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**Anglická vytýkací konstrukce *it is/was...that* a její české překladové ekvivalenty**

**English cleft sentence *it is/was...that* and its Czech counterparts**

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Tímto bych chtěla poděkovat vedoucí práce PhDr. Gabriele Brůhové, Ph.D. za vedení, pomoc a ochotu.

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## **ABSTRAKT**

Bakalářská práce se zabývá vytýkací vazbou *it is/was...that* a jejími českými překladovými ekvivalenty. Tato konstrukce nám umožňuje vytknout kterýkoliv větný člen kromě přísudku a jmenné části přísudku a její základní funkcí je vytknout réma na pozadí ostatních tematických prvků. Cílem práce je popsat prostředky, jakými lze anglickou vytýkací konstrukci vyjádřit v češtině. Tato práce se skládá ze dvou hlavních částí, z nichž první je teoretická a druhá se zabývá analýzou 100 anglických vytýkacích vět a jejich českých překladových ekvivalentů získaných pomocí paralelního anglicko-českého korpusu InterCorp, který je dostupný online na stránkách Českého Národního Korpusu.

## **ABSTRACT**

The subject of the present thesis is the analysis of English cleft sentence *it is/was...that* and its Czech translation counterparts. The aim of the thesis is to define and describe the category of cleft sentence and also to study the ways by which the English cleft sentences are translated into Czech. The cleft construction enables the speaker to focus on any clause element except for the predicate and subject complement. The basic function of the cleft sentence is to highlight the rheme which is placed in contrast to the other thematic elements. The present thesis consists of two main parts, the theoretical part and the analysis which is carried out on 100 English cleft sentences and their Czech translation equivalents, excerpted from the InterCorp, parallel English-Czech corpora provided through the web pages of the Czech National Corpora.

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## ABBREVIATIONS

HGG – *The Hitchhiker's Guide to the Galaxy*

LJ – *Lucky Jim*

C – *Callgirl*

HD – *Hello Darkness*

TC – *The Crush*

RR – *Rendezvous with Rama*

P – *Puppet*

TCR – *The Corrections*

TP – *The Partner*

FD – *The Final Diagnosis*

WY – *Widow for a Year*

VČ = větný člen

C<sub>s</sub> = subject complement

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## 1. Introduction

The subject of the present thesis is the analysis of English cleft sentence *it is/was...that* and its Czech translation counterparts. The aim of the present thesis is to define and describe the category of cleft sentence and also to study the ways by which the English cleft sentences are translated into Czech. The cleft construction enables the speaker to focus on any clause element except for the predicate and subject complement. The basic function of the cleft sentence is to highlight the rheme which is placed in contrast to the other thematic elements.

The present thesis consists of two main parts, the theoretical part and the analysis which is carried out on 100 English cleft sentences and their Czech translation equivalents, excerpted from the InterCorp, parallel English-Czech corpora provided through the web pages of the Czech National Corpora. The aim of the theoretical part is to define and summarize the theoretical findings based on the representative English grammars by Randolph Quirk et al. (Quirk et al. 1985), Rodney Huddleston and Geoffrey Pullum (Huddleston and Pullum 2002) Peter Collins (Collins 1991), Libuše Dušková (Dušková 1999), and also on the studies of cleft sentence by Dvořáková (Dvořáková 1988) and Mojžíšová (Mojžíšová 2009). The second part of this thesis is based on the research carried out on 100 sample cleft sentences and their Czech translation counterparts. To elaborate on this topic, the analysis is divided into two parts, the analysis of English cleft sentences and the analysis of their Czech equivalents. This part is based on the research and the results may be useful for translation and also for language learning, studying the ways in which the English cleft sentences are usually transformed into Czech.

## 2. Theoretical Part

### 2.1. Cleft Sentence

The cleft construction is a relatively commonly used phenomenon in the English language. Its aim is an emphasis of an element which is to be stressed within a sentence. In general, the focused element of a cleft sentence can be any clause element of an original non-cleft clause except for predicate and subject complement<sup>1</sup>. The term cleft sentence refers to a wider range of phenomena than only the construction *it is/was... that*. Besides this construction which is called a cleft sentence proper, there is also a pseudo-cleft sentence which enables to place the verb into the position of focused element (Dušková 2003: 537-8).

(1) *I shall ignore his callousness.*

(2) *It is his callousness that I shall ignore.*

(3) *What I shall ignore is his callousness.* (Quirk et al. 1985: 1383)

In the three examples above, the example (1) represents a simple non-cleft clause with no focused element, while example (2) represents a cleft sentence proper which has the direct object of the non-cleft clause in the focused element. The third example (3) represents a pseudo-cleft sentence which focused the verb *ignore* in the main clause. As we can see in examples (2) and (3), the cleft construction divides the original simple sentence into two clauses of which the first one is the main clause and the second one is dependent. The aim of the cleft construction is to give prominence to some element (Quirk et al. 1985: 1383). Instead of focusing the clause element by a front position, using word-order, the cleft structure is more stylistically coherent and it is more natural for the English language. While in Czech the prominence is expressed by word-order and accent, in English the fixed word-order has to be supplemented with another construction, in this case the cleft sentence. In the present thesis the subject of analysis will be the cleft sentence proper, and it will be called cleft sentence further on.

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<sup>1</sup> There are also other clause elements that cannot become the focused element of a cleft sentence and these will be referred to later.

## 2.2. Structure of Cleft Sentence

As it was mentioned before, the cleft sentence is constituted of two clauses, i.e. a main clause and a dependent clause. Further on in the present thesis, the main clause will be called a matrix clause and the dependent one will be called a dependent clause of cleft sentence. The matrix clause has a stable sentence pattern  $S - V_{cop} - C_s$ , while the dependent clause of cleft sentence is quite similar to a restrictive relative clause.

## 2.3. Main Clause

### 2.3.1. *IT*

In the matrix clause the subject is realized by pronoun *it* which functions rather as a position holder than a real subject. *It* in this type of clause belongs to the category of ‘prop *it*’ and according to Quirk et al. (1985), the *it* as an anticipatory subject in cleft sentence has even less meaning than it has in sentences denoting time, distance or atmospheric conditions (Quirk et al. 1985: 349). As a fixed constituent of a cleft construction proper, *it* is regarded merely as a dummy subject which conveys only the grammatical meaning and has very little semantic meaning (Huddleston and Pullum 2002: 1482). On the other hand, the ‘prop *it*’ in cleft sentence is described as anticipatory by Quirk et al. (1985: 349) since it anticipates the clause element which comes either in the matrix clause as a focused element or in the dependent clause of a cleft sentence. Furthermore, Quirk et al. (ibid.) point out that the *it* in the position of a subject in the first clause of a cleft sentence may have a cataphoric reference which gives it at least some meaning since it is connected to the second clause of the cleft sentence. Thus, the examples (4) and (5) illustrate the cataphoric reference that can occur in a cleft sentence:

(4) *It was at 9.15 this morning that the government proclaimed a state of emergency.*

(5) *It was on their way from the airport that Gillian dropped the bombshell. In carefully casual tones, she asked him if he would agree to a divorce.* (Quirk et al. 1985: 1464n)

In both examples of cleft sentence (4) and (5), *it* stands in the position of a subject but in fact the element that is supposed to be highlighted lies in the second clause. Thus,

according to Quirk et al. (1985: 1464n), “it is unlikely that the narrator [in example (4)] wishes to highlight the time adjunct: rather, the textual device is pointing to the climax at the end of the sentence.” Furthermore, in the example (5) there is a double cataphoric reference since *it* in the subject of a matrix clause refers to *the bombshell* which refers to *the proposition of divorce* in the final part of a second sentence. Dušková (1999: 320) also points out that the *it* in a cleft sentence always points forward and in fact it makes a correlative device together with the *that*-clause.

According to Huddleston and Pullum (2002), a demonstrative can be used instead of *it* as a subject of a cleft sentence and this construction is also a kind of the cleft sentence proper:

(6) *This is a serious problem we have here.* (Huddleston and Pullum 2002: 1420)

(6') *It is a serious problem (that) we have here.*

It could be pointed out that the demonstrative *this* in this particular case is very similar in function and meaning to the personal pronoun *it* which could replace the original *this*. On the other hand, the demonstrative here has a more specific meaning and it makes the *serious problem* in the example (6) more specific than it is in example (6'). However, the construction is almost identical and that is the reason why it falls into the category of cleft sentence proper. Quirk et al. (1985) point out also other subject pronoun that can be the subject of the matrix clause, namely a personal pronoun:

(7) *He was a real genius that invented this.* ( Quirk et al. 1985: 1384)

Together with demonstratives, the personal pronoun in example (7) can replace the usual pronoun *it* without changing the type of sentence.

### **2.3.2. Copular verb**

Considering the copular verb that is a fixed constituent of the matrix clause in a cleft sentence, it is usually realized by the verb *be*. The copula used in a cleft sentence is restricted to the specifying use instead of its opposite ascriptive use speaking in Huddleston and Pullum's (2002) terminology. The difference between specifying and

ascriptive use of the verb *be* is that the ascriptive copula ascribes some quality to the subject complement while the specifying copula only describes a given fact<sup>2</sup>. In Dušková's (2003) terminology the equivalent of Huddleston and Pullum's (2002) specifying use of copula would be partly the identification predication (identifikační predikace) and partly the qualifying predication (kvalifikační predikace) with the exception of verbal infinitives and the cases that resemble the ascriptive copula. In other words, Dušková's (2003) terminology and division of the types of copula are based on other principles than the Huddleston and Pullum's (2002), and therefore it cannot be pointed out that the copula in cleft sentence is restricted to a particular one of Dušková's (2003) copular types.

Besides the most frequented verb *be*, there can also be used other, for instance, modal verbs. It is a device to express modality. According to Quirk et al., while the verb *be* in the first clause of a cleft sentence is usually in the simple present or past tense, "forms with modals are perfectly possible:"

(8) *It may be his father that you're thinking of.*

(9) *It would have been at that time that he went to live in Wisconsin.* (Quirk et al. 1985: 1386)

In examples (8) and (9), the modal verbs provide the means to express other tenses or conditional mood. In this case the modal verbs function periphrastically to evade the restrictions of simple present or past forms of the verb *be*. Also the use of past and present sometimes can be problematic since there are rules when it comes to the use of the particular tense. For instance, according to Quirk et al. (1985), if the verb in the second clause is in its present form, the verb in the first clause must also be in the present tense. Logically this means that in such a case the verb in the first clause cannot be in the past form:

(10) *It is novels that Miss Williams enjoys reading.*

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<sup>2</sup> Compare these two sentences that illustrate the difference:

- a) His daughter is a highly intelligent woman. (ascriptive copula)

(Also according to Dušková (2003) this specific example a) would be called 'kvalifikace nepravým zařazením'.)

- b) The chief culprit was Kim. (specifying copula)  
(Huddleston and Pullum 2002: 266-7)

(10')\*<sup>3</sup> *It was novels that Miss Williams enjoys reading.* (Quirk et al. 1985: 1386)

In contrast, if the second verb of the cleft construction is in the past form, the first one can be also past but it does not necessarily have to be:

(11) *It was novels that Miss Williams enjoyed as a pastime.*

(11') *It is Miss Williams that enjoyed reading novels as a pastime.* (Quirk et al. 1985: 1386)

Generally speaking, it is the second verb of the cleft construction that determines the tense of the verb in the first clause. Furthermore, other verbs that may follow the second verb can differ in their tense, as we can see in example (12):

(12) *Was it novels that you said Miss Williams enjoys reading?* (Quirk et al. 1985: 1386)

This example also illustrates the fact that a cleft sentence can appear not only in the form of a declarative sentence but also as a question. Besides these two forms, the cleft sentence can be also an exclamation or a subordinate clause.

## 2.4. Focused element of cleft sentence

The element in the function of subject complement in the matrix clause of a cleft sentence is often referred to as the focused element. The sentence item which becomes a focused element of a cleft sentence can be represented by almost any clause element of the original non-cleft clause. Nevertheless, there are some elements that are not possible to be highlighted in a cleft sentence and these are going to be also mentioned in the further description.

Cleft sentence proper is a very flexible structure which can give prominence to almost every clause element except from predicate and subject complement. From a sample non-cleft sentence *Tom repaired Jane's typewriter at the office yesterday*, the subject, direct object, adverbial of place and adverbial of time can become the focused element of a cleft sentence. The sample sentence is a simple clause but as soon as it is transformed into the cleft sentence, it becomes a complex sentence with a matrix clause

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<sup>3</sup> The symbol '\*' in Quirk et al. (1985) represents an unacceptable form

and a dependent clause. The following clause elements may become the focus of a cleft sentence:

- **subject**

(13) *It was Tom who (that) repaired Jane's typewriter at the office yesterday.*

- **object**

(14) *It was the typewriter that Tom repaired at the office yesterday.*

- **adverbial of time**

(15) *It was yesterday (that) Tom repaired Jane's typewriter.*

- **adverbial of place**

(16) *It was at the office that Tom repaired Jane's typewriter yesterday. (Dušková 2003: 537-8)*

- **adverbial of manner**

(17) *It was only by the Grace of God that we did not tumble out of house and into the crowd on Beacon Street. (Dvořáková 1988: 22)*

- **adverbial of purpose**

(18) *It was to arrange for adoption of certain of these weapons that Father had repaired to Washington... (Dvořáková 1988: 22)*

- **adverbial of condition**

(19) *It is only when he asked me...whether the meaning of the first form is different from that of the second, and I say it is not, that he will be able to proceed... (Dvořáková 1988: 23)*

- **object complement**

(20) *It's dark green that we've painted the kitchen. (Quirk et al. 1985, 1385)*

- **subject complement**

(21) *It was a doctor that he became. (Quirk et al. 1985:1385)*

### 2.4.1. Subject

Subject is the most frequent clause element that is used as focused element of a cleft sentence. It is mostly realized by a noun but it can be realized also by a pronoun, a clause or gerund. The examples (22) – (25) represent various realization of a subject as a focused element of a cleft sentence:

(22) *It is the wife that decides.* (Lambrecht 2001: 2)

(23) *It was he who stood between Mr. Morgan and disaster.* (Dvořáková 1988: 24)

(24) *It's what you were saying about the eighteenth century in Newport... that reminded me...*  
(Dvořáková 1988: 24)

(25) *It's starting a book that kills me.* (Dvořáková 1988: 24)

Furthermore, subject can be realized by other members of the categories mentioned above, namely by a proper name and an interrogative pronoun.

