <u>nevystihuje</u> fakt, že	12;20

		the institutional situation harbours influences which, although not depriving, are nonetheless dangerous (higher probability of infection, change of regime, lack of sleep, increased opportunity for conflict during participation in the group situation, and so on). <b>It</b> also fails to consider that under optimal conditions deprivation need not occur in institutions.	ústavní situace přináší s sebou i jiné vlivy němuž deprivaci (větší možnost infekcí, změnu režimu, nedostatek spánku, zvýšení příležitostí ke konfliktům při životě v kolektivu atd.), ba ani tu možnost, že za optimálních podmínek nemusí k deprivaci v ústavech vůbec docházet.	
IT	M9	<i>Isolation</i> exists at different levels (the extreme case is represented by the so-called wolf children, the more moderate level by young shepherds living alone with the herd for long periods). <b>It</b> can involve impoverishment of the physical environment...	<i>Takováto izolace</i> může být různě dokonalá (krajní, např. u tzv. „vlčích dětí“, částečná např. u pasáček žijících dlouhou dobu se stádem o samotě), <u>může přinášet</u> omezení podnětů spíše z věcného prostředí...	16;35
IT	C2	<i>Science</i> as an objective discipline actively pursues attempts to describe, classify and elucidate, to establish principles and laws and to make predictions. <b>It</b> seeks to identify structures and patterns.	<i>Věda</i> je disciplína aktivně usilující o objektivní, resp. interpersonální popis (klasifikaci) a výklad, o stanovení pravidel a zákonů a o predikci (též: o zjištění struktur =patterns).	11;7
IT	C3	<i>Science</i> as an objective discipline actively pursues attempts to describe, classify and elucidate, to establish principles and laws and to make predictions. It seeks to identify structures and patterns. <b>It</b> is based on a scientific method (cf. 1.1), which is its sine qua non.	<i>Věda</i> je disciplína aktivně usilující o objektivní, resp. interpersonální popis (klasifikaci) a výklad, o stanovení pravidel a zákonů a o predikci (též: o zjištění struktur =patterns). <u>Pracuje</u> vědeckou metodou (viz 1.1), bez níž je nemyslitelná.	11;7
IT	C5	<i>Science</i> , unlike ideology, mythology or religion, makes no claim to discover definitive and irrefutable truth. <b>It</b> does however claim to represent a greater truth than any other, non-scientific, model of the world.	<i>Věda</i> o sobě netvrdí (jako ideologie, mytologie či náboženství), že má konečnou a nezvratnou pravdu; <u>tvrdí</u> však o sobě, že je pravdivější než jakýkoliv jiný nevědecký model světa a že je schopná svá tvrzení testovat, objevovat vlastní nedostatky a opravovat je.	11;7
IT	C6	<i>Science</i> , unlike ideology, mythology or religion, makes no claim to discover definitive and irrefutable truth. It does however claim to represent a greater truth than any other, non-scientific, model of the world. <b>It</b> also claims that it is capable of testing its statements, of discovering its own deficiencies and of correcting them.	<i>Věda</i> o sobě netvrdí (jako ideologie, mytologie či náboženství), že má konečnou a nezvratnou pravdu; <u>tvrdí</u> však o sobě, že je pravdivější než jakýkoliv jiný nevědecký model světa a že je schopná svá tvrzení testovat, objevovat vlastní nedostatky a opravovat je.	11;7
IT	C7	<i>Science</i> , unlike ideology, mythology or religion, makes no claim to discover definitive and irrefutable truth. It does however claim to represent a greater truth than any other, non-scientific, model of the world. It also claims that <b>it</b> is capable of testing its statements, of discovering its own deficiencies and of correcting them.	<i>Věda</i> o sobě netvrdí (jako ideologie, mytologie či náboženství), že má konečnou a nezvratnou pravdu; <u>tvrdí</u> však o sobě, že je pravdivější než jakýkoliv jiný nevědecký model světa a že <u>je schopná</u> svá tvrzení testovat, objevovat vlastní nedostatky a opravovat je.	11;7

### Appendix 11c: List of IT-proforms occurring within the complex sentence (9)

IT	J2	I mean those people for whom <i>the idea of a doughnut whistling through the air</i> is such an enticement that they get up and actually make <b>it</b>	Myslím tím lidi, které <i>představa koblih svištících vzduchem</i> láká natolik, že vstanou a uskuteční <b>ji</b> .	26
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		happen.		
IT	J8	Mr. Saturnin knocked <i>the weapon</i> from his hand and threw it out of the window into the garden, where <b>it</b> was indeed later discovered.	Pan Saturnin mu <i>zbraň</i> vyrazil z ruky a vyhodil ji oknem do zahrady, kde <b>byla</b> později nalezena.	63
IT	J9	Even if I <i>really</i> did <i>belong to this category</i> , <b>it</b> would be more pleasant than being in the other one.	<i>I kdybych mezi lidí toho druhu opravdu patřil</i> , bylo by mi <b>to</b> milejší, nežli být příslušníkem skupiny druhé,...	16
IT	J10	<i>His rather unusual name</i> somehow rang a bell, but it was only recently that I first discovered the connection that had lodged <b>it</b> in my memory.	<i>Jeho jméno, poněkud neobvyklé</i> , bylo mi jaksi povědomé, ale teprve nedávno jsem objevil spojitost, ve které mi <b>uvízlo</b> v paměti.	49
IT	M7	We are avoiding the use of <i>the phrase "deprivational syndrome"</i> , because <b>it</b> leads to the erroneous view that we are dealing with a clearly defined group of pathological symptoms, from which deprivation can be diagnosed in the same way as other entities of somatic or mental illnesses.	Úmyslně se vyhýbáme <i>termínu „deprivační syndrom“</i> , který <b>svádí</b> k představě, že jde o určitou přesně vymezenou skupinu patologických příznaků, a že tedy lze deprivaci diagnostikovat tak jako ostatní somatická nebo psychická onemocnění.	14;24
IT	M8	<i>This view</i> was first supported by psychoanalytically oriented authors, since <b>it</b> was in general agreement with the emphasis they placed on the relationship between mother and child.	<i>Tato koncepce</i> byla přijata především autory psychoanalytiky, jak <b>odpovídalo</b> důrazu, který byl zde kladen právě na vztah mezi matkou a dítětem.	17;46
IT	M10	What makes <i>social separation</i> dangerous and pathogenic, above all, is the time factor, when <b>it</b> occurs too early.	<i>Co však činí sociální separaci nebezpečnou a patogenní</i> , <b>je</b> časová nepřiměřenost – předčasnost.	19;47
IT	M11	On the other hand, <i>a term</i> such as " <i>play deficit</i> " (" <i>Spieldefizit</i> ", after F. Schneersohn, 1950) is unduly restrictive, since <b>it</b> suggests both that the critical developmental need during childhood is play, and that the denial of the opportunity to play often leads to developmental disorders.	Např. v <i>termínu „hravý deficit“</i> (" <i>Spieldefizit</i> " – F. Schneersohn, 1950), <b>jímž</b> je vyjádřen současně předpoklad, že hlavní výchovnou potřebou v dětském věku je hra a že nedostatek příležitosti ke hře vede často k vývojovým poruchám.	11;19
IT	C1	It is hoped that the sometimes informal layout of <i>the handbook</i> will render <b>it</b> more accessible to the reader.	Svou formou podání, místy ne plně rigorózní, se <i>příručka</i> snaží o poněkud větší přístupnost uživatelů.	7;5