### 2.4.2. Object

Direct object may become the focused element of a cleft sentence. It is mostly realized by a noun. But also a pronoun and gerund can be used to realize the object:

(26) *It's family resemblance that I'm talking about.*

(27) *It's him I don't like very much.*

(28) *It's exercise you need. It's more walking.* (Dvořáková 1988: 25)

The gerund can marginally realize the focused element of a cleft sentence because of its nominal source. In this respect, the gerund behaves more like an object than a predicate, as it can be seen in the example (29):

(29) *It's having to do the job under such appalling conditions that I resent.* (Huddleston and Pullum 2002: 1209)

According to Quirk et al. (1985), indirect object “can marginally act as the initial focused element of a cleft sentence”:

(30) ?<sup>4</sup> *It's me (that) he gave the book.* (Quirk et al. 1985: 1386)

However, the cleft sentence in example (30) can be used only marginally since it is not clear whether this form is correct or not. Therefore, the indirect object appears in the role of the focused element of the cleft sentence mostly as a prepositional phrase:

(31) *It's to me that he gave the book.* (Quirk et al. 1985: 1386)

### 2.4.3. Object complement

Object complement may become the focused element of a cleft sentence as well as the indirect object rather marginally. Despite the fact that the use is marginal, according to Quirk et al. (1985) there are no severe restrictions in its use:

(32) *It's dark green that we've painted the kitchen.* (Quirk et al. 1985: 1385)

### 2.4.4. Subject complement

The use of subject complement as a focused element of the cleft sentence is not very frequent and there are strict rules which restrict its use. The use of  $C_s$  is not possible especially in the case that the verb *be* appears in the relative clause of the cleft sentence and also if  $C_s$  is realized by an adjective:

(33) ? *It's very tall that you are.* (Quirk et al. 1985: 1385)

This would be acceptable only in informal Irish English; otherwise it would cause certain stylistic awkwardness (Quirk et al. 1985: 1385). In other cases the use of  $C_s$  as a focused element in cleft sentence is possible:

(34) *It was a doctor that he became.* (Quirk et al. 1985:1385)

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<sup>4</sup> The symbol '?' in Quirk et al. (1985) represents a form where native speakers are unsure about its acceptability.

Example (33) illustrates the use of  $C_s$  realized by an adjective accompanied by the verb *be* in the dependent clause of cleft sentence. While in the example (33) the use of  $C_s$  as a focused element is not stylistically correct except for informal Irish English, in the example (34) it is possible because the focused element is a noun and the verb in the dependent clause is not the verb *be*. Moreover, the verb is not repeated in both the matrix clause and the dependent clause and therefore such a sentence as the one in the example (34) is considered grammatically correct.

Furthermore, Dušková (1999) gives an example where subject complement may become the focus of a cleft sentence which has the verb *be* in the relative clause. However, this variant is only possible “where a contrast is expressed explicitly” (Dušková 1999: 324):

(35) *It's a teacher that he is, not a butcher.* (Dušková 1999: 324)

In the presence of an explicitly expressed contrast,  $C_s$  can be used as a focused element and the verb *be* in can appear in the dependent clause.

#### 2.4.5. Adverbial

If an adverbial becomes a focused element of the cleft sentence, it is most often realized by an adverb, prepositional phrase, a clause and an infinitive, respectively:

(36) *It was then that I learned...*

(37) *It was on that particular visit to Manhattan that I saw...*

(38) *It was not, however, until the Spaniard Balboa discovered the Pacific Ocean... that the tremendous significance...*

(39) *It was to arrange for adoption for certain of these weapons that... (Dvořáková 1988: 25)*

Out of the category of adverbials, only adjuncts can become the focus of a cleft sentence. The reason is probably their close resemblance of other “sentence elements such as subject, complement and object” (Quirk et al. 1985: 504). However, there are some types of adjuncts that cannot become a focused element at all while other types can, in case they are modified or appear in a negative or interrogative clause. In this respect, most adjuncts of

frequency (for example *often*, *usually* etc.) can become a focused element of a cleft sentence:

(40) *It's not very often that I have a chance to speak to him.*

(41) *Is it often that she drives alone?*(Quirk et al. 1985: 548)

The example sentences (40) and (41) are grammatically and stylistically correct because of the negation in (40) and interrogative clause in (41). If the frequency adjunct appeared in a positive declarative cleft sentence, its use as a focused element would not be possible because the highlighted information would seem rather abundant. To be more specific, the use of a cleft construction to highlight the particular information would seem too complicated while a regular non-cleft sentence would be sufficient enough in such case. Also other means of highlighting the selected piece of information like fronting or intonation would be more suitable here. The use of frequency adjuncts in positive declarative cleft sentence would be also possible if the relative clause would be negative.

Similar rules could be applied also to manner adjuncts realized by adverbs (for example *categorically*, *violently*, *loudly*, etc.) with the difference that these “normally [...] cannot be the focused element of a cleft sentence” (Quirk et al. 1985: 561). However, if they are modified or if they are a part of an interrogative or negative clause, their use is marginally possible:

(42) \* *It was categorically that they were told that no more oil would come from the wreck.*

(42') ? *Was it categorically that they were told that no more oil would come from the wreck?*

(Quirk et al. 1985: 561-2)

As it can be seen in the example (42), the manner adjunct *categorically* cannot become the focused element of a cleft sentence unless it is used in a question as in the example (42'). Similarly, manner adjuncts realized by adverbs become more suitable as the focused element if they are modified by some pre-modifier as in the example (43'):

(43) ??<sup>5</sup> *It was violently that they argued.*

(43') (?)<sup>6</sup> *It was so very violently that they argued.* (Quirk et al. 1985: 562)

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<sup>5</sup> The symbol ?? in Quirk et al. (1985) represents a form where native speakers are very unsure about its acceptability.

In the case of means, instrument, and agent adjuncts there are no such restrictions and these can readily become the focused element in a cleft sentence. To mention other kinds of adverbials that do not allow the cleft construction, these are subjuncts, conjuncts or disjuncts (Quirk et al. 1985: 631).

As far as the frequency of semantic functions of focused element in cleft sentence is concerned, it is subject and adjunct that highly prevail over the other clause elements. Subject together with adjunct make over 75% of cleft sentence's focused element in Collins's research. Direct object follows with ca 7%, while indirect object is the least frequent semantic element in the function of focused element in cleft sentence (Collins 1991: 56). To sum up these figures, they indicate a significant prevalence of subject realized by a noun phrase and of adjunct realized by a prepositional phrase over the other clause elements that are realized by other morphological devices.

Huddleston and Pullum (2002) also present the only exception when the focused element of a cleft sentence can be realized by an infinitive. It is in a role of adjunct of purpose that an infinitive can be used:

(44) *It's certainly not to make life easier for us that they are changing the rules.* (Huddleston and Pullum 2002: 1418)

Nevertheless, it is quite rare and generally unusual to use verbs as realization of a focused element of a cleft sentence; however, two exceptions are possible, namely the gerund and an infinitive in the role of an adjunct of purpose. In cases where a predicate needs to be highlighted, the pseudo-cleft sentence is definitely preferred over a cleft sentence proper.

#### **2.4.6. Predicate**

The only clause element that cannot become the focused element of a cleft sentence at all is the predicate. Other verb forms than gerund can never be used as a focused element of a cleft sentence in formal English. However, there are some cases, especially in informal

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<sup>6</sup> The symbol (?) in Quirk et al. (1985) represents a form where native speakers differ in their reactions.

Irish English, when the verb is “made non-finite and then subsequently replaced by *do* in the second clause” (Quirk et al. 1985: 1386).

(45) \**It's wore that John a white suit at the dance.*

(46) ? *It was teach/teaching English in a school that he did at that time.* (Quirk et al. 1985:1385-6)

To illustrate the previous description, the examples (45) and (46) are given above. In the example (45) the finite verb form is used and therefore the sentence is completely ungrammatical. In comparison, the example (46) represents the use of a non-finite verb as a focused element of a cleft sentence, while the verb is replaced by the pro-form *do* in the relative clause. Although this variant is not ungrammatical, it is stylistically awkward and therefore it cannot be used in formal language.

## 2.5. Dependent clause of cleft sentence

The second clause in a cleft sentence resembles a restrictive relative clause in many aspects. However, there are also considerable differences that are going to be discussed in this section. The dependent clause of a cleft sentence can be connected to the matrix clause by *that*, *who* or ‘zero’ pronouns. Regarding the frequency of use, *that* is clearly predominant, then ‘zero’ relative follows together with *who* approximately with the same rate of use (Collins 1991: 34-35). The use of these relatives is common for both dependent clause of cleft sentences and regular relative clauses. However, other pronouns that are frequently used in relative clauses are very rare in cleft sentences.

### 2.5.1. Wh- relatives

Out of the *wh*-pronouns only *whose* is allowed to be used without restrictions while *whom* and *which* can be used only marginally and especially not if they are preceded by a preposition (Quirk et al. 1985: 1386-7).

(47) *It was Uncle Bill whose address I lost.* (Quirk et al. 1985: 1387)

(48) *It was the dog to which I gave the water.*

The example sentence (48) cannot be interpreted as a cleft sentence because the underlined part is a noun phrase that is postmodified by a relative clause. The whole underlined noun phrase in the example (48) functions as a subject complement to the subject *it* and it is a part of the predication of the copular verb *was*. Thus, the sentence pattern in example (48) would be S-V<sub>cop</sub>-C<sub>s</sub>.

### 2.5.2. Zero relative

The dependent clause of cleft sentence can be connected to the matrix clause by *that*, *who* or ‘zero’ pronoun. Cleft sentences where ‘zero’ relative is used can be sometimes ambiguous since they can be read as either cleft sentences or sentences with integrated relative clause, like the sentence in example (49):

(49) *It was the dog I gave the water to.* (Quirk et al. 1985: 1386-7)

The sentence in example (49) can be interpreted in both ways according to its reading and interpretation. Also the translation into Czech could be useful here. In the case of cleft sentence interpretation, the literal Czech translation would be: *Byl to pes, komu jsem dal vodu.* In contrast, the similar reading of (49) as the sentence in example (48) would be translated into Czech: *Byl to ten pes, kterému jsem dal vodu.* Indeed, it is important to distinguish the cleft sentence from a construction which contains an integrated relative clause because its function and meaning is vastly different from a cleft sentence.

The relative pronoun can be omitted mainly in sentences with focused object as in the example (49) or in sentences where other clause element is focused. If the focused element of the cleft sentence is a subject, the sentences with a ‘zero’ relative are quite rare and, according to Huddleston and Pullum (2002), they “fall at the boundary between very informal and non-standard” language (Huddleston and Pullum 2002: 1055). To illustrate these cases, example cleft sentences (50) and (51) follow:

(50) *It was your husband paid for that.* (Lambrecht 2001: 7)

(51) *It was my father did most of the talking.* (Huddleston and Pullum 2002: 1055)

While Huddleston and Pullum (2002) describe the use of ‘zero’ relative pronoun as substandard omission in the clause with relativized subject (Huddleston and Pullum 2002: 1055), Lambrecht (2001) speaks about the lack of a relative marker or complementizer while the copula functions as an agreement marker (Lambrecht 2001: 29). Although similar sentences as presented in examples (50) and (51) do exist, mainly in spoken discourse, the use of ‘zero’ relative is strongly disfavoured in such cases. Also the position of the dependent clause of cleft sentence particularly in example (51) is such that it prevents the reader from misunderstanding it as the predication of the matrix clause (Huddleston and Pullum 2002: 1055).

### **2.5.3. *That***

In contrast to the cases where a zero relative pronoun can be used, in most situations the relative pronoun *that* is obligatory. For instance, in examples (52) and (53) it is not possible to drop the relative pronoun *that*:

(52) *It was with considerable misgivings that her parents agreed to this proposal.*

(53) *It was in order to avoid this kind of misunderstanding that I circulated a draft version of the report.* (Huddleston and Pullum 2002: 1056)

In both examples above the focused element of the cleft sentence is a complex adjunct which “cannot be relativized in integrated or supplementary relatives” (Huddleston and Pullum 2002: 1056). Since there is no pro-form that could represent the antecedent in the dependent clause of cleft sentence, an anaphoric gap arises there and this situation is quite similar to the ‘zero’ relative pronoun in meaning (Huddleston and Pullum 2002: 1057).

### **2.5.4. Antecedent**

The dependent clause of cleft sentence also differs from a postmodifying relative clause in the possibility to have another clause element than a noun phrase as an antecedent. To be more specific, the dependent clause of cleft sentence can take as an antecedent a clause element which is realized by a prepositional phrase or a whole clause.