#### Appendix 11d: List of IT-proforms occurring within the compound sentence (6)

IT	J7	Mr. Saturnin knocked <i>the weapon</i> from his hand and threw <b>it</b> out of the window into the garden, where it was indeed later discovered.	Pan Saturnin mu <i>zbraň</i> vyrazil z ruky a vyhodil <b>ji</b> oknem do zahrady, kde <b>byla</b> později nalezena.	63
IT	C4	The method and approach of <i>science</i> render <b>it</b> unique (scientific method + goal = scientific approach).	Obecně je <i>věda</i> v důsledku své metody a přístupu jen jediná (vědecká metoda + cíl = vědecký přístup);	11;7
IT	C8	<i>Scientific method</i> is not infallible (i.e. it can be improved) nor can <b>it</b> exist in its own right...	<i>Vědecká metoda</i> není ani neomylná (tj. lze ji zlepšovat), ani soběstačná...	17;12
IT	C9	There are naturally many problems which are presently unsolvable given the current state of <i>science</i> and the instruments and methodology available to <b>it</b> .	Je ovšem i řada problémů, která při současném stavu <i>vědy</i> , <b>jejích</b> nástrojů a <b>její</b> metodologie není zatím řešitelná.	15; 10



IT	C10	<i>Scientific method</i> is the basis of science and science cannot exist without <b>it</b> .	<i>Vědecká metoda</i> je základem vědy a bez <b>ní</b> věda neexistuje;	17;12
IT	C11	<i>Scientific method</i> is not infallible (i.e. <b>it</b> can be improved)...	<i>Vědecká metoda</i> není ani neomylná (tj. lze <b>ji</b> zlepšovat)...	17;12

## Appendix 12: Non-nominal antecedents according to the syntactic function of THIS (24)

ANAPHORIC SUBJECT				
THIS	J14	I have a feeling that at the time when I was sliding downwards as if on glass <i>I hardly behaved in a very dignified manner</i> . I think that <b>this</b> is understandable, and I would like to know who could blame me for it.	Mám takový pocit, že v době, kdy jsem klouzal dolů jako po skle, <i>nechoval jsem se nijak zvlášť důstojně</i> . Myslím, že je <b>to</b> pochopitelné, a rád bych věděl, kdo by mi to mohl vyčítat.	37
THIS	J15	Not only does he overwhelm you with a torrent of words, but <i>he usually carries out an intellectual somersault and delivers a diatribe against something which you never had the slightest intention of discussing</i> . <b>This</b> will somewhat influence the coherence of my tale, but there is nothing I can do about it.	Nejenom že vás zahrne trhovým přívalem slov, ale <i>dokonce provede obvykle jakýsi myšlenkový přemet a pronese ohnivou filipiku proti něčemu, o čem jste vůbec neměli v úmyslu hovořit</i> . <b>Tato okolnost</b> bude mít vliv i na souvislost mého vypravování, ale nemohu si pomoci.	74
THIS	J17	He explained that we have all hitched up our brains to the service of narrow, specialised occupations and that we try with all our strength to let <i>the other parts of our brains atrophy</i> . As soon as <b>this</b> happens we are noticed by our superiors and begin to fall into a career.	Řekl, že my všichni jsme zapřáhli své mozky do služeb svých úzce specializovaných povolání a snažíme se ze všech sil, aby <i>nám ostatní mozkové závitky odumřely</i> . Jakmile se <b>tak</b> stane, všimnou si nás naši představení a začneme dělat kariéru.	79
THIS	J18	After about six months Saturnin expressed <i>his opinion that the flat in which we had lived perfectly happily until that time was not big enough</i> . On the whole <b>this</b> was true.	Asi za půl roku začal Saturnin projevovat <i>názor, že byt, ve kterém jsme až do té doby spokojeně bydleli, není dosti veliký</i> . Celkem <b>to</b> byla pravda.	146
THIS	J22	<i>In my absence he apparently regaled my friends with fictitious hunting yarns</i> . <b>This</b> is the only way I can explain <b>the fact</b> that several ladies of my acquaintance surprised me in a cafe with the request that I explain to them how I came to kill a shark with a camera tripod.	<i>V mé nepřítomnosti patrně vyprávěl mým přátelům smyšlené lovecké historky</i> . Jen <b>tak</b> si mohu vysvětlit <b>to</b> , že mě několik známých dam překvapilo v kavárně žádostí, abych jim vykládal, jak jsem zabil žraloka stativem fotografického aparátu.	136
THIS	M13	If we are concerned with <i>a society in which frequent separation is quite normal, for example, one in which there is a high level of female employment</i> , <b>this</b> would influence the attitude of the mother towards the child,...	<i>Jsou-li ve společnosti časté separace zcela běžné, například při naší vysoké zaměstnanosti žen</i> , ovlivní <b>tato skutečnost</b> postoj matky i dítěte,...	20;48
THIS	M14	<i>There are increasing signs of a social malaise (increasing juvenile delinquency, social passivity, increased suicides, and so on) as a result of limited emotional resources and basic</i>	<i>Ozývají se hlasy, které uvádějí některé současné nepříznivé společenské jevy (vzrůstající delikvence mládeže, její společenskou neangažovanost, stoupající sebevražednost apod.) ve vztah s nedostatkem citového zásobení a nedostatkem</i>	7; 16