(54) *It was in September (that) I first noticed it.*

(55) *It was because he was ill (that) we decided to return. (Quirk et al. 1985: 1387)*

As it can be seen in examples (54) and (55) which are both cleft sentences, the antecedent does not have to be a clause element realized only by a noun phrase. In contrast, the antecedent of a relative clause in (55) is realized by a subordinate clause while the antecedent in (54) is an adjunct realized by a prepositional phrase.

There is also a quite common type of sentence which resembles the dependent clause of cleft sentence but it does not belong to the cleft sentence category. It is quite typical for various proverbs but also for other types of sentences:

(56) *It is a long lane that has no turning. (Huddleston and Pullum 2002: 1417)*

As Huddleston and Pullum (2002) point out, the sentence (56) “is not an it-cleft version of *A long lane has no turning*; the meaning is, rather, *A lane that has no turning is a long one*” (Huddleston and Pullum 2002: 1417). In this respect, *a long lane* does not function here as an antecedent for the relative clause. Therefore, it is important to distinguish these superficially similar constructions from cleft sentences.

### 2.5.5. Truncated cleft sentence

According to Huddleston and Pullum (2002), a cleft clause can also appear in its truncated form, which means that the dependent clause of cleft sentence is entirely omitted in case it is entirely recoverable from the previous context (Huddleston and Pullum 2002: 1417). To illustrate Huddleston and Pullum’s (2002) theory by an example, let us have a look at sentences in example (57):

(57) **A:** *Who finished off the biscuits?*

**B:** *I don’t know; it certainly wasn’t me.*

(Huddleston and Pullum 2002: 1417)

Thus, the underlined part of the answer that is told by **B** to **A** can be regarded as a truncated cleft sentence. Although the dependent clause of cleft sentence is reduced here, it is entirely retrievable from the previous conversation. In this case, the truncated clause *it*

*certainly wasn't me* is equal in meaning and function to the cleft sentence *It certainly wasn't me who finished off the biscuits*.

## 2.6. Communicative meanings of the cleft sentence

### 2.6.1. Functional sentence perspective

Considering the functional sentence perspective of the cleft sentence, it operates on two distinct communicative subfields since it is divided into two clauses from which each one has FSP structure of its own (Dušková 1999: 319). A cleft sentence gives prominence to the focused element by placing it into the matrix clause “after *it* + copula, i.e. the focused element appears in the initial part of the sentence” (Dušková 1999: 325) and given information appears in the dependent clause. However, the usual arrangement of communicative dynamism in a sentence is theme – transition - rheme with focus in the final position. Thus, the cleft sentence “represents a conspicuous deviation from the basic distribution of communicative dynamism” (Dušková 1999: 325).

According to Huddleston and Pullum (2002), cleft sentence divides a “more elementary clause into two parts” (Huddleston and Pullum 2002: 1414) from which one is foregrounded and the other one is backgrounded<sup>7</sup>. Furthermore, the backgrounded information is marked as presupposed (ibid.). Moreover, Huddleston and Pullum (2002) divide cleft sentences into two categories, namely into cleft sentences with discourse old-presupposition and discourse-new presupposition. This means that the backgrounded information that occurs in the dependent clause of a cleft sentence can be either discourse-old or discourse-new. It is important to say that usually the information that appears in the dependent clause is discourse-old while the focused element brings information which is new. However, the information in the focused element may be also presented as known, shared or old information while the new item appears in the dependent clause.

To elaborate on this topic, also Dušková (1999: 325-6) speaks about ‘divided focus’ of cleft sentence and she divides cleft sentences also into two distinct types according to the level of communicative dynamism in either part of the sentence. In the first and most frequent type of a cleft sentence, there is only one focus and it is the focused element. To

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<sup>7</sup> The foregrounded element is the focused element. The backgrounded element is the dependent clause. (Huddleston and Pullum 2002: 1414)

be more specific, the discourse-new information appears in the matrix clause while the given or retrievable information is in the dependent clause:

(58) *It's her shyness that makes her diffident.* (Dušková 1999: 325)

Therefore, the level of communicative dynamism in the matrix clause is much higher than in the dependent clause. In the example (58) we can see that “the presupposition is that something makes her diffident and the focused element presents the new information conveying what it is that makes her so” (Dušková 1999: 325). In contrast, the second type of cleft sentence presents new information in the dependent clause while the focused element in the matrix clause is presented as known or given:

(59) *They hoped that Herbert Frost would be elected and it was indeed Frost who topped the poll.* (Dušková 1999: 325)

There is some level of communicative dynamism both in the matrix clause which ensures it syntactically and also in the dependent clause which is more valuable for the development of communication (Dušková 1999: 326). Thus, the focus in such a sentence is divided into the two individual clauses.

Furthermore, the cleft sentences of the second type are often used as discourse openers or stylistic clichés (Quirk et al. 1985) and they are often used in radio or television to attract the hearers' attention:

(60) *It was late last night that a group of terrorists attacked an army post.* (Quirk et al. 1985: 1384)

### **2.6.2. Exhaustiveness and exclusiveness**

When considering the semantics of a cleft sentence, a special quality of a positive cleft sentence can be found. While a non-cleft counterpart of a cleft sentence does not imply any exhaustiveness or exclusiveness, a cleft sentence does:

(61) *I love you.*

(62) *It's you I love.* (Huddelston and Pullum 2002: 1416)

Thus, the sentence in the example (61) is in some respect ambiguous since the sentence *I love you* does not exclude other people that the speaker might be in love with together with *you*. In contrast, the example sentence (62) implicates that the speaker does not love any other person but *you* because of the cleft construction's natural quality of exclusiveness and exhaustiveness (Huddleston and Pullum 2002: 1416). Furthermore, the "exhaustiveness implicature can be reinforced by adding *only*, or cancelled by negation of *only*" (Huddleston and Pullum 2002: 1416):

(63) *It is only on Tuesdays that they come to Baltimore.*

(64) *It is not only you who will benefit from this decision.* (Huddleston and Pullum 2002: 1416)

While in the example (63) all other days but *Tuesdays* are clearly excluded from *visiting Baltimore*, in (64), in contrast, the implicature is that also other people besides *you* are going to *benefit from this decision*.

### 3. Methodology

This thesis is based on an original text and its translation into another language. The main advantage of this approach is that the original text and its translation can be comparable. On the other hand, this approach may have also some disadvantages, namely the influence of the original text on the translation.

The analysis is carried out on the basis of 100 English cleft sentences and their Czech translation equivalents. To pursue the unity of style and genre, all the sample sentences are taken from English written fiction. Most of the books from which the sentences come from were written and translated after 1990 and only a minority of them was older<sup>8</sup>. The examples are excerpted from the InterCorp, parallel English-Czech corpora provided through the web pages of the Czech National Corpora. The first 100 cleft sentences containing *it is/was...that/who* are analyzed and sorted out according to the focused element. Furthermore, the frequency of the individual clause elements that are highlighted is determined. Negative sentences and questions have been also included in the research.

From the syntactic point of view, the analysis examines the syntactic function of the focused element in the corresponding non-cleft construction of the English sentences. The analysis is divided into sections according to the individual clause elements which are focused. As far as the Czech equivalents are concerned, the ways how the original cleft construction was reflected in the Czech sentence are studied. The Czech equivalents are analyzed as a whole and also individually in groups according to the original focused element. The syntactic as well as lexical means are analyzed in the section about the Czech equivalents of the original English sentences. Examples are provided where necessary, all the 100 cleft sentences and their Czech counterparts are attached in the appendix and ordered according to the focused element.

#### 3.1. Expected results

According to Dvořáková's study on cleft constructions (1988) the most frequent focused elements of English clefts are the subject (49%), adverbial (30%), and object (21%) (Dvořáková 1988: 23). The figures of Mojžíšová's research (2009: 25) in her thesis

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<sup>8</sup> 73% of all analyzed sentences were written and translated after 1990.

indicate that it is also the subject that is the most frequent focused element of English cleft sentence (48%), followed by an adjunct (40%) and object (13%). Also Collins (1991: 56) states that the subject is the most frequent focused element of the English it-clefts, representing 38.4% of all focused elements, followed by the adjunct (36.7%) and an object (7.2%)<sup>9</sup>. The figures from the three studies cited above vary in numbers but the order of the highlighted elements remains the same, subject being the most frequent highlighted element, followed by an adverbial or adjunct<sup>10</sup> and by an object which is supposed to be the least frequent highlighted element out of these three. Therefore, it is assumed that the present research will hopefully demonstrate whether the highlighted elements will appear in similar order or not; and, there is also a possibility that some other less common focused elements will appear in the analyzed sample sentences.

As far as the Czech equivalents of a cleft sentence are concerned, the presupposition is that in Czech the change of word-order plays a significant role in emphasizing a clause element together with lexical means or sentence stress. According to Dvořáková (1988: 78), there are three major ways of translation of cleft sentence into Czech; namely, the change of word-order, the use of various rhematizers without the change of word-order, and a focusing construction. Although Dvořáková (ibid.) points out that a cleft construction is a common way of English cleft translation in Czech, it is supposed to be rather rare because it is not a very frequent device in Czech. Also Mojžíšová (2011: 302-303) asserts that the cleft construction is only a rear device in Czech. However, sometimes the original cleft sentences may influence their Czech counterparts and therefore the frequency of Czech focusing construction in the analyzed sample might be different in the present research.

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<sup>9</sup> Collins (ibid.) introduces also a category of 'zero' highlighted element which represents 14.5% of all the focused elements in his research. Nonetheless, this category of it-clefts is questionable and they are not included into the area of cleft sentence proper in the present thesis. Therefore, only the relevant focused elements are cited above.

<sup>10</sup> Other adverbials than adjuncts cannot become the highlighted element of the cleft sentence (see section 1.4.5.).

#### 4. Analysis

One hundred English cleft sentences were analyzed during the research. First, they were sorted according to the type of focused element (see section 4.1). Next, the Czech equivalents were analyzed according to the means of translation that were found in the example sentences (see section 4.2). All 100 analyzed sentences are attached in the appendix.

In total, there were found sentences with focused subject, object, object complement and various kinds of adverbial. Out of the total amount of 100 sentences the largest part is represented by cleft sentences with highlighted subject (65%), then the sentences with highlighted adverbial follow (28%) and object (5%) together with object complement (1%) have the smallest proportional representation in the analyzed sample of cleft sentences:

English cleft sentence: focused element	Occurrences	Per cent
Subject	65	65%
Adverbial	28	28%
Object	5	5%
Object complement	1	1%
TOTAL	100	100%

Table 1: English cleft sentence: focused element

The scheme to search the corpus was designed to cover also negative cleft sentences together with wh-questions and yes-no questions. Out of the 100 examples we found 86 positive declarative sentences, 11 negative declarative cleft sentences, 2 interrogative sentences and 1 dependent interrogative clause.

Sentence types	Occurrences	Per cent
Positive declarative sentences	86	86%
Negative declarative sentences	11	11%
Interrogative positive sentences	2	2%
Dependent interrogative clause	1	1%
TOTAL	100	100%

Table 2: Sentence types

Furthermore, the focused element in negative declarative sentences was subject (8), adverbial of time (2) and object (1). The two examples of interrogative sentence and the one example of dependent interrogative clause had subject as a focused element. There was no occurrence of a negative interrogative sentence.

#### 4.1. The type of focused element

##### 4.1.1. Subject

The subject, being the most frequent highlighted element in the 100 analyzed cleft sentences, appeared in 65% of them. As far as the realization is concerned, the most numerous were noun (49%), proper name (31%) and pronoun (15%). Also subjects realized by a clause (3%) or a gerund (2%) appeared:

Realization of subject	Occurrences	Per cent
Noun	31	49%
Proper name	21	31%
Pronoun	10	15%
Clause	2	3%
Gerund	1	2%
All subjects	65	100%

Table 3: Realization of subject

The following examples illustrate various types of realization. In the examples (65) – (69), the focused subjects are realized by noun, proper name, pronoun, clause and gerund, respectively:

(65) *It was her new editor who literally pushed Ruth forward to meet Eddie. /2/*

(66) *It was Bertrand who won the little contest. /33/*

(67) *It was always she who took the initial steps toward making up. /51/*

(68) *Anyway, it's how it feels that matters. /7/*

(69) *If when he'd been in her arms - in her bed, inside her - he'd felt, for the first time, that he was almost a man, it was losing her that had given him something to say. /13/*

In a cleft sentence proper both subjective and objective forms of pronouns are possible (Huddleston and Pullum 2002: 459). In the present research the subjective form (*I, he, she*) very dominantly prevailed over the objective form (*me, her, him*) which occurred in the analyzed sentences only once:

(70) *Or maybe it was me who was feeling old. /45/*

Instead of the subjective form *I*, the objective form *me* was used here. In all other cleft sentences with the focused element realized by a pronoun the pronoun was in the subjective case. In informal English, the objective forms prevail over the subjective which are more formal and correspond to the traditional English grammar (Quirk et al. 1985: 337).

#### 4.1.1.1. Negative declarative cleft sentences and interrogative sentences with focused subject

Out of 11 negative declarative cleft sentences and 3 interrogative cleft sentences, in eleven it was the subject that was highlighted. From these eleven cleft sentences with highlighted subject, there were eight negative declarative sentences, two interrogative sentences and one dependent interrogative clause. The following examples illustrate the negative cleft sentence, a question and a dependent question, respectively:

(71) *The autopsy has shown it was not the car that killed the boy. /59/*

(72) *Or was it Hannah who'd reduced their friendship to something less than a fling with her father? /8/*

(73) *I was wondering if it was something special that brought you to Toronto. /26/*

The type of questions that appeared in the analyzed sample was yes-no questions like in example (72). In this respect also the dependent interrogative clause (73) could be recognized as a yes-no question type since in the independent form *Was it something special that brought you to Toronto?* the possible answer would be either *yes* or *no*.