		<i>feelings of inadequacy which children appear to experience from an early age. This seems more prevalent in our present cultural conditions than in previous periods.</i>	<i>základního pocitu jistoty, kterými patrně trpí děti od časného věku v našich kulturních poměrech více než v dřívějších dobách.</i>	
THIS	M16	<i>In the widest sense, the term frustration is identical with deprivation only where it is impossible to satisfy a need over a long period of time. This does not apply when only one of a number of possible paths to the goal is blocked.</i>	<i>V nejširším slova smyslu zahrnuje tedy frustrace i situace deprivací, jestliže je nemožné ukojit potřebu vůbec po dlouhou dobu. Nikoliv ale tehdy, jestliže ji nelze ukojit jen jedním způsobem či jednou cestou.</i>	21;24
THIS	M19	<i>Of course, in this respect, deprivation and neglect are usually not distinguished clearly enough, and in fact the majority of neglected children are, at the same time, deprived. This will be dealt with later on.</i>	<i>Ovšem ani v tomto směru nejsou hranice mezi oběma stavy zpravidla dost ostré a ve skutečnosti je většina dětí zanedbaných současně i deprivována, jak dále ukážeme.</i>	22;26
THIS	M21	<i>It was J. Bowlby (1951) who probably most clearly expressed the opinion that repeated long-term separations of a child from his mother or mother surrogate during the first three to five years of life usually result in permanent disturbance to the mental health of the child and that this significantly affects total personality development.</i>	<i>J. Bowlby (1951) snad nejjasněji vyslovil domněnku, že dlouhodobé odloučení dítěte od matky nebo jiné osoby na jejím místě v prvních třech až pěti letech života vede zpravidla k narušení duševního zdraví dítěte a zanechává následky, jež jsou trvale patrné v celém dalším vývoji jeho osobnosti,</i>	17;46
THIS	C12	<i>The observer may involuntarily alter the observed object or its correlations (see e.g. N. Bohr, R. Jakobson). This is related to the further general issue of the validity of research findings...</i>	<i>Pozorovatel může pozorovaný objekt nebo jeho souvztažnosti nechtěně měnit (N. Bohr, R. Jakobson aj.). S tím obecně souvisí i problém validity zkoumaných faktů...</i>	16;11
THIS	C13	<i>The formalisation of a theory is the expression of a theory, usually a natural theory, in formal terms, i.e. the conversion of assumptions, primitive concepts, axioms and rules into a non-verbal (mathematical) form, or their expression as an axiom. This also determines its structure.</i>	<i>Formalizace teorie je její dodání teorii (obv. přirozené) její formální podoby, tj. převedení předpokladů, primitivních pojmů, axiomů a pravidel do neverbální (matematické) podoby (resp. její axiomatizace). Ta pak vytváří mj. i její strukturu.</i>	20;15
THIS	C14	<i>By contrast, the more limited its content, the more plausible a theory is and the more difficult it is to demonstrate its non-validity. This does not apply to the formal sciences, where one cannot speak of content.</i>	<i>Naopak, čím je její obsah menší, tím je teorie pravděpodobnější a tím je i obtížnější prokázat její nepravdivost (jiné je toto u formálních věd, kde o obsahu nelze mluvit).</i>	25;20
THIS	C15	<i>Thus increasing information increases improbability, and limited probability means a high potential for proving non-validity (this applies to the theories of Sigmund Freud; the non-validity of his theories cannot be proven, thus they are scientifically weak).</i>	<i>Rostoucí informace zvyšuje nepravděpodobnost, a nízká pravděpodobnost znamená vysokou možnost prokázání nepravdivosti (takový je např. případ teorie S. Freuda: nelze prokázat nepravdivost jeho teorií, a proto jsou i vědecky slabé).</i>	25;20
THIS	C19	<i>All interpretative models are highly abstract, but offer a clear interpretation of the theory. This applies most powerfully in mathematics.</i>	<i>[v]šechny interpretační modely jsou silně abstraktní, nabízejí však jistý výklad, interpretaci, teorie (obv. jsou matematické).</i>	35;27

THIS	C20	By contrast, <i>a linguistic system is anisotropic</i> . This is essential for it to be well understood and remembered.	Naproti tomu <i>jazykový systém je anizotropní</i> . Jazyk musí takový být proto, aby mohl být dobře vnímán a pamatován, tj. musí v důsledku daných schopností mozku být dost rozrůzněný	36;29
ANAPHORIC OBJECT				
THIS	J23	In my absence <i>he</i> apparently <i>regaled my friends with fictitious hunting yarns</i> . This is the only way I can explain the fact that several ladies of my acquaintance surprised me in a cafe with the request that I explain to them how I came to kill a shark with a camera tripod. Naturally I denied that I had ever done such a thing, and from that time forth I have acquired the reputation of being too modest a hero. I have pondered in vain the reasons why Saturnin does <i>this</i> .	V mé nepřítomnosti patrně <i>vyprávěl mým přátelům smyšlené lovecké historky</i> . Jen tak si mohu vysvětlit to, že mě několik známých dam překvapilo v kavárně žádostí, abych jim vykládal, jak jsem zabil žraloka stativem fotografického aparátu. Přirozeně jsem popřel, že bych byl někdy něco takového udělal, a od té doby mám pověst až příliš skromného hrdiny. Marně jsem přemýšlel, proč <i>to</i> Saturnin dělá.	138
THIS	M12	We observe here <i>the glorification of motherly love, which can never be compensated for, and the figure of the stepmother representing all that is evil and destructive</i> . Compared with <i>this</i> , we find the idealized picture of the neglected child living amongst animals or wicked people, homeless, without love or emotional support, and, against such odds, growing into a handsome young man or beautiful woman, with a fully developed personality and strong moral character.	Na jedné straně tu vidíme <i>zbožnění mateřské lásky, kterou dítěti nikdo nedovede nahradit</i> . Postava macechy je <i>ztělesněním všeho zla</i> . Na druhé straně stojí idealizovaný obraz opuštěného dítěte žijícího mezi zvířaty nebo mezi zlými lidmi, bez lásky, bez domova, bez citové opory, a přece dorůstající v spanilého jinocha nebo krásnou dívku, povahově ušlechtilou a mravně pevnou.	1; 11
THIS	M18	<i>The neglected child usually lives under primitive conditions, with poor hygiene and care supervision, he lacks good models of responsible social behaviour and has poor schooling opportunities</i> ; despite <i>this</i> , he can show a well-balanced mental and, more importantly, emotional development.	<i>Zanedbané dítě vyrůstá obvykle v primitivním prostředí, s nedostatečnou hygienou, s nedostatečným výchovným dohledem, bez vhodných vzorů vyspělého chování, s nedostatkem příležitosti ke školní výuce</i> , může však být rozumově a zejména citově zcela přiměřeně vyvinuto.	22;25
SUBJECT COMPLEMENT				
THIS	J16	<i>The unexpected speeches of Dr. Witherspoon will sometimes be responsible for the existence of a chapter treating of criminality at the beginning and criminality at the end, while being almost entirely filled with a discussion of trout fishing</i> . The doctor is like <i>this</i> , and a fifty-year-old person is hard to change.	<i>Neočekávané proslovy doktora Vlacha někdy způsobí, že kapitola, začínající pojednáním o kriminalistice, skončí pojednáním o kriminalistice, ačkoliv se v ní skoro stále mluvilo o chytání pstruhů</i> . Doktor Vlach už je <i>takový</i> , a padesátiletého člověka je těžko předělávat.	76
POSTMODIFICATION				
THIS	J19	<i>I lacked nothing and had nothing to complain about</i> , which perhaps was exactly what I was annoyed about. There is a proverb about <i>this</i> , but on principle I don't use proverbs and maxims.	<i>Nic mi nechybělo, na nic jsem si nemohl stěžovat</i> , a snad právě to mne mrzelo. Je o <i>tom</i> jedno takové přísloví, ale já přísloví a pořenkadla zásadně neužívám.	108
THIS	M22	Thus if <i>a two-year-old child is separated from his parents and</i>	<i>Je-li dítě ve dvou letech odloučeno od rodičů a umístěno v nemocnici</i> , možno	21;25

		<i>placed in a hospital, his immediate reaction to this can be viewed as a frustration response.</i>	jeho bezprostřední reakci na tuto událost chápat jako projev frustrace.	
ADJUNCT				
THIS	J20	<i>I will not give the name of the lady concerned, even though I know her very well, but I would like to make the observation that my own experience of this lady partly explains and perhaps even excuses Saturnin's behaviour. I mean by this that I know a considerable number of people who would be quite happy to throw her into a fountain as well.</i>	<i>Nebudu jmenovat dámu, o kterou šlo, ačkoli ji velmi dobře znám, ale chci podotknout, že mé zkušenosti do jisté míry vysvětlují, a dokonce snad omlouvají Saturninovo počínání. Myslím tím, že znám značný počet lidí, kteří by ji do toho vodotrysku docela rádi hodili.</i>	124
THIS	J21	<i>I did not have to find out that the creation of such absurd situations was a passion of his until much later. By this, I don't mean that he would ever allow himself to behave in a similar manner towards me.</i>	<i>Teprve mnohem později jsem musil konstatovat, že vytváření takových nesmyslných situací je jeho vášní. Nemyslím tím, že by si byl dovolil něco podobného vůči mně.</i>	129

### Appendix 12a: Nominal antecedents according to the syntactic function of THIS (10)

ANAPHORIC SUBJECT				
THIS	J13	<i>Boredom is slowly spreading into every inch of the cafe. This is where it can be shown to which category of people you belong according to Dr. Witherspoon's theory.</i>	<i>Nuda se pomalu rozlézá do všech koutů kavárny. A tu se tedy má ukázat, do které skupiny lidí podle teorie doktora Vlacha patříte.</i>	10
THIS	M15	<i>If remission of symptoms is possible, when, and why, and under what conditions does this occur?</i>	<i>Je-li náprava možná, tedy kdy, za jakých okolností a proč?</i>	7;16
THIS	M17	<i>Sometimes reference is made to "deprivational experiences". This means simply that the child has already experienced a deprivation situation, and that if he later experiences similar situations he will approach them with an already changed, more sensitive, or more "hardened" psychological structure.</i>	<i>Mluví se také občas o „deprivačních zkušenostech“ dítěte. Neříká se tím zpravidla nic více, než že dítě prošlo už dříve deprivační situací a že do každé podobné situace bude vcházet nyní už s poněkud pozměněnou, citlivější nebo naopak „otuzilejší“ psychickou strukturou.</i>	14;24
THIS	M20	<i>Difficulties of this sort in clinical studies have stimulated experimental psychologists and physiologists to undertake a number of studies in which they have attempted to control for certain variables. This can be most easily achieved, of course, with animal subjects.</i>	<i>Uvedené obtíže klinických studií vedly experimentální psychology a fyziology k řadě studií, které by pokusnou metodikou mohly lépe oddělit jednotlivé činitele. Poměrně nejlépe je to ovšem možné na zvířatech,</i>	25;32
THIS	M23	<i>Retrospective (anamnestic) approach This involves the selection of children or adults with certain behaviour disorders, and an attempt to detect possible deprivational factors in their life histories.</i>	<i>Retrospektivní (anamnestické) metody vycházejí z výběru dětí nebo dospělých s jistými poruchami chování a hledají výskyt deprivace v jejich anamnézách.</i>	29;30