#### 4.1.2. Adverbial

After the subject, the adverbial is the most frequent focused element of a cleft sentence according to the present research. All adverbials represent 28% of focused elements in the sample. There were found four types of adverbial, namely adverbial of time, adverbial of place, adverbial of manner, and adverbial of reason.

Types of adverbials	Occurrences	Per cent
Adverbial of time	16	57%
Adverbial of place	7	25%
Adverbial of manner	4	14%
Adverbial of reason	1	4%
Adverbials total	28	100%

Table 4: Types of adverbials

#### 4.1.2.1. Adverbial of time

Out of all four types of focused adverbials that occurred in the analyzed sample cleft sentences, the most frequent ones were adverbials of time. Having appeared in 16 cleft sentences out of 28 in total, adverbials of time represent more than a half of all adverbials. As far as the realization is concerned, the adverbials of time were realized mostly by adverbs (75%) and the rest were prepositional phrases (25%).

Realization of adverbial of time	Occurrences	Per cent
Adverb	12	75%
Prepositional phrase	4	25%
Adverbials of time total	16	100%

Table 5: Realization of adverbial of time

Examples (74) and (75) illustrate the adverbial of time realized by an adverb (74) and by a prepositional phrase (75):

(74) *It was then that Smalley had started in with the predictable recriminations. /79/*

(75) *It was at this point that the computers started flashing their 'Hi there! /71/*

Only simple adverbs like *then*, *often*, *here* and the like appeared in the 100 sample sentences in the position of a focused adverbial. Interestingly, no forms with the suffix *-ly* appeared as the realization of a focused element in the present research.

#### 4.1.2.2. Adverbial of place

Although cleft sentences with highlighted adverbial of place represent the second most frequent type of sentences, according to the present research they are much rarer than sentences with highlighted adverbial of time. Adverbials of place stand for one quarter of all adverbials that appeared as a focused element in the analyzed sentences. The distribution of realization proved to be quite equable since 3 of total amount of 7

adverbials of place that occurred among the sample sentences were realized by an adverb, while 4 of them were realized by a prepositional phrase:

Realization of adverbial of place	Occurrences	Per cent
Adverb	3	43%
Prepositional phrase	4	57%
Adverbials of place total	7	100%

Table 6: Realization of adverbial of place

(76) *It was here that he would be interrogated, and tortured, if necessary. /86/*

(77) *While I was still doing my doctoral coursework I had spent a couple of semesters as a teaching assistant for a professor who lived there, and it was to his apartment that I frequently delivered corrected term papers. /84/*

In the examples above, we can see that the adverbial of place in the example (76) is realized by an adverb *here*, while the adverbial of place in example (77) is realized by a prepositional phrase *to his apartment*.

#### 4.1.2.3. Adverbial of manner

It could be said that adverbials of manner together with adverbials of reason can be rated among the less frequent highlighted elements of cleft sentences. On the other hand, considering the sample of 100 cleft sentences that are taken from fiction only, it must be admitted that the sample is both quite small and restricted in style. We may argue that in other kind of text the proportion of adverbials of manner and of reason especially would be somewhat higher. However, the present research is set on fiction only and therefore the number of adverbials of manner is 4 in total which means 4% of all the 100 sentences and 14% of all cleft sentences with focused adverbial.

All four cleft sentences with adverbial of manner as the focused element were realized by a prepositional phrase:

Realization of adverbial of manner	Occurrences	Per cent
Prepositional phrase	4	100%

Table 7: Realization of adverbial of manner

In the example (78) such a cleft sentence is stated:

(78) *It was with feigned casualness that Ted Cole showed these pictures of young Edward O'Hare to his wife. /91/*

#### 4.1.2.4. Adverbial of reason

Cleft sentences with focused adverbial of reason are represented merely by 2 occurrences in the total of 100 analyzed sentences, which means 2% of all 100 sentences and 4% of all cleft sentences with focused adverbial. Both adverbials of reason were realized by a prepositional phrase and to illustrate this fact, here is the example (79):

(79) *"It's because of him that I 'm hanging around." /94/*

#### 4.1.2.5. Negative declarative cleft sentences with focused adverbial

As far as the negative cleft sentences with focused adverbial are concerned, there occurred two such clefts among the 100 analyzed sentences. In both cases the focused element was an adverbial of time; to be more specific, it was adverbial of frequency.

(80) *It was not often that Captain Cook came to his aid when he was neglecting his duty. /81/*

#### 4.1.3. Object

In the total amount of analyzed cleft sentences, the sentences with highlighted object are relatively rare; only 5% of them had an object in the position of a focused element. As far as the realization of the focused element is concerned, it was mostly

realized by a noun phrase (80%) and a prepositional phrase had a significantly lesser proportion (20%).

In examples (81) and (82) we can see cleft sentences with highlighted object realized by a noun phrase and a prepositional phrase:

(81) *Turning away from the main nursery, it was this section that Dornberger entered now.*  
/96/

(82) *When her boyfriend beat her up, it was Abe that she turned to.* /95/

In the following example, a passive cleft sentence with highlighted object can be seen:

(83) *When there was a plague or an epidemic, it was the weak who were wiped out and the strong survived.* /99/

If the passive sentence from example (83) would be transformed into an active one, the highlighted element would be object; therefore, it was also included into the category of cleft sentences with focused object:

(83') *A plague or epidemic wiped out the weak and the strong survived.*

#### **4.1.3.1. Negative declarative cleft sentences with focused object**

There was only one negative declarative sentence and no interrogative sentence with highlighted object that appeared among the 100 analyzed sample cleft sentences. The negative cleft sentence is stated in the example (84):

(84) *And when Per's father had stared at her nakedness, it was not lust that Ruth saw in his eyes - only his crippling envy of his lucky son.* /97/

#### 4.1.4. Object complement

In the total amount of 100 analyzed sentences, only one appeared to have an object complement in the position of a focused element:

(85) *For the first time, she knew what it felt like to be a character in a novel instead of the novelist (the one in charge) - for it was as a character that Ruth saw herself returning to the Bergstraat, a character in a story she wasn't writing. /100/*

It is realized by a prepositional phrase and according to both the present research and the theory, object complement becomes the focused element of a cleft sentence only marginally.

#### 4.2. The Czech equivalents

According to language typology, English belongs to the category of analytical languages while Czech embodies more qualities of a synthetic language. The means to express certain features therefore significantly differ from each other in each language. For instance, cleft sentence in English enables the speaker to highlight a particular clause element despite the relatively fixed word-order and thus change its position that would otherwise be less prominent. Czech, on the other hand, has a relatively free word-order and thus such a device like cleft structure is not so frequently used or needed. Instead, Czech uses such devices as changes in word-order, stress or some focusing lexical words, i.e. rhematizers<sup>11</sup>.

While analyzing the selected cleft sentences and their Czech translations, it turned out that there are some patterns which tend to be used in translation of English clefts in

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<sup>11</sup> Rhematizers are focusing adjuncts but also particles and other words, e.g. *právě, to, jen, také, teprve, až, i*, etc. Normally they have the same focus as the rheme (Hajičová et al. 2002: 107) and they focalize the clause element that is supposed to be the rheme. However, in their motivated form they may occur also in the theme of a sentence and to give prominence to the contrastive theme. Rhematizers usually function as the device to focus or emphasize a clause element. (Mikulová et al. 2005: 9.6.1) The most frequent rhematizers in Czech are: *pouze, jen, jenom, zejména, zvláště, především, obzvláště, hlavně, jedině, například, toliko, ne, ano, výhradně, výlučně*.

Also negation is considered to be a rhematizer, in its both types as local or clause negation and also as a particle *ne*.

Czech. To elaborate on this topic, the types of Czech translations were divided into five main categories, namely ‘change of word-order’, i.e. the original focused element is placed in the final rhematic position, ‘lexical means’, i.e. the original cleft sentence is focused by focusing words in the Czech sentence, ‘cleft construction,’ ‘non-cleft,’ where the focused element is not reflected by any means in the Czech sentence and ‘other translation.’ The general overview of frequency of the types used when translating English cleft sentences into Czech can be seen in Table 8:

Czech equivalents: frequency		Occurrences		Per cent
Lexical means	Final position	6	28	28%
	Initial position	22		
Non-cleft		25		25%
Change of word-order		23		23%
Cleft construction		19		19%
Other translation		5		5%
Total		100		100%

Table 8: Czech equivalents: frequency

In most cases (28%), the focused element was supported by some lexical means. The second most frequent way of translation was the ‘non-cleft’ (25%), where the focused element was not highlighted in the Czech equivalent sentence. However, the word-order played also an important role in the translation and the Czech translator used the change of word-order to give prominence to the focused element by placing it into the final position in 23 %. Surprisingly, the cleft construction was quite frequent in the translations (19%) although it is not regarded to be a natural device for the Czech language. Moreover, in 5% of sentences the translator used other translation.

The category of ‘lexical means’ includes sentences in which rhematizers and other focusing words as well as negation were used to highlight the focused element. This category is further divided into sentences in which the word-order was not changed and the focused element appeared in the initial position with a rhematizer (22) and into sentences which combined the change of word-order and focusing lexical means (6). In addition, the category called ‘non-cleft’ includes sentences in which the original focused element appeared but it was in a non-prominent position. The ‘change of word-order’ group of

sentences placed the focused element into the final rhematic position without other focusing devices.

#### 4.2.1. Lexical means

Looking at Table 8 it could be said that the most frequent Czech equivalents of English cleft sentence are sentences in which the focusing lexical means are used to give prominence to the focused element. There were two types of sentences in which the lexical means were used, namely the sentences which had no changes in word-order and sentences which combined the change of word-order and lexical devices to emphasize the rheme.

To illustrate the first and most frequent type of Czech sentences with a rhematizer and without changed word-order, the example (86) provides a Czech translation with the focused element in the initial position together with a rhematizer:

- (86) *He'd completed his second year at Phillips Exeter Academy, where his father taught English; it was an Exeter connection that got Eddie the job. /12/*  
*Dokončil druhý ročník studia na akademii v Exeteru, kde jeho otec vyučoval angličtinu, a právě spojení s Exeterem mu pomohlo k letnímu zaměstnání.*

There were 22 cases of Czech equivalents that had the focused element in the initial position and at the same time they contained a rhematizer.

There were also six sentences among the 100 where the word-order was changed to express the cleft construction in the translation and where also a rhematizer occurred:

- (87) *It looks to me - It's her mind that's suffering now, you see not her body; physically she's absolutely fit again, I should say. /32/*  
*Mně osobně se zdá - že je na tom teď špatně spíš po duševní stránce, rozumíte, ne po tělesné. Tělesně by už byla jakž takž v pořádku.*

In the example (87) the final position of the focused element can be seen and also the rhematizer *spíš* is used in the sentence to emphasize the rheme or the clause element which is highlighted in the original English sentence.

#### 4.2.1.1. Frequency and kind of rhematizers

In the category of lexical means it is interesting to analyze what these means actually look like. The most frequent rhematizer appeared to be the adverbial particle *právě* which was used mostly in the initial position. Out of the other lexical means *to*, *jen* and *pouze* appeared more than once in the translations of cleft sentences. In the category of ‘other’ appeared the following lexical means: *ne snad*, *spíš*, *tentokrát*, *vlastně*, *teprve*, *a také*, *a*, *až*, *ne*.

Frequency and kind of rhematizers						
	<i>Právě</i>	<i>To</i>	<i>Jen</i>	<i>Pouze</i>	Other	All
Rem+Initial	10	4	1	1	6	22
Rem+ Final	1	0	1	1	3	6
Total	11	4	2	2	9	28

Table 9: Frequency and kind of rhematizers

As far as the rhematic function of negation is concerned, it appeared almost always in a combination with another rhematizer or it appeared both in the original English sentence and in the Czech translation. Therefore, it is not considered to be strong enough to have its own category because the other focusing devices seem to outweigh the negation. In addition, all the lexical rhematizers are new in the Czech sentence, their lexical equivalents do not appear in the original sentence and therefore they are the equivalents of a cleft construction. Negation, on the other hand, always appears in both original and translated sentence and that is the reason why it is not treated here as an equivalent of a cleft sentence.

#### 4.2.2. Non-cleft sentences

In the category of ‘non-cleft’ sentences the focused element is not given such prominence as in the English original. It was the second most frequent kind of translation (25%) and the original cleft was not expressed in Czech:

- (88) *It was on him that Dixon fixed his eye, less from interest than to avoid fixing it on Christine. /83/*  
*Dixon se na něj zahleděl ani ne tak ze zájmu jako spíše proto, aby se nemusel dívat na Christinu.*

Interestingly, in 25 sentences the translators did not consider the original cleft construction important enough to reflect it in the translation. This result might be seen as an evidence of the hypothesis that the cleft construction might be sometimes used not to focus some element but only as a means of style. In this point of view the cleft construction does not contribute to the meaning or content but to the form of the sentence.

#### **4.2.3. Change of word-order**

The sentences in the category of the change of word-order place the focused element into the final rhematic position. In 23 sentences the focused element was placed into the final position and thus the rheme was given prominence.

To illustrate the Czech translation of a cleft sentence via final position of the focused element, see the example (89):

- (89) *That was when Ruth realized that the woman wasn't really looking at Hannah, either; it was Graham who was drawing the woman's attention. /10/*  
*A pak si uvědomila, že žena se ve skutečnosti nedívá ani na Hanu, ale její upřený pohled přitahuje Graham.*

Since Czech has a relatively free word-order, it is possible to highlight the element, in this case the subject, by placing it into the final position within the sentence.

#### **4.2.4. Cleft construction**

According to Jespersen's typological explanation for the use of cleft structures across languages, cleft construction in English is a way by which 'the disadvantages of having a comparatively rigid grammatical word-order (SVO) can be obviated' (Lambrecht 2001: 3). It is also for this reason that the other languages with a relatively free word-order,

for example Czech, do not use the cleft construction very often. Czech, having a relatively free word-order, uses other means to focus or emphasize a clause element than English. However, the cleft construction holds quite a significant position in the present research and the number of sentences in which the cleft construction was used was quite high (19%). Although the frequency of cleft sentences in Czech is supposed to be rather low, they represent almost one fifth of all sentences in the present research. Such a high number is probably caused by the fact that the sample sentences were English clefts and their translations into Czech. Therefore, the translation might be partially influenced by the original cleft.

To illustrate the sentences where cleft was used both in the original and in the translation, let us have a look at the example (90):

(90) *I'm now fairly firmly convinced, Mr. Dixon, that it was you who rang me up recently and pretended, in fact you lied when I asked you, pretended both to myself and to my son to be a newspaper reporter. /37/*

*Jsem totiž nyní pevně přesvědčena, pane Dixone, že jste to byl vy, kdo nedávno telefonoval a předstíral, lépe řečeno lhal, když jsem se zeptala, předstíral mně a mému synovi, že je novinář.*

In one case the combination of lexical means and cleft construction was found:

(91) *When her boyfriend beat her up, it was Abe that she turned to. /95/*

*Pak ji zmlátil přítel a byl to právě Abe, u koho hledala útěchu.*

However, this sentence was included into the category of cleft construction regarding the Czech translation because it seems to be a stronger syntactic device than the adverbial particle *právě*. It could be said that rhematizers are used mostly in sentences without changed word-order to express the focused element and to emphasize the rheme. However, a rhematizer can be used also in a sentence with changed word-order where it probably further contributes to highlight the rheme.

#### 4.2.5. Other translation

The category of ‘other translation’ includes sentences in which the translation did not correspond to the original in some way. Out of 100 sentences there were five cases of such translation. Four of them were of a similar kind as the sentence in example (92), i.e. the focused element in the original was not reflected in the translation:

(92) *It was then that Smalley had started in with the predictable recriminations. /79/*  
*Jak se dalo předpovídat, Smalley začal s výčitkami.*

The focused element in the original sentence *then* cannot be traced in the translation because there is no equivalent of it in the Czech sentence.

In contrast, one sentence that appeared in the analyzed sample had a completely different translation which differed not only in the clause elements used in the translation but it also largely differed in meaning:

(93) *It's guilt that lives forever. /27/*  
*Je chybou žít navždy.*

The Czech sentence does not reflect the original message and therefore it cannot be analyzed as an equivalent of a cleft sentence.

### 4.3. The Czech equivalents in relation to the focused element

In this section the Czech equivalents are sorted out according to their occurrence and frequency in the individual types of cleft sentences. Its aim is to find out whether the sentences with a particular focused element tend to be translated one or the other way.

#### 4.3.1. Subject

In the sentences with focused subject the frequency of the ways of translation was slightly different from the general results. As it is visible in the Table 10, the most frequent way to translate the sentences with a focused subject was to change the word-order and

place the focused element into the final position (29%) as well as to use lexical means (29%). However, the cleft construction was also quite frequent among the translated sentences with a focused subject (25%). On the other hand, the ‘non-cleft’ sentences were not very frequent (14%) and the percentage of ‘other translation’ was quite low having only 3% of the total number of 65 sentences with a focused subject.

Czech equivalents of sentences with a focused subject		Occurrences		Per cent
Lexical means	Final position	5 (8%)	19	29%
	Initial position	14 (21%)		
Change of word-order		19		29%
Cleft construction		16		25%
Non-cleft		9		14%
Other translation		2		3%
Total		65		100%

Table 10: Czech equivalents of sentences with a focused subject

In certain aspects the results presented above are quite similar to Mojžíšová’s research (Mojžíšová 2011: 298). According to Mojžíšová (ibid.) the final position is very favorable for the highlighted subject because it is strongly connected to the pre-verbal position<sup>12</sup>. Indeed, in the present research the focused element in the final position appeared without additional lexical means (29%) and with lexical means (8%) and these two categories represent 37% of all sentences with focused subject.

The Tables 10 and 11 give us evidence that the word-order plays a more significant role in translated sentences with focused subject than in the general results. Furthermore, the final position’s percentage, which represented only 23% in the general results, increased to 37% in the sentences with focused subject. Nonetheless, in the ‘non-cleft’ sentences the differences also took place. The figures in Tables 10 and 11 indicate that the number of sentences that were translated by a non-cleft sentence significantly decreased in sentences with focused subject. In contrast to the 25% of non-cleft translations in the general results, the ‘non-cleft’ sentences represent only 14% in sentences with focused

<sup>12</sup> Translated from Czech by Staňková 2012.

subject. Looking at the cleft construction translations, their number increased to 25% in the sentences with focused subject on the general numbers.

Comparison of general results and sentences with a focused subject	General results	Subject
Lexical means	28%	29%
Non-cleft	25%	14%
Change of word-order	23%	29%
Cleft construction	19%	25%
Other translation	5%	3%
Total	100%	100%

Table 11: Comparison of general results and sentences with a focused subject

As a result, it could be said that the sentences with focused subject tend to be translated mostly by lexical means, the change of word-order or their combination. The cleft construction is the third most frequent translating device having 25% of all sentences with focused subject. Unlike Mojžíšová's results (Mojžíšová 2011: 302) which proved that the cleft construction was rather rare in Czech, the figures in the present research do not confirm this presupposition. The explanation of such a difference might be that Mojžíšová worked with originally Czech sentences translated into English while I used English cleft sentences translated into Czech. Therefore, the Czech translations were most probably influenced by their English cleft counterparts because the cleft construction is not frequently used in Czech. As far as the 'non-cleft' sentences and 'other translation' sentences are concerned, they were not very frequent when translating sentences with a focused subject.

#### 4.3.2. Adverbial

Sentences with a focused adverbial tend to be translated mostly by non-cleft sentences or by an added rhematizer without the change of word-order. The figures in Table 12 indicate that the vast majority of sentences in this category were translated almost

without paying attention to the cleft structure. In 12 occurrences the cleft structure was not reflected in the translation at all. In 8 occurrences a rhematizer was used without the change of word-order and once the change of word-order and the use of rhematizer were combined. Furthermore, there were only 3 cases where the word-order played a significant role in the translation, only 2 cases of cleft construction and in 3 cases the translator used a different translation.

According to these figures, an adverbial is not considered to be so important to become the focus of the sentence in the Czech translation. Moreover, the categories of ‘non-cleft’ translation and ‘other translation’ can be counted up together here since it seems that the translator tried to avoid the highlighted adverbial either by not giving it any prominence (non-cleft) or by not mentioning the adverbial at all (other translation). ‘Non-cleft’ sentences together with ‘other translation’ sentences count together 15 occurrences, i.e. 54% of all sentences with a focused adverbial.

The cleft construction seems to be quite unnatural as a device of translation for the sentences with a focused adverbial, at least according to the present figures. There were only 2 sentences where such translation was used in the 100 analyzed sentences.

Czech equivalents of sentences with a focused adverbial		Occurrences		Per cent
Non-cleft		12		43%
Lexical means	Final position	1	9	32%
	Initial position	8		
Other translation		3		11%
Change of word-order		2		7%
Cleft construction		2		7%
Total		28		100%

Table 12: Czech equivalents of sentences with a focused adverbial

Therefore, it could be said that the Czech cleft construction is much more suitable for the sentences with focused subject than for the sentences with a focused adverbial or other focused elements.

### 4.3.3. Object

There were five sentences with a focused object among the analyzed sample sentences. As far as the Czech equivalents are concerned, two sentences were translated by a non-cleft sentence, two were translated by the change of word-order with the focused element in the final position out of these one combined the final position with a rhematizer, and in one case a cleft construction was used. Looking at Table 13, it could be said that the means of translation are quite proportionally distributed here and that the lexical means, change of word-order, non-cleft sentence and a cleft sentence were used without some strict differences in numbers, only ‘other translation’ was not used at all:

Czech equivalents of sentences with a focused object		Occurrences		Per cent
Lexical means	Final position	1	1	20%
	Initial position	0		
Change of word-order		1		20%
Cleft construction		1		20%
Non-cleft		2		40%
Other translation		0		0%
Total		5		100%

Table 13: Czech equivalents of sentences with a focused object

If we compare the figures of the sentences with a focused subject and object, we find out that ‘non-cleft’ translations are much more frequent in sentences with a focused object than in sentences with a focused subject. In other categories the differences are not so evident in the small sample of only five sentences. The comparison of general results, sentences with a focused subject and object can be seen in the Table 14:

Comparison of general results and sentences with a focused subject	General results	Subject	Object
Lexical means	28%	29%	20%
Non-cleft	25%	14%	40%
Change of word-order	23%	29%	20%
Cleft construction	19%	25%	20%
Other translation	5%	3%	0%
Total	100%	100%	100%

Table 14: Comparison of general results and sentences with a focused subject and object

These figures also indicate that the category of ‘other translation’ is not very frequently used by translators when translating sentences with focused subject or object. This might be caused by the fact that these clause elements are too important to be omitted in the sentence or to be replaced by some other clause element.

#### 4.3.4. Object complement

Only one sentence with a focused object complement occurred in the 100 analyzed sentences and it was translated by a non-cleft sentence in which the focused element appears but at the same time there is no equivalent of the cleft construction:

- (94) *For the first time, she knew what it felt like to be a character in a novel instead of the novelist (the one in charge) - for it was as a character that Ruth saw herself returning to the Bergstraat, a character in a story she wasn't writing.*  
*Poprvé v životě poznala, jaké to je být postavou románu a ne spisovatelkou (která má všechno v ruce), protože samu sebe jak se vrací na Bergstraat vnímala jako postavu příběhu, který sama nepíše. /100/*

## 5. Conclusion

The aim of the present thesis was the analysis of English cleft sentence *it is/was...that* and its Czech translation counterparts. The category of cleft sentence was defined and described and also the ways by which the English cleft sentences are translated into Czech were studied. The present thesis consists of two main parts, the theoretical part and the analysis which was carried out on 100 English cleft sentences and their Czech translation equivalents, excerpted from the InterCorp, parallel English-Czech corpora provided through the web pages of the Czech National Corpora. The aim of the theoretical part was to define and summarize the theoretical findings and the second part of this thesis was based on the research carried out on 100 sample cleft sentences and their Czech translation counterparts.

The analysis of 100 English cleft sentences and their Czech counterparts brought both expected and unexpected results. In the area of the type of focused element the results were not unexpected since the focused elements appeared in the expected order, subject being the most frequent focused element, followed by adverbial and object. On the other hand, the results in the area of Czech equivalents were more complex and therefore the results sometimes differed from the expectations.

There were four different types of sentences that appeared in the analyzed material; namely positive declarative sentences (86%), negative declarative sentences (11%), interrogative positive sentences (2%), and in one case a dependent interrogative clause appeared (1%). These figures indicate that the positive declarative sentences are the most typical sentence type for a cleft sentence. However, negative declarative cleft sentences are not rare and also cleft questions both independent and dependent may appear in English written fiction. Negative interrogative sentence did not occur in the analyzed sample.

As far as the type and frequency of focused element are concerned (see section 4.1), the two most frequent focused elements were the subject (65%) and adverbial (28%). Also object and object complement appeared among the focused clause elements, object representing 5% of all 100 focused elements and object complement occurring only in one case (1%):

English cleft sentence: focused element	Occurrences	Per cent
Subject	65	65%
Adverbial	28	28%
Object	5	5%
Object complement	1	1%
TOTAL	100	100%

Table 15: English cleft sentence: focused element

The subject was mostly realized by noun (49%) or a proper name (31%), together representing 80% of all subject realizations. The focused subjects were also realized by pronouns (10%) and rarely also by a clause (3%) or gerund (2%).

Out of the category of focused adverbials, adverbial of time, place, manner and reason occurred in the analyzed sample. Out of these the adverbial of time and place were the most frequent types together representing 82% of all focused adverbials. In contrast, adverbial of manner and reason seem to be quite rare as focused elements of a cleft sentence. Other types of adverbials did not occur among the analyzed sample sentences. In general, the adverbials were realized by an adverb or by a prepositional phrase in an approximately equable rate. However, there were big differences in the realization of individual types of adverbials. Therefore, it could be said that it is only adverbials of time that were realized mostly by an adverb but in the other types of adverbial the realization by a prepositional phrase prevailed.

There were only five occurrences of a focused object in the analyzed 100 cleft sentences; a significantly smaller rate than in the case of Dvořáková (Dvořáková 1988) and Mojžíšová's (Mojžíšová 2009) research. The objects were mainly realized by a noun (80%) and once by a prepositional phrase (20%).

Sentences with a focused object complement appeared to be quite rare according to the present research. Only one sentence out of 100 had object complement as the focused element. This finding is not surprising, though; object complement was expected to be rather rare since also in other studies this clause element was not very frequent if it appeared there at all.

As far as the negative cleft sentences are concerned, they appeared mostly in the category of sentences with highlighted subject, which is logical since the sentences with focused subject represent 65% of all sentences. There were eight negative sentences with a

focused subject, two with a focused adverbial and one with a focused object. These figures indicate that the distribution of negative sentences is quite balanced in all cleft sentences regardless of the type of focused element. In the category of questions only sentences with focused subject appeared; two independent and one dependent positive yes-no questions were found in the analyzed sample. There were no negative interrogative sentences.