THIS	C16	One of the forms which the results of the successful application of a theory to problem solving can take is <i>classification</i> . <b>This</b> is essentially the simplest method of discriminating among the elements of a set or quantity of data (a universe or a sphere) and their grouping, organisation into sub-groups and sub-sets or classes.	Jednou z forem, jakou může výsledek vyřešení problému po úspěšné aplikaci teorie ap. nabýt, je <i>klasifikace</i> . Je <b>to</b> v zásadě nejjednodušší způsob rozlišení prvků souboru, množiny dat (=universum či oblast) a jejich seskupení, organizace do podmnožin a podsouborů, resp. tříd.	28;22
THIS	C17	<i>Systematic classification</i> : <b>this</b> is the highest form of classification, organising classes, according to one or more properties, into a hierarchy, usually from the highest to the lowest.	<i>Systematická klasifikace</i> : <b>je</b> nejvyšší a řadí se v ní podle jedné i více vlastností třídy k sobě do hierarchie, obv. od nejvyšší k nejnižší.	29;23
THIS	C18	<i>Testing of the theory by experimentation and observation</i> : in principle <b>this</b> is a process based on the principle interchangeability -> repetition (however, a universalist theory is not verifiable).	<i>Testování teorie skrze experimenty a observace</i> Pozn: Zásadně tu <b>jde</b> o postup opřený o princip nahraditelnost -> opakování (univerzalistická teorie však přitom není verifikovatelná).	32;25
THIS	C21	It is <i>the specification of something intuitively self-evident</i> . <b>This</b> is known as a descriptive definition.	[t]edy určité vymezení něčeho intuitivně zřejmého jinak (obv. se pak mluví o deskriptivní definici)	37;30
NON-SUBJECT				
THIS	C22	<i>The derivation of conclusions, consequences etc. (inference), based mainly on the comparison of like with unlike, the assessment of the extent of validity and the generalisation of consequences</i> , is here generally in line with the situation in science as a whole (cf. 1.32); analogy (cf. 2.13) plays a significant role in <b>this</b> .	<i>Vývozování závěrů, důsledků aj. (inference), opřené zvl. o srovnání ne/shodného, posouzení rozsahu platnosti a generalizaci důsledku</i> , je zde obecně shodné se situací ve vědě vůbec (viz 1.32); výraznou roli <b>tu</b> hraje opět analogie (viz 2.13).	41;34

### Appendix 12b: List of THIS-proforms occurring across the sentence boundary (25)

THIS	J13	Boredom is slowly spreading into every inch of <i>the cafe</i> . <b>This</b> is where it can be shown to which category of people you belong according to Dr. Witherspoon's theory.	Nuda se pomalu rozlézá do všech koutů <i>kavárny</i> . A <b>tu</b> se tedy má ukázat, do které skupiny lidí podle teorie doktora Vlacha patříte.	10
THIS	J14	I have a feeling that at the time when I was sliding downwards as if on glass <i>I hardly behaved in a very dignified manner</i> . I think that <b>this</b> is understandable, and I would like to know who could blame me for it.	Mám takový pocit, že v době, kdy jsem klouzal dolů jako po skle, <i>nechoval jsem se nijak zvlášť důstojně</i> . Myslím, že je <b>to</b> pochopitelné, a rád bych věděl, kdo by mi to mohl vyčítat.	37
THIS	J15	Not only does he overwhelm you with a torrent of words, but <i>he usually carries out an intellectual somersault and delivers a diatribe against something which you never had the slightest intention of discussing</i> . <b>This</b> will somewhat influence the coherence of my tale, but there is nothing I can do about it.	Nejenom že vás zahrne trhovým přívalem slov, ale <i>dokonce provede obvykle jakýsi myšlenkový přemet a pronese ohnivou filipiku proti něčemu, o čem jste vůbec neměli v úmyslu hovořit</i> . <b>Tato okolnost</b> bude mít vliv i na souvislost mého vyprávění, ale nemohu si pomoci.	74

THIS	J16	<i>The unexpected speeches of Dr. Witherspoon will sometimes be responsible for the existence of a chapter treating of criminality at the beginning and criminality at the end, while being almost entirely filled with a discussion of trout fishing. The doctor is like this, and a fifty-year-old person is hard to change.</i>	Neočekávané proslovy doktora Vlacha někdy způsobí, že kapitola, začínající pojednáním o kriminalistice, skončí pojednáním o kriminalistice, ačkoliv se v ní skoro stále mluvilo o chytání pstruhů. Doktor Vlach už je takový, a padesátiletého člověka je těžko předělovat.	76
THIS	J17	He explained that we have all hitched up our brains to the service of narrow, specialised occupations and that we try with all our strength to let <i>the other parts of our brains atrophy</i> . As soon as this happens we are noticed by our superiors and begin to fall into a career.	Řekl, že my všichni jsme zapřáhli své mozky do služeb svých úzce specializovaných povolání a snažíme se ze všech sil, aby nám ostatní mozkové závitý odumřely. Jakmile se tak stane, všimnou si nás naši představení a začneme dělat kariéru.	79
THIS	J18	After about six months Saturnin expressed <i>his opinion that the flat in which we had lived perfectly happily until that time was not big enough</i> . On the whole this was true.	Asi za půl roku začal Saturnin projevovat názor, že byt, ve kterém jsme až do té doby spokojeně bydleli, není dosti veliký. Celkem to byla pravda.	146
THIS	J19	<i>I lacked nothing and had nothing to complain about</i> , which perhaps was exactly what I was annoyed about. There is a proverb about this, but on principle I don't use proverbs and maxims.	Nic mi nechybělo, na nic jsem si nemohl stěžovat, a snad právě to mne mrzelo. Je o tom jedno takové přísloví, ale já přísloví a pořekadla zásadně neužívám.	108
THIS	J20	<i>I will not give the name of the lady concerned, even though I know her very well, but I would like to make the observation that my own experience of this lady partly explains and perhaps even excuses Saturnin's behaviour</i> . I mean by this that I know a considerable number of people who would be quite happy to throw her into a fountain as well.	Nebudu jmenovat dámu, o kterou šlo, ačkoli ji velmi dobře znám, ale chci podotknout, že mé zkušenosti do jisté míry vysvětlují, a dokonce snad omlouvají Saturninovo počínání. Myslím tím, že znám značný počet lidí, kteří by ji do toho vodotrysku docela rádi hodili.	124
THIS	J21	I did not have to find out <i>that the creation of such absurd situations was a passion of his until much later</i> . By this, I don't mean that he would ever allow himself to behave in a similar manner towards me.	Teprve mnohem později jsem musil konstatovat, že vytváření takových nesmyslných situací je jeho vášní. Nemyslím tím, že by si byl dovolil něco podobného vůči mně.	129
THIS	J22	<i>In my absence he apparently regaled my friends with fictitious hunting yarns</i> . This is the only way I can explain the fact that several ladies of my acquaintance surprised me in a cafe with the request that I explain to them how I came to kill a shark with a camera tripod.	V mé nepřítomnosti patrně vyprávěl mým přátelům smyšlené lovecké historky. Jen tak si mohu vysvětlit to, že mě několik známých dam překvapilo v kavárně žádostí, abych jim vykládal, jak jsem zabil žraloka stativem fotografického aparátu.	136
THIS	J23	<i>In my absence he apparently regaled my friends with fictitious hunting yarns</i> . This is the only way I can explain the fact that several ladies of my acquaintance surprised me in a cafe with the request that I explain to them how I came to kill a shark with a camera tripod. Naturally I denied that I had ever done such a thing, and from that time forth I have acquired the reputation of being too modest a hero. I have pondered in vain the reasons why Saturnin does this.	V mé nepřítomnosti patrně vyprávěl mým přátelům smyšlené lovecké historky. Jen tak si mohu vysvětlit to, že mě několik známých dam překvapilo v kavárně žádostí, abych jim vykládal, jak jsem zabil žraloka stativem fotografického aparátu. Přírozeně jsem popřel, že bych byl někdy něco takového udělal, a od té doby mám pověst až příliš skromného hrdiny. Marně jsem přemýšlel, proč to Saturnin dělá.	138
THIS	M12	We observe here <i>the glorification of motherly love, which can never be compensated for, and the figure of the stepmother representing all that</i>	Na jedné straně tu vidíme zbožnění mateřské lásky, kterou dítěti nikdo nedovede nahradit. Postava macechy je ztělesněním všeho zla. Na druhé straně	1; 11

		<i>is evil and destructive.</i> Compared with <b>this</b> , we find the idealized picture of the neglected child living amongst animals or wicked people, homeless, without love or emotional support, and, against such odds, growing into a handsome young man or beautiful woman, with a fully developed personality and strong moral character.	stojí idealizovaný obraz opuštěného dítěte žijícího mezi zvířaty nebo mezi zlými lidmi, bez lásky, bez domova, bez citové opory, a přece dorůstající v spanilého jinocha nebo krásnou dívku, povahově ušlechtilou a mravně pevnou.	
THIS	M14	<i>There are increasing signs of a social malaise (increasing juvenile delinquency, social passivity, increased suicides, and so on) as a result of limited emotional resources and basic feelings of inadequacy which children appear to experience from an early age.</i> <b>This</b> seems more prevalent in our present cultural conditions than in previous periods.	<i>Ozývají se hlasy, které uvádějí některé současné nepříznivé společenské jevy (vzrůstající delikvence mládeže, její společenskou neangažovanost, stoupající sebevražednost apod.) ve vztah s nedostatkem citového zásobení a nedostatkem základního pocitu jistoty, kterými patrně trpí děti od časného věku v našich kulturních poměrech více než v dřívějších dobách.</i>	7; 16
THIS	M16	In the widest sense, <i>the term frustration is identical with deprivation only where it is impossible to satisfy a need over a long period of time.</i> <b>This</b> does not apply when only one of a number of possible paths to the goal is blocked.	V nejširším slova smyslu zahrnuje tedy frustrace i situace deprivací, jestliže je nemožné ukojit potřebu vůbec po dlouhou dobu. Nikoliv ale tehdy, jestliže ji nelze ukojit jen jedním způsobem či jednou cestou.	21; 24
THIS	M17	Sometimes reference is made to " <i>deprivational experiences</i> ". <b>This</b> means simply that the child has already experienced a deprivation situation, and that if he later experiences similar situations he will approach them with an already changed, more sensitive, or more "hardened" psychological structure.	Mluví se také občas o „ <i>deprivacích zkušenostech</i> “ dítěte. Neříká se <b>tím</b> zpravidla nic více, než že dítě prošlo už dříve deprivací situací a že do každé podobné situace bude vcházet nyní už s poněkud pozměněnou, citlivější nebo naopak „ <i>otuzilejší</i> “ psychickou strukturou.	14; 24
THIS	M19	Of course, in this respect, <i>deprivation and neglect are usually not distinguished clearly enough, and in fact the majority of neglected children are, at the same time, deprived.</i> <b>This</b> will be dealt with later on.	Ovšem ani v tomto směru nejsou hranice mezi oběma stavy zpravidla dost ostré a ve skutečnosti je většina dětí zanedbaných současně i deprivována, jak dále ukážeme.	22; 26
THIS	M20	Difficulties of this sort in clinical studies have stimulated experimental psychologists and physiologists to undertake a number of studies in which they have attempted <i>to control for certain variables.</i> <b>This</b> can be most easily achieved, of course, with animal subjects.	Uvedené obtíže klinických studií vedly experimentální psychology a fyziology k řadě studií, které by pokusnou metodikou mohly lépe oddělit jednotlivé činitele. Poměrně nejlépe je <b>to</b> ovšem možné na zvířatech,	25; 32
THIS	M23	<i>Retrospective (anamnesic) approach</i> <b>This</b> involves the selection of children or adults with certain behaviour disorders, and an attempt to detect possible deprivational factors in their life histories.	<i>Retrospektivní (anamnestické) metody</i> vycházejí z výběru dětí nebo dospělých s jistými poruchami chování a hledají výskyt deprivace v jejich anamnézách.	29; 30
THIS	C12	<i>The observer may involuntarily alter the observed object or its correlations</i> (see e.g. N. Bohr, R. Jakobson). <b>This</b> is related to the further general issue of the validity of research findings...	<i>Pozorovatel může pozorovaný objekt nebo jeho souvztažnosti nechtěně měnit</i> (N. Bohr, R. Jakobson aj.). S <b>tím</b> obecně souvisí i problém validity zkoumaných faktů...	16;11
THIS	C13	<i>The formalisation of a theory is the expression of a theory, usually a natural theory, in formal terms, i.e. the conversion of assumptions, primitive concepts, axioms and rules into a non-verbal (mathematical) form, or their expression as an axiom.</i> <b>This</b> also determines its structure.	<i>Formalizace teorie je jí dodání teorii (obv. přirozené) její formální podoby, tj. převedení předpokladů, primitivních pojmů, axiomů a pravidel do neverbální (matematické) podoby (resp. její axioma-tizace).</i> <b>Ta</b> pak vytváří mj. i její strukturu.	20;15