The types and frequency of Czech translation equivalents of English cleft sentences can be seen in Table 8:

Czech equivalents: frequency		Occurrences		Per cent
Lexical means	Final position	6	28	28%
	Initial position	22		
Non-cleft		25		25%
Change of word-order		23		23%
Cleft construction		19		19%
Other translation		5		5%
Total		100		100%

Table 16: Czech equivalents: frequency

There were five main categories of translation equivalents, namely ‘lexical means’, ‘non-cleft’, ‘change of word-order’, ‘cleft construction’ and ‘other translation’. The lexical means proved to be the most frequent way of cleft sentence translation together with non-cleft sentences which did not reflect the original cleft at all. However, the sentences with changed word-order represented also a quite significant part of the analyzed sentences (23%). The most unexpected result was the number of cleft focusing constructions that appeared among the Czech translation equivalents. In none of the studies which analyzed the Czech counterparts of English cleft sentence the Czech cleft construction represented such a numerous group as in the present research (19%). For instance, in Mojžíšová’s research (Mojžíšová 2011) the Czech cleft constructions represent only 6% of all 100 analyzed sentences. Moreover, Mojžíšová (ibid.) analyzed the original Czech sentences and their English counterparts. Therefore, it is assumed that the Czech cleft constructions were influenced by their English originals in the present research. The category of ‘other translation’ represents only 5% and it contains sentences in which the original English focused element did not appear at all.

Furthermore, the Czech translation equivalents were also analyzed in relation to the focused element. The results differ with every type of focused element. While the sentences with a focused subject are mostly translated using lexical means, change of word-order or Czech cleft construction, in the sentences with a focused adverbial non-cleft translations and secondly lexical means clearly prevail over the other ways of translation. In the sentences with a focused object non-cleft translation prevailed. However, the number of sentences with a focused object was rather low and therefore the present results cannot be regarded as standard ways of translation of this type of sentence.

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### **Sample sources taken from the InterCorp, the parallel English-Czech corpora:**

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### **Abbreviations**

HGG – *The Hitchhiker's Guide to the Galaxy*

LJ – *Lucky Jim*

C – *Callgirl*

HD – *Hello Darkness*

TC – *The Crush*

RR – *Rendezvous with Rama*

P – *Puppet*

TCR – *The Corrections*

TP – *The Partner*

FD – *The Final Diagnosis*

WY – *Widow for a Year*

## 7. Resumé

Bakalářská práce se zabývá vytýkací vazbou *it is/was...that* a jejími českými překladovými ekvivalenty. Tato konstrukce nám umožňuje vytknout kterýkoliv větný člen kromě přísudku a jmenné části přísudku a její základní funkcí je vytknout réma na pozadí ostatních tematických prvků. Cílem práce je popsat prostředky, jakými lze anglickou vytýkací konstrukci vyjádřit v češtině. Tato práce se skládá ze dvou hlavních částí, z nichž první je teoretická a druhá se zabývá analýzou 100 anglických vytýkacích vět a jejich českých překladových ekvivalentů získaných pomocí paralelního anglicko-českého korpusu InterCorp, který je dostupný online na stránkách Českého Národního Korpusu. V teoretické části práce je shrnut celkový přehled anglické vytýkací konstrukce *it is/was...that* na základě poznatků o vytýkacích větách tak, jak je popsali R. Quirk et al., R. Huddleston a G. Pullum, L. Dušková, P. Collins a také na základě diplomových prací o vytýkacích větách od B. Dvořákové a K. Mojžíšové. Druhá, empirická část této práce, se zabývá analýzou 100 anglických vytýkacích vět a jejich srovnáním s českými překladovými ekvivalenty. Toto srovnání je provedeno ze syntaktického hlediska a zkoumá věty z beletristických děl anglicky píšících autorů.

Provedená analýza přinesla jak očekávané, tak neočekávané výsledky. V oblasti analýzy druhu vytčeného větného členu byly výsledky v souladu s očekáváním a nejčastějším vytčeným větným členem v odpovídající nevytýkací konstrukci byl podmět, následovaný příslovečným určením a předmětem. Naproti tomu výsledky v oblasti českých překladových ekvivalentů někdy stály v protikladu k očekávaným výsledkům.

V analyzovaném vzorku se vyskytly čtyři typy vět, konkrétně kladné (86%) a záporné (11%) věty oznamovací, kladné věty tázací (2%) a v jednom případě také závislá otázka (1%). Z těchto čísel vyplývá, že kladné oznamovací věty jsou nejčastějším typem

vytýkacích vět, i když záporné oznamovací věty také nejsou neobvyklé. Naproti tomu otázky v oblasti vytýkacích vět představují spíše menšinu.

Co se týče vytčeného větného členu (viz kapitola 4.1), nejčastějším vytčeným větným členem (dále VČ) byl podmět (65%) a příslovečné určení (28%). Mezi vytčenými VČ se také vyskytly předmět (5%) a doplněk předmětu (1%). Z různých druhů příslovečných určení se v analyzovaném vzorku na pozici vytčeného VČ nejčastěji ocitaly příslovečné určení času a místa, které dohromady činily 82% všech příslovečných určení. Dále se zde vyskytlo také příslovečné určení způsobu a příčiny, ale tyto druhy se vyskytovaly spíše zřídka. Předmět byl vytčeným VČ pouze v pěti případech ze sta, což bylo procentuálně menší množství, než ve svých studiích uvádí např. Dvořáková (Dvořáková 1988) či Mojžíšová (Mojžíšová 2009). Vytýkací věty s vytčeným doplňkem předmětu nebyly příliš častým vytčeným VČ ani podle předpokladů, ani podle výsledků analýzy.

U záporných vytýkacích vět byl nejčastějším vytčeným VČ podmět, což je celkem logické, protože vět s vytčeným podmětem bylo nejvíce (65%). Osm záporných vytýkacích vět mělo tedy vytčený podmět, dvě věty příslovečné určení a v jednom případě byl vytčený předmět. Podle získaných údajů je podíl záporných vět celkem vyrovnaný, co se týče vytčeného VČ. U vět tázacích byl vytčeným VČ pouze podmět. V analyzovaném vzorku se vyskytly dvě zjišťovací otázky a jedna závislá zjišťovací otázka. Počet tázacích vět v analyzovaném vzorku byl tedy poměrně malý, a tak z těchto čísel nelze vyvozovat důvěryhodné závěry. Záporná tázací věta se v analyzovaném vzorku nevyskytla.

Co se týče českých překladových ekvivalentů anglických vytýkacích vět, české překlady byly zařazeny do pěti hlavních kategorií: ‚lexikální prostředky‘, ‚nevytýkací konstrukce‘, ‚změna slovosledu‘, ‚vytýkací konstrukce‘ a ‚jiný překlad‘. Lexikálními prostředky se rozumí výrazy, takzvané rematizátory, které aktualizují réma. Z těchto

prostředků se nejčastěji vyskytla v analyzovaných větách adverbialní částice *právě*, dále pak *to*, *jen* a *pouze*. Rematizátory byly ve většině případů použity na začátku věty. Do kategorie ‚nevytýkací konstrukce‘ spadají věty, ve kterých větný člen, který je v anglické větě vytčený, v českém překladu není zvýrazněn dost natolik, aby odpovídal vytčenému VČ. Naopak u českých překladových ekvivalentů, u kterých byla použita změna slovosledu, je vytčený VČ zdůrazněn umístěním do finální rematické pozice. Vytýkací konstrukce v češtině není příliš obvyklá, ale přesto se celkem často objevuje jako protiklad vytýkací konstrukce anglické. Do kategorie ‚jiný překlad‘ spadají české věty, ve kterých se původní anglický vytčený VČ vůbec nevyskytuje.

Překlad pomocí lexikálních prostředků byl mezi analyzovanými větami nejčastější (28%) a spolu s nevytýkací konstrukcí (25%) tyto dvě kategorie představovaly více než polovinu všech vět. Také překlad pomocí změny slovosledu byl poměrně častý (23%). Překvapivě velké množství českých ekvivalentů anglických vytýkacích vět bylo přeloženo také českou vytýkací konstrukcí, celých 19% všech vět. Toto číslo neodpovídá výsledkům jiných studií, v žádné z nich se česká vytýkací konstrukce nevyskytovala v tak hojném počtu. Například Mojžíšová (Mojžíšová 2011) ve své studii uvádí pouze 6% českých vytýkacích konstrukcí, které se objevily jako ekvivalenty vytýkací konstrukce anglické. Je ovšem nutné vzít v úvahu skutečnost, že Mojžíšová (tamtéž) vycházela z českých vět, zatímco v této práci se vychází z vět anglických a jejich české ekvivalenty jsou ekvivalenty překladové. Tudíž je možné předpokládat, že počet českých vytýkacích konstrukcí je ovlivněn překladem z anglického originálu. Do kategorie ‚jiný překlad‘ spadá pouze 5% analyzovaných vět, přičemž tato kategorie obsahuje věty, ve kterých nebyl vytčený VČ vůbec vyjádřen.

České překladové ekvivalenty byly také analyzovány podle toho, jaký VČ byl vytčen. U vět s vytčeným podmětem převládal překlad pomocí lexikálních prostředků,

změny slovosledu nebo vytýkací konstrukce. Ovšem u vět s vytčeným příslovečným určením byly nejčastějším způsobem překladu nevytýkací konstrukce a v druhé řadě také lexikální prostředky. Věty s vytčeným předmětem byly přeloženy nejčastěji nevytýkací konstrukcí, ale bylo jich tak malé množství, že na tato data se nelze plně spolehnout a výsledek by se mohl u většího analyzovaného vzorku lišit.

## 8. Appendix

All 100 analyzed English cleft sentences and their Czech translation counterparts are listed in the appendix. The sentences are ordered according to the focused element, i.e. subject, adverbial, object, object complement, respectively. Each pair of sentences has its number by which it is referred to in the examples in the 'Analysis' section. Furthermore, every English sentence has its corpus code. This code is in the brackets together with a number and abbreviation of the particular book from which the sentence is taken.<sup>13</sup> Additionally, the type of focused element and the Czech translation equivalent are stated below each pair of sentences.

- 1 It was not cowardice that had prevented Harry from giving his speech; Harry had contradicted the 'official' police position before. (#1999755, 1 WY)  
Předněst řeč nezabránila Harrymu zbabělost - kritizoval "oficiální" stanoviska policie i dřív.  
**Focused element – subject**  
**Translation – change of word-order**
- 2 Allan was being patient; it was Ruth who was 'waiting.' (#1897229, 2 WY)  
Allan byl trpělivý, „váhala“ Rút.  
**Focused element – subject**  
**Translation – change of word-order**
- 3 It was Allan Albright who clapped first, even before Eddie. (#1902434, 3 WY)  
Allan zatleskal první, dokonce dřív než Eddie.  
**Focused element – subject**  
**Translation – non-cleft**
- 4 I think it's your father who needs saving from you - the poor man. (#1915449, 4 WY)  
Myslím, že je to tvůj otec, kdo potřebuje ochránit před tebou - ten chudák.  
**Focused element – subject**  
**Translation – cleft construction**
- 5 Perhaps it was her mother who'd made Hannah the superficial and impatient reader that she was. (#1916003, 5 WY)  
Možná díky matce byla tak povrchní a netrpělivá čtenářka.  
**Focused element – subject**  
**Translation – non-cleft**
- 6 It was Hannah who helped Ruth find her clothes. (#1917622, 6 WY)  
Hana pomohla Rút najít šaty.  
**Focused element – subject**  
**Translation – non-cleft**
- 7 Anyway, it's how it feels that matters. (#1918226, 7 WY)  
Stejně záleží na tom, jaký máš pocit.

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<sup>13</sup> The number, e.g. 1 WY signifies the number of a particular sentence from a particular book, i.e. 1 WY = the first sentence taken from *A Widow for a Year*.

**Focused element – subject**  
**Translation – change of word-order**

- 8 Or was it Hannah who'd reduced their friendship to something less than a fling with her father? (#1941366, 8 WY)  
Nebo to byla Hana, kdo spolu s otcem jejich přátelství zredukoval na něco méně než pošklebek?  
**Focused element – subject**  
**Translation – cleft construction**
- 9 It's the women who are watching who don't want to be seen. (#1955687, 9 WY)  
To ženy, které se dívají, si nepřejí být vidět.  
**Focused element – subject**  
**Translation – lexical means**
- 10 That was when Ruth realized that the woman wasn't really looking at Hannah, either; it was Graham who was drawing the woman's attention. (#2013789, 10 WY)  
A pak si uvědomila, že žena se ve skutečnosti nedívá ani na Hanu, ale její upřený pohled přitahuje Graham.  
**Focused element – subject**  
**Translation – change of word-order**
- 11 'I didn't think you liked big schlongs, or is it someone else who said that?' Hannah asked. (#1989454, 11 WY)  
"Myslela jsem, že nemáš velký ocasy ráda. Nebo mi to říkal někdo jiný?" zeptala se Hana.  
**Focused element – subject**  
**Translation – change of word-order**
- 12 He'd completed his second year at Phillips Exeter Academy, where his father taught English; it was an Exeter connection that got Eddie the job. (#1796115, 12 WY)  
Dokončil druhý ročník studia na akademii v Exeteru, kde jeho otec vyučoval angličtinu, a právě spojení s Exeterem mu pomohlo k letnímu zaměstnání.  
**Focused element – subject**  
**Translation – lexical means**
- 13 If when he'd been in her arms - in her bed, inside her - he'd felt, for the first time, that he was almost a man, it was losing her that had given him something to say. (#1847527, 13 WY)  
Jestliže ve chvíli, kdy byl v jejím náručí - v její posteli, v ní - poprvé cítil, že již je téměř muž, její ztráta mu dala obsah, který chce sdělit.  
**Focused element – subject**  
**Translation – non-cleft**
- 14 It was Mr Havelock who favored bralessness and who begged his wife to leave her armpits unshaven - naturalness appealed to him above all things. (#1878954, 14 WY)  
Právě pan Havelock chtěl, aby chodila bez podprsenky a prosil ji, aby si nevyholovala podpaží.  
**Focused element – subject**  
**Translation – lexical means**
- 15 It was the bartender who saved Eddie from missing the dreaded event altogether. (#1885047, 15 WY)  
Barman vlastně Eddieho zachránil, aby obávanou událost nezmeškal úplně.  
**Focused element – subject**  
**Translation – lexical means**
- 16 It was Karl who was kind enough to include Eddie in many events at the 92nd Street Y, even those that Eddie felt unworthy of like this one. (#1888932, 16 WY)

Právě Karlově laskavosti vděčil za to, že s ním v Ypsilonce na Devadesáté ulici počítali pro různé pořady, a to dokonce i pro takové, na něž se příliš necítil - jako ten dnešní.