THIS	C14	By contrast, <i>the more limited its content, the more plausible a theory is and the more difficult it is to demonstrate its non-validity.</i> <b>This</b> does not apply to the formal sciences, where one cannot speak of content.	Naopak, čím je její obsah menší, tím je teorie pravděpodobnější a tím je i obtížnější prokázat její nepravdivost (jiné je <b>toto</b> u formálních věd, kde o obsahu nelze mluvit).	25;20
THIS	C16	One of the forms which the results of the successful application of a theory to problem solving can take is <i>classification.</i> <b>This</b> is essentially the simplest method of discriminating among the elements of a set or quantity of data (a universe or a sphere) and their grouping, organisation into sub-groups and sub-sets or classes.	Jednou z forem, jakou může výsledek vyřešení problému po úspěšné aplikaci teorie ap. nabýt, je <i>klasifikace.</i> Je <b>to</b> v zásadě nejjednodušší způsob rozlišení prvků souboru, množiny dat (=universum či oblast) a jejich seskupení, organizace do podmnožin a podsouborů, resp. tříd.	28;22
THIS	C19	<i>All interpretative models are highly abstract, but offer a clear interpretation of the theory.</i> <b>This</b> applies most powerfully in mathematics.	[v]šechny interpretační modely jsou silně abstraktní, nabízejí však jistý výklad, interpretaci, teorie (obv. jsou matematické).	35; 27
THIS	C20	By contrast, <i>a linguistic system is anisotropic.</i> <b>This</b> is essential for it to be well understood and remembered.	Naproti tomu <i>jazykový systém je anizotropní.</i> Jazyk musí takový být proto, aby mohl být dobře vnímán a pamatován, tj. musí v důsledku daných schopností mozku být dost rozrůzněný	36; 29
THIS	C21	It is <i>the specification of something intuitively self-evident.</i> <b>This</b> is known as a descriptive definition.	[t]edy určité vymezení něčeho intuitivně zřejmého jinak (obv. se pak mluví o deskriptivní definici)	37; 30

### Appendix 12c: List of THIS-proforms occurring within the complex sentence (5)

THIS	M13	If we are concerned with <i>a society in which frequent separation is quite normal, for example, one in which there is a high level of female employment,</i> <b>this</b> would influence the attitude of the mother towards the child,...	<i>Jsou-li ve společnosti časté separace zcela běžné, například při naší vysoké zaměstnanosti žen,</i> ovlivní <b>tato skutečnost</b> postoj matky i dítěte,...	20;48
THIS	M15	If <i>remission of symptoms</i> is possible, when, and why, and under what conditions does <b>this</b> occur?	Je-li <i>náprava</i> možná, tedy kdy, za jakých okolností a proč?	7;16
THIS	M18	<i>The neglected child usually lives under primitive conditions, with poor hygiene and care supervision, he lacks good models of responsible social behaviour and has poor schooling opportunities;</i> despite <b>this</b> , he can show a well-balanced mental and, more importantly, emotional development.	<i>Zanedbané dítě vyrůstá obvykle v primitivním prostředí, s nedostatečnou hygienou, s nedostatečným výchovným dohledem, bez vhodných vzorů vyspělého chování, s nedostatkem příležitosti ke školní výuce,</i> může však být rozumově a zejména citově zcela přiměřeně vyvinuto.	22;25
THIS	M21	It was J. Bowlby (1951) who probably most clearly expressed the opinion <i>that repeated long-term separations of a child from his mother or mother surrogate during the first three to five years of life usually result in permanent disturbance to the mental health of the child</i> and that <b>this</b> significantly affects total personality development.	J. Bowlby (1951) snad nejjasněji vyslovil domněnku, že <i>dlouhodobé odloučení dítěte od matky nebo jiné osoby na jejím místě v prvních třech až pěti letech života vede zpravidla k narušení duševního zdraví dítěte</i> a <u>zanechává</u> následky, jež jsou trvale patrné v celém dalším vývoji jeho osobnosti,	17;46



THIS	M22	Thus if <i>a two-year-old child is separated from his parents and placed in a hospital</i> , his immediate reaction to <b>this</b> can be viewed as a frustration response.	<i>Je-li dítě ve dvou letech odloučeno od rodičů a umístěno v nemocnici</i> , možno jeho bezprostřední reakci na <b>tuto událost</b> chápat jako projev frustrace.	21;25
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#### Appendix 12d: List of THIS-proforms occurring within the compound sentence (4)

THIS	C15	Thus <i>increasing information increases improbability, and limited probability means a high potential for proving non-validity</i> ( <b>this</b> applies to the theories of Sigmund Freud; the non-validity of his theories cannot be proven, thus they are scientifically weak).	<i>Rostoucí informace zvyšuje nepravděpodobnost, a nízká pravděpodobnost znamená vysokou možnost prokázání nepravdivosti</i> ( <b>takový</b> je např. případ teorie S. Freuda: nelze prokázat nepravdivost jeho teorií, a proto jsou i vědecky slabé).	25;20
THIS	C17	<i>Systematic classification</i> : <b>this</b> is the highest form of classification, organising classes, according to one or more properties, into a hierarchy, usually from the highest to the lowest.	<i>Systematická klasifikace</i> : je nejvyšší a řadí se v ní podle jedné i více vlastností třídy k sobě do hierarchie, obv. od nejvyšší k nejnižší.	29;23
THIS	C18	<i>Testing of the theory by experimentation and observation</i> : in principle <b>this</b> is a process based on the principle interchangeability -> repetition (however, a universalist theory is not verifiable).	<i>Testování teorie skrze experimenty a observace</i> Pozn: Zásadně tu <b>jde</b> o postup opřený o princip nahraditelnost -> opakování (univerzalistická teorie však přitom není verifikovatelná).	32;25
THIS	C22	<i>The derivation of conclusions, consequences etc. (inference), based mainly on the comparison of like with unlike, the assessment of the extent of validity and the generalisation of consequences</i> , is here generally in line with the situation in science as a whole (cf. 1.32); analogy (cf. 2.13) plays a significant role in <b>this</b> .	<i>Vyvozování závěrů, důsledků aj. (inference), opřené zvl. o srovnání ne/shodného, posouzení rozsahu platnosti a generalizaci důsledku</i> , je zde obecně shodné se situací ve vědě vůbec (viz 1.32); výraznou roli <b>tu</b> hraje opět analogie (viz 2.13).	41;34