**Focused element – subject**

**Translation – lexical means**

17 It was her new editor who literally pushed Ruth forward to meet Eddie. (#1889204, 17 WY)

Právě Rútín nový redaktor ji k Eddiemu doslova přistrčil.

**Focused element – subject**

**Translation – lexical means**

18 As Eddie's designated ferry approached, it was Minty who was suddenly growing anxious about Eddie's job. (#1809887, 18 WY)

Když se očekávaný trajekt přibližoval, začal být Mentolka z Eddieho příštího zaměstnání náhle nervózní.

**Focused element – subject**

**Translation – non-cleft**

19 For example, whenever their lovemaking had marked the sheets in the carriage-house apartment, it was Eddie who was in favor of doing the laundry - lest Ted should see the telltale stains. (#1827272, 19 WY)

Když například v bytě nad garáží zanechalo jejich milování stopy na prostěradlech, býval to on, kdo chtěl prádlo vyprat, aby Ted zrádné skvrny neviděl.

**Focused element – subject**

**Translation – cleft construction**

20 With Eddie pinned beneath her, Marion sometimes felt that it was she who was penetrating him. (#1831509, 20 WY)

S Eddiem přitlačeným k lůžku pod ní mívala občas pocit, že je to ona, kdo proniká do něho.

**Focused element – subject**

**Translation – cleft construction**

21 For example, Ted held Marion responsible for Ruth's injury, although Eddie had repeatedly told him that it was he who had let Ruth have the photograph. (#1834286, 21 WY)

Ted například Marion obviňoval, že může za Rútino zranění, třebaže se mu Eddie opakovaně přiznal, že fotografii dal Rút on.

**Focused element – subject**

**Translation – change of word-order**

22 That Friday in the frame shop in Southampton, Eddie O'Hare had a life-changing realization: if the writer's assistant had become a writer, it was Marion who'd given him his voice.

(#1847485, 22 WY)

Onoho pátku v rámařském obchodě v Southamptonu učinil převratný objev: stal-li se ze spisovatelova tajemníka spisovatel, byla to Marion, kdo ho obdařil hlasem.

**Focused element – subject**

**Translation – cleft construction**

23 It was chiefly the blood that lent a novelty to Ted's appearance. (#1844224, 23 WY)

Tedovu vzhledu dodávala na neobvyklosti hlavně krev.

**Focused element – subject**

**Translation – change of word-order**

24 And it wasn't the spring that made Eddie feel indolent. (#1808398, 24 WY)

Příčinou jeho pocitu malátnosti nebylo pouze jaro.

**Focused element – subject**

**Translation – lexical means**

- 25 And it wasn't Ted who'd taught him anything. (#1847183, 25 WY)  
A nebyl to Ted, kdo ho něco naučil.  
**Focused element – subject**  
**Translation – cleft construction**
- 26 I was wondering if it was something special that brought you to Toronto. (#1045478, 1 P)  
Zajímalo by mě, jestli přijel do Toronta z nějakého zvláštního důvodu.  
**Focused element – subject**  
**Translation – change of word-order**
- 27 It's guilt that lives forever. (#1028780, 2 P)  
Je chybou žít navždy.  
**Focused element – subject**  
**Translation – other translation**
- 28 It's the bite marks that will do her in. (#992833, 3 P)  
Ty kousance ji nakonec dostanou.  
**Focused element – subject**  
**Translation – change of word-order**
- 29 Amanda senses he is about to suggest that they share a limo or perhaps meet later for a drink, but he says nothing, and this time it is Amanda who looks away. (#1016251, 4 P)  
Amanda cítila, že už má na jazyku, že by si spolu mohli dát něco k pití, nebo se třeba později sejít na sklenku, ale neřekl nic a tentokrát to byla Amanda, kdo se odvrátil první.  
**Focused element – subject**  
**Translation – cleft construction**
- 30 It's only their crimes that make them interesting. (#1001433, 5 P)  
Jediné, co je na nich zajímavé, jsou jejich zločiny.  
**Focused element – subject**  
**Translation – change of word-order**
- 31 It was my father who saved them. (#1077570, 6 P)  
Asi je schovával táta.  
**Focused element – subject**  
**Translation – change of word-order**
- 32 It looks to me It's her mind that's suffering now, you see not her body; physically she's absolutely fit again, I should say. (#59494, 1 LJ)  
Mně osobně se zdá - že je na tom teď špatně spíš po duševní stránce, rozumíte, ne po tělesné. Tělesně by už byla jakž takž v pořádku.  
**Focused element – subject**  
**Translation – lexical means**
- 33 It was Bertrand who won the little contest. (#79172, 2 LJ)  
Ze soutěže vyšel Bertrand vítězně.  
**Focused element – subject**  
**Translation – non-cleft**
- 34 It was Welch who delivered the summons now swaying about in the doorway of the little teaching room which Dixon shared with Goldsmith. (#92698, 3 LJ)  
Tentokrát přišlo vyzvání od Welche, který stál, pohupuje se ve dveřích malé učebny, o níž se Dixon dělil s Goldsmithem.  
**Focused element – subject**  
**Translation – lexical means**

- 35 Probably not, in which case it was presumably Carol who was in the ascendant, because that was the only way of explaining her presence here to-night. (#109488, 4 LJ)  
Pravděpodobně není, a v tom případě asi získává půdu Carol, jinak by nebyla vůbec přišla.  
**Focused element – subject**  
**Translation – change of word-order**
- 36 He felt that it was things like this that kept him going. (#136554, 5LJ)  
Cítil, že zážitky toho druhu v něm živí neutuchající plamen optimismu.  
**Focused element – subject**  
**Translation – non-cleft**
- 37 I'm now fairly firmly convinced, Mr. Dixon, that it was you who rang me up recently and pretended, in fact you lied when I asked you, pretended both to myself and to my son to be a newspaper reporter. (#140006, 6 LJ)  
Jsem totiž nyní pevně přesvědčena, pane Dixone, že jste to byl vy, kdo nedávno telefonoval a předstíral, lépe řečeno lhal, když jsem se zeptala, předstíral mně a mému synovi, že je novinář.  
**Focused element – subject**  
**Translation – cleft construction**
- 38 I felt myself getting wet, felt my pelvis straining to be closer to him, and it was he who, to my surprise, pulled himself up on an elbow. (#374099, 1 C)  
Začala jsem vlhnout, přimkla se k němu kyčlemi, abych mu byla co nejbliž, a k mému překvapení to byl on, kdo se opřel o loket.  
**Focused element – subject**  
**Translation – cleft construction**
- 39 It wasn't the association that bothered me; it was the fact that they were stretched beyond the point of no return. (#399128, 2 C)  
Ne snad, že by mě trápila vzpomínka na Davida, ale bylo tak vytažené, že už nikdy nezískalo původní tvar.  
**Focused element – subject**  
**Translation – lexical means**
- 40 I was still assimilating that fact that the client had covered for me, claiming that it was he who had called Sophie, not me. (#426712, 3 C)  
Nebyla jsem schopná tak rychle strávit fakt, že klient kvůli mně zalhal, že to on pozval Sophii, ne já.  
**Focused element – subject**  
**Translation – lexical means**
- 41 I hold many memories of that time in my life; but it is only Sophie who haunts my dreams, making me cry out in the night. (#2338671, 4 C)  
Z toho životního období mi zůstalo hodně vzpomínek, ale pouze Sophie mě pronásleduje ve snech a může za to, že pláču ze spaní.  
**Focused element – subject**  
**Translation – lexical means**
- 42 It was Luis, who sometimes drove for Peach and went to business school by day. (#2348093, 5 C)  
Byl to Luis, který občas dělal u Broskvičky nočního řidiče a ve dne studoval ekonomii na vysoké škole.  
**Focused element – subject**  
**Translation – cleft construction**

- 43 Unfortunately, the people carrying out his edicts distorted them, and instead of punishing the slavetraders who sold prostitutes, it was the prostitutes themselves who were targeted. (#2366015, 6 C)  
Bohužel lidé, kteří zvěstovali císařův edikt po celé říši, zkomolili jeho význam a místo trestání otrokářů prodávajících prostitutky se terčem trestu a odsouzení stali přímo prostitutky.  
**Focused element – subject**  
**Translation – change of word-order**
- 44 I couldn't have imagined working for a service where not only the menu is open to negotiation, it is also the callgirl who is in charge of dealing, and can and will later be blamed if the deal does not live up to the driver or the dispatcher or the owner's expectations. (#2368525/#2368576, 7 C)  
Neuměla jsem si představit, že bych pracovala pro agenturu, která nejenom že distribuuje drogy, ale zapojuje do toho i svoje zaměstnankyně, na něž při dopadení čeká trest a ještě k tomu jim hrozí nebezpečí i v případě, že předání drog či platba se nějak zvrtnou. Navíc povaha sexuálních služeb a sazebník nejsou pevně určené, což bývá nejenom ponižující, ale často rovněž velmi nebezpečné.  
**Focused element – subject**  
**Translation – change of word-order**
- 45 Or maybe it was me who was feeling old. (#2380963, 8 C)  
Nebo jsem si staře možná připadala jen já.  
**Focused element – subject**  
**Translation – change of word-order, lexical means**
- 46 It was that difference that usually caused them to clash. (#6099772, 1 TC)  
Právě proto se obvykle dostávali do sporu.  
**Focused element – subject**  
**Translation – lexical means**
- 47 Could that mean it was Lozada who attacked Wick last night? (#564171, 2 TC)  
Mohlo by to znamenat, že včera v noci napadl Wicka Lozada?  
**Focused element – subject**  
**Translation – change of word-order**
- 48 It was usually she who created tingles and racing hearts. (#645381, 1 HD)  
Obvykle to byla ona, kdo u druhých tyhle pocity vzbuzoval.  
**Focused element – subject**  
**Translation – cleft construction**
- 49 Maybe I was Curtis's candor that made him such a cracker-jack investigator. (#669052, 2 HD)  
Možná díky takové otevřenosti se z Curtise stal tak vynikající vyšetřovatel.  
**Focused element – subject**  
**Translation – other translation**
- 50 It was the camera that had so intrigued her and made her think he was special. (#679767, 3 HD)  
Byl to ten fotoaparát, který ji tolik fascinoval, a o něm si myslela, že je něco zvláštního.  
**Focused element – subject**  
**Translation – cleft construction**
- 51 It was always she who took the initial steps toward making up. (#702506, 4 HD)  
Vždycky to byla ona, kdo udělal první krok k smíření.  
**Focused element – subject**  
**Translation – cleft construction**

- 52 And more than Curtis's persistent questions, it was that one who was making him sweat. (#712137, 5 HD)  
A víc než z Curtisových neodbytných otázek na něm vystával pot z tohoto člověka.  
**Focused element – subject**  
**Translation – change of word-order**
- 53 It was the avoidance that incriminated them. (#742701, 6 HD)  
To ta vyhýbavost svědčila proti nim.  
**Focused element – subject**  
**Translation – lexical means**
- 54 The psychologist had the higher ranking, but it was Curtis who could recommend Rondeau for CIB. (#762517, 7 HD)  
Malloy měl sice vyšší šarži, ale byl to Curtis, který mohl Rondeau doporučit do oddělení pro vyšetřování vražd.  
**Focused element – subject**  
**Translation – cleft construction**
- 55 It was not the glare that was intolerable - he could grow accustomed to that - but the awesome spectacle of Rama, now seen for the first time in its entirety. (#855151, 1 RR)  
Nebyla to záře, co se nedalo snést - na světlo už pomalu přivykal - , ale ohromující Rámovo panoráma, které teď poprvé spatřil v jeho úplnosti.  
**Focused element – subject**  
**Translation – cleft construction**
- 56 It was not mere curiosity that prompted Norton's request - though that was certainly present. (#860205, 2 RR)  
Nebyla to jen pouhá zvědavost, co inspirovalo Nortonovu otázku - i když ta tu jistě také byla.  
**Focused element – subject**  
**Translation – cleft construction**
- 57 It was Cap who had been behind the wheel of the van loaded with marijuana when the narcs stopped them. (#15263721, 1 TP)  
Právě Cap byl ten, kdo seděl za volantem dodávky naložené marihuanou, když je zastavili agenti z protidrogového.  
**Focused element – subject**  
**Translation – lexical means**
- 58 Now the administrator said, "Well, sir, it's the physician who decides how long a patient remains in hospital." (#1660626, 1 FD)  
„Zajisté, pane. O délce nemocničního léčení rozhoduje lékař.“  
**Focused element – subject**  
**Translation – change of word-order**
- 59 The autopsy has shown it was not the car that killed the boy. (#1714248, 2 FD)  
Pitva ukázala, že smrt dítěte nezavinil řidič.  
**Focused element – subject**  
**Translation – change of word-order**
- 60 In a case like this, where malignancy was a possibility, it was the pathologist who would give a final opinion on the patient's condition. (#1687746, 3 FD)  
V případech možného výskytu zhoubného nádoru, jako tomu bylo tentokrát, rozhodoval o pacientově stavu svým konečným dobrozdáním patolog.  
**Focused element – subject**  
**Translation – change of word-order**

- 61 “It is pathology which advises the patient’s physician on disease and sometimes, when all else in medicine fails” - Pearson paused, looked down significantly at the body of George Andrew Dunton, and the eyes of the nurses followed him- “it is the pathologist who makes the final diagnosis. “ (#1645360, 4 FD)  
Pearson se odmlčel a podíval se významně na tělo George Andrewa Duntona ; oči sester - žákyněk jeho pohled sledovaly. „ ... a patolog také stanoví konečnou diagnózu.“  
**Focused element – subject**  
**Translation – lexical means**
- 62 It was Bill Rufus who spoke out. (#1653018, 5 FD)  
Za všechny se ozval Bill Rufus.  
**Focused element – subject**  
**Translation – change of word-order**
- 63 It was his patient who was in jeopardy, his patient that might die because of the worst kind of medical negligence, and the ultimate responsibility was his alone. (#1747940, 6 FD)  
Jeho malý pacient byl ohrožen a mohl zemřít pro hrubou nedbalost - a celkovou odpovědnost nesl on sám.  
**Focused element – subject**  
**Translation – non-cleft**
- 64 And because of this it was the strong who perpetuated themselves. (#1672113, 7 FD)  
Jen rod silných pokračoval.  
**Focused element – subject**  
**Translation – lexical means**
- 65 And Ted’s right on top of that, he thinks our culture attaches too much importance to feelings, he says it’s out of control, it’s not computers that are making everything virtual, it’s mental health. (#1264162, 1 TCR)  
Sylvie se zamyslela a pokračovala: „A jako by toho nebylo dost, Ted si ještě ke všemu myslí, že celá naše kultura klade příliš velký důraz na city. Říká, že se to vymklo jakékoliv kontrole, že ne počítače, nýbrž duševní zdraví dělá ze všeho virtuální záležitost.  
**Focused element – subject**  
**Translation – lexical means**
- 66 And it was at that precise moment that I knew it was going to be all right. (#373304, 9 C)  
A přesně v té vteřině jsem pochopila, že schůzka proběhne v pohodě.  
**Focused element – adverbial of time**  
**Translation – non-cleft**
- 67 It wasn’t often that you got to hang up on Peach: she usually did the hanging up. (#417839, 10 C)  
Nestávalo se často, že člověk mohl Broskvičce zavěsit jako první, hovor většinou zakončila ona.  
**Focused element – adverbial of time**  
**Translation – cleft construction**
- 68 It was then that I finally got to see Mario. (#447740, 11 C)  
A tehdy jsem se konečně seznámila s Mariem.  
**Focused element – adverbial of time**  
**Translation – lexical means**
- 69 It was then that Grace had joined them. She asked what Wick was laughing about, and when he declined to tell her, she reminded him that the girls wouldn’t settle for the night until they got their story. (#515547, 5 TC)

V tuhle chvíli se k nim připojila Grace, ptala se, čemu se Wick směje, a když jí to nechtěl povědět, připomněla mu, že děvčata nedostane do postele, dokud jim Wick nebude něco vyprávět.

**Focused element – adverbial of time**

**Translation – non-cleft**

70 And it was during a binge that an addict was capable of doing something he or she wouldn't ordinarily do, like sexually harassing a coworker or fondling a patient who was a minor. (#681156, 8 HD)

A právě když to na něho přijde, je takový člověk schopný provádět věci, které by běžně neudělal, jako třeba sexuálně obtěžovat spolupracovníci nebo ohmatávat nezletilou pacientku.

**Focused element – adverbial of time**

**Translation – lexical means**

71 It was at this point that the computers started flashing their 'Hi there!' (#826041, 3 RR)

Až v téhle fázi začaly počítače signalizovat: „Hej, vy tam!“

**Focused element – adverbial of time**

**Translation – lexical means**

72 It was then - that he noticed his water-flask and emergency ration pack among the debris of Dragonfly, and instantly felt both hungry and thirsty. (#875996, 4 RR)

Potom zpozoroval mezi troskami Vážky svou polní láhev a balíček se železnou zásobou, a okamžitě dostal žízeň a hlad.

**Focused element – adverbial of time**

**Translation – non-cleft**

73 It was then that he noticed that the feathery leaves were closing, and the headless stem was slowly unwinding itself from its supports. (#879866, 5 RR)

Tehdy postřehl, že se peří připomínající listy zavřelo a stonek bez vrcholku že se zvolna odvíjí od podpěr.

**Focused element – adverbial of time**

**Translation – non-cleft**

74 It was then that the first anomalous reports started coming in from the robot observatories, which, for almost two hundred years, had been keeping a permanent watch on the sun. (#905769, 6 RR)

Hned nato začaly přicházet z automatických observatoří, které už téměř po dvě stě roků permanentně dohlížely na sluneční činnost, prvá hlášení o jeho anomálních projevech.

**Focused element – adverbial of time**

**Translation – non-cleft**

75 It was then that he discovered that the old masonry bits were as dull as rivets. (#1342879, 2 TCR)

Teprve v tu chvíli přišel na to, že staré vrtáky jsou tupé jako kus dřeva.

**Focused element – adverbial of time**

**Translation – lexical means**

76 It was then that Angela Loburton had smiled. (#1714252, 8 FD)

Angela Loburtonová se v té chvíli poprvé usmála.

**Focused element – adverbial of time**

**Translation – non-cleft**

77 It was after that that he had come straight here to wait. (#1727195, 9 FD)

Šel tedy rovnou sem a čeká.

**Focused element – adverbial of time**

**Translation – other translation**

78 It was then that Ruth heard him wheeze. (#1971967, 26 WY)

V té chvíli Rút uslyšela, jak sípe.

**Focused element – adverbial of time**

**Translation – non-cleft**

79 It was then that Smalley had started in with the predictable recriminations. (#2002792, 27 WY)

Jak se dalo předpovídat, Smalley začal s výčitkami.

**Focused element – adverbial of time**

**Translation – other translation**

80 It was then that he noticed that every individual hair was standing straight upright. (#872729, 7 RR)

Potom postřehl, že má všechny chloupky zježené vzhůru.

**Focused element – adverbial of time**

**Translation – non-cleft**

81 It was not often that Captain Cook came to his aid when he was neglecting his duty. (#853174, 8 RR)

Nestávalo se často, aby mu kapitán Cook přicházel na pomoc tehdy, když zanedbával službu.

**Focused element – adverbial of time**

**Translation – cleft construction**

82 And it was to this planet that unattended bios would make their way, slipping away quietly through wormholes in space to a world where they knew they could enjoy a uniquely biroid lifestyle, responding to highly biro-oriented [ ] stimuli, and generally leading the biro equivalent of the good life. (#40867, 1 HGG)

A právě na tuto planetu putují všechny ztracené propisovačky. Nepozorovaně proklouznou červími dírami ve vesmíru do světa, kde jak dobře vědí, si budou moct užívat nádherně propisovačkovitého životního stylu, odpovídajícího vysoce propisovačkovitým stimulům, a vůbec mít to, co propisovačky považují za zlaté časy.

**Focused element – adverbial of place**

**Translation – lexical means**

83 It was on him that Dixon fixed his eye, less from interest than to avoid fixing it on Christine. (#104643, 7 LJ)

Dixon se na něj zahleděl ani ne tak ze zájmu jako spíše proto, aby se nemusel dívat na Christinu.

**Focused element – adverbial of place**

**Translation – non-cleft**

84 While I was still doing my doctoral coursework I had spent a couple of semesters as a teaching assistant for a professor who lived there, and it was to his apartment that I frequently delivered corrected term papers. (#383474, 12 C)

Když jsem se na odborné stáži připravovala na doktorát, pár semestrů jsem pracovala jako asistentka pro profesora, který bydlel právě tady, a často jsem mu domů odnášela opravené referáty a písemky.

**Focused element – adverbial of place**

**Translation – lexical means**

85 It was in her bedroom that he received his first surprise. (#511525, 3 TC)

První překvapení ho čekalo v její ložnici.

**Focused element – adverbial of place**

**Translation – change of word-order**

86 It was here that he would be interrogated, and tortured, if necessary. (#1497605, 2 TP)  
Tady měl být vyslýchán a také, bude-li to nezbytné, mučen.

**Focused element – adverbial of place**

**Translation – non-cleft**

87 But as a sample of young Eddie's promise as a writer of fiction, it made enough of an impression on Mr Havelock that he admitted Eddie to English 4W, and it was there, in that class of aspiring young writers, that Eddie's more beguiling theme - the younger man with the older woman - began to flow. (#1878629, 28 WY)

Ale jako slibný příklad literární tvorby mladého studenta dostatečně zapůsobila na pana Havelocka, takže Eddieho přijal do kurzu angličtiny 4 P. A právě tam, ve třídě ctižádostivých mladých spisovatelů, vytrysklo téma, které ho lákalo víc - vztah mladšího muže se starší ženou.

**Focused element – adverbial of place**

**Translation – lexical means**

88 It was there that an uneasy standoff between Ruth and Hannah had ended - at least until Ruth had invited Hannah to come hear her read from the novel, and that invitation had had less to do with the novel, which Hannah had already read, than with the exciting prospect of meeting Eddie O'Hare. (#1896608, 29 WY)

Tím také trapný chlad mezi Rút a Hanou skončil. Přinejmenším od chvíle, kdy Rút Hanu pozvala, aby přišla na její předčítání z nového románu. Pozvání souviselo méně s románem, který již přítelkyně četla, ale spíše se vzrušující vyhlídkou na setkání s Eddiem O'Harem.

**Focused element – adverbial of place**

**Translation – other translation**

89 It was as a woman that she loathed him. As a child, she had doted on him - at least he was there. (#1910682, 30 WY)

Jako žena ho nemohla vystát, ale jako dítě ho bezmezně milovala - alespoň byl s ní.

**Focused element – adverbial of manner**

**Translation – non-cleft**

90 It was through this that the blood would be drawn off and replaced. (#1749878, 10 FD)

Jím měla proudit odebíraná i dodávaná krev.

**Focused element – adverbial of manner**

**Translation – non-cleft**

91 It was with feigned casualness that Ted Cole showed these pictures of young Edward O'Hare to his wife. (#1796882, 31 WY)

Ted Cole ukázal fotografie mladého Eduarda O'Harea své ženě a předstíral, že tím nesleduje žádný úmysl.

**Focused element – adverbial of manner**

**Translation – change of word-order**

92 Ruth could not help feeling that it was with intense recrimination that the prostitute's wide-open eyes stared at the narrow part in the wardrobe-closet curtain. (#1972850, 32 WY)

Rút se nemohla zbavit pocitu, že prostitutčiny doširoka otevřené oči s obviněním zírají na úzkou šterbinu v závěsu šatníku.

**Focused element – adverbial of manner**

**Translation – non-cleft**

93 It was with that thought in mind that I'd chosen Tia as my working name, when Peach asked me for one. (#402651, 13 C)

A právě proto jsem si za pracovní pseudonym vybrala právě tohle jméno, když Broskvička po mně nějaké chtěla.

**Focused element – adverbial of reason**

**Translation – lexical means**

94 It's because of him that I'm hanging around. (#608242, 4 TC)

To proto jsem tady.

**Focused element – adverbial of reason**

**Translation – lexical means**

95 When her boyfriend beat her up, it was Abe that she turned to. (#468644, 14 C)

Pak ji zmlátil přítel a byl to právě Abe, u koho hledala útěchu.

**Focused element – object**

**Translation – cleft construction**

96 Turning away from the main nursery, it was this section that Dornberger entered now.

(#1731482, 11 FD)

Sem nyní doktor Dornberger vstoupil.

**Focused element – object**

**Translation – non-cleft**

97 And when Per's father had stared at her nakedness, it was not lust that Ruth saw in his eyes - only his crippling envy of his lucky son. (#1918005, 33 WY)

A když předtím Perův otec upřeně pozoroval její nahotu, neviděla v jeho očích chťič - jenom ochromenou závist vůči šťastnému synovi.

**Focused element – object**

**Translation – change of word-order**

98 But it was the good mail that you had to be most careful about not answering. (#1944963, 34 WY)

Ale člověk musí být velice opatrný a na kladné dopisy neodpovídat.

**Focused element – object**

**Translation – change of word-order**

99 When there was a plague or an epidemic, it was the weak who were wiped out and the strong survived. (#1672081, 12 FD)

Kdykoliv se objevila nějaká morová rána nebo epidemie, vždy byli likvidováni slabí, silní přežili.

**Focused element – object, passive**

**Translation – change of word-order**

100 For the first time, she knew what it felt like to be a character in a novel instead of the novelist (the one in charge) - for it was as a character that Ruth saw herself returning to the Bergstraat, a character in a story she wasn't writing. (#1959109, 35 WY)

Poprvé v životě poznala, jaké to je být postavou románu a ne spisovatelkou (která má všechno v ruce), protože samu sebe jak se vrací na Bergstraat vnímala jako postavu příběhu, který sama nepíše.

**Focused element – object complement**

**Translation – non-cleft**