#### Appendix 13: Non-nominal antecedents according to the syntactic function of THAT (6)

NON-SUBJECT				
THAT	J26	Oh you <i>play so beautifully!</i> It is so long since I've enjoyed a game like <b>that</b> .	Ó, hrajete <i>překrásně!</i> Již dávno jsem si <b>tak</b> nezahrála.	246
THAT	J27	<i>"You must adore playing tennis."</i> I would definitely not like to hear <b>that</b> , but at the same time it is not necessary to use suburban slang such as "You serve like an old woman".	<i>„Hrajete tenis rád?“</i> <b>To</b> bych si tedy rozhodně nepřál, ale není přece potřeba používat takových periferních obrátů: „Servírujete jako babička.“	248

THAT	J33	She proceeds to hold forth to all her ladylike acquaintances in the cafe about some young man <i>who eyed her up in the street</i> and about how she found it a distinctly unpleasant experience. She explains that she is well aware of the fact she's no spring chicken, and a boy like <b>that</b> should find himself some young girl and not stare at her.	V kavárně vykládá všem známým dámám, že <i>ji na ulici nějaký mladý muž fixíroval</i> a že jí to bylo velmi nepříjemné. Že je si vědoma toho, že není žádná mladice, a tak ať si <b>takový</b> hoch najde nějaké mladě děvčátko a nekouká po ní.	359
THAT	J31	However, <i>he appeared to make up his mind that in the case of Aunt Catherine and her son these rules did not apply</i> . With regret I have to confess that <b>that</b> I refused to admonish him.	Zdálo se však, že <i>si umínil nešetřit těchto zásad vůči tetě Kateřině a jejímu synovi</i> , a já se kajicně přiznávám, že jsem odepřel ho napomenout.	490
SUBJECT				
THAT	J32	<i>Master Little used to deliver new shoes to your own flat</i> . <b>That</b> was in the past.	<i>Mistr Krátký vám přinesl nová perka do bytu</i> . <b>To</b> bývalo.	321
THAT	J34	As to <i>who has actually been surprised</i> , <b>that</b> is something I have never been able to ascertain.	Kdo se tomu vlastně diví, jsem nikdy nezjistil.	366

### Appendix 13a: Nominal antecedents according to the syntactic function of THAT (6)

SUBJECT				
THAT	J25	Although originally its size was perfectly satisfactory, things had changed. I don't know whether any of you has ever seen <i>buffalo horns</i> . . . but <b>that</b> would be a long story.	Původně sice stačil naprosto, ale jestliže někdo z vás už viděl <i>buvolí rohy</i> . . . , ale <b>to</b> by byla dlouhá historie.	147
THAT	J28	We read the sign and at once translate it mentally into simple common parlance. <i>Gentlemen's Fashion Emporium</i> , <b>that</b> is surely a tailor's. <i>Designs, Decorations, Interiors</i> , that must be a house painter. <i>Manufacturer of Iron Structures</i> , that will be a small-time fitter with a single apprentice, because if he had two that would make them an Amalgamated Engineering Works or some such title.	Přečteme firmu a hned si ji v duchu přeložíme do prosté mluvy obecné. <i>Pánský módní salón</i> , <b>to</b> je přece krejčí, návrhy, dekorace, interiéry, to je malíř pokojů, výroba železných konstrukcí, to je malý zámečnick s jedním učněm, protože kdyby to byli dva takoví, tak už to budou spojené strojírný nebo tak nějak.	307
THAT	J29	We read the sign and at once translate it mentally into simple common parlance. <i>Gentlemen's Fashion Emporium</i> , that is surely a tailor's. <i>Designs, Decorations, Interiors</i> , <b>that</b> must be a house painter. <i>Manufacturer of Iron Structures</i> , that will be a small-time fitter with a single apprentice, because if he had two that would make them an Amalgamated Engineering Works or some such title.	Přečteme firmu a hned si ji v duchu přeložíme do prosté mluvy obecné. <i>Pánský módní salón</i> , to je přece krejčí, <i>návrhy, dekorace, interiéry</i> , <b>to</b> je malíř pokojů, výroba železných konstrukcí, to je malý zámečnick s jedním učněm, protože kdyby to byli dva takoví, tak už to budou spojené strojírný nebo tak nějak.	307
THAT	J30	We read the sign and at once translate it mentally into simple common parlance. <i>Gentlemen's Fashion Emporium</i> , that is surely a tailor's. <i>Designs, Decorations, Interiors</i> , that must be a house	Přečteme firmu a hned si ji v duchu přeložíme do prosté mluvy obecné. <i>Pánský módní salón</i> , to je přece krejčí, <i>návrhy, dekorace, interiéry</i> , to je malíř pokojů, <i>výroba železných konstrukcí</i> , <b>to</b> je malý zámečnick s jedním učněm, protože	307

		painter. <i>Manufacturer of Iron Structures</i> , <b>that</b> will be a small-time fitter with a single apprentice, because if he had two that would make them an Amalgamated Engineering Works or some such title.	kdyby to byli dva takoví, tak už to budou spojené strojírný nebo tak nějak.	
NON-SUBJECT				
THAT	C23	Doubts we may have about the meaning of <i>a given word</i> can be resolved if we ask "in what circumstances and for what purpose do we say <b>that</b> ?"	Pochybností, které můžeme o významu <i>určité formy slov</i> mít, se lze zbavit, zeptáme-li se „Při jaké příležitosti, za jakým účelem <b>toto</b> říkáme?“	92; 79
THAT	J24	Only a person with no knowledge of what it is <i>to engage in a desperate battle to keep one's balance and not topple over</i> would say that I could have left the ice patch at any moment of that undignified descent. Come to <b>that</b> it wasn't an unpleasant experience, and I even think that it was well worth it.	Radu, že jsem se mohl kdykoliv během té doby postavit mimo skluzavku, mohl by mi dát jen člověk, jenž neví, co to je <i>zápasit zoufale o poslední zlomek rovnováhy, který člověk má</i> . Ostatně nebylo to nijak zvlášť nepříjemné, a dokonce myslím, že to stálo za to.	39