OBJECT AND COMPLEMENT FRONTING IN THE ENGLISH CLAUSE

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ABSTRACT

This paper investigates the so called *thematic fronting* construction exemplified by clauses such as *Those things I would have to give away*, *Two words I can think of*, *To that argument I shall come* or *Embattled we are*. Biber et al (1999: 900) point out that "fronting refers to the initial placement of core elements which are normally found in post-verbal position". The main aim of this study is to examine *object* and *complement fronting* constructions in Contemporary English, focusing on the constituent placed in initial position to carry out a formal and a discourse pragmatic analysis. The research is based on examples taken from online documents and samples from the BNC in which Objects such as *Direct Objects* and *Prepositional Objects* and Complements like *Subject Complements* and *Prepositional Complements* are placed in pre verbal position. In terms of formal analysis, the findings suggest that most occurrences of *fronting* take place when the *Direct Object* appears in clause initial position. Besides, most examples are composed by verbs that express mental processes, especially verbs of cognition. In terms of discourse pragmatic analysis, most occurrences link with previous discourse, and therefore, they have a *Given Topic*. This approach has enabled us to observe the preferences of speakers of English when using *Object* and *Complement fronting*.

Keywords: Thematic fronting · Object and Complement fronting · Contemporary English · Formal analysis · Discourse pragmatic analysis · Mental processes· Verbs of cognition

1. INTRODUCTION

Many studies in the field of Syntax have approached the notion of *fronting* in English. As Biber et al (1999: 900) point out, *fronting* has to do with placing core elements which tend to appear after the verb in pre-verbal position. The main interest in this paper is to look at certain constituents that may be placed in clause initial position in contemporary English clauses and classify them in terms of both a formal and a pragmatic analysis. Nevertheless, this will not focus on discourse markers, conjunctions, interrogatives or relative pronouns. This paper will concentrate on obligatory constituents in clause or phrase structures such as Objects or Complements, and more specifically, *Direct Objects, Prepositional Objects* and *Subject Complements* and *Prepositional Complements,* which are placed in clause initial position. As Adjuncts are not considered obligatory elements, the analysis carried out in this paper disregards Adjuncts as *fronting* elements. Thus, this study investigates constructions of the type shown in (1):

(1)   a. ***That [Direct Object] I understand***. *(BNC, KGU 112, Speech Unscripted).*
    b. ***"Two words [Part of Prepositional Object] I can think of,"*** *says Larry Bradley, a wiry Oklahoman pushing 61 and otherwise known as "Blue" because of his eyes. "Faith and hope. Faith that things can change and hope that it will." (Newspapertext, Los Angeles Times, Dana Parsons).*
    c. ***A silly little bitch [Subject Complement] she had been***, *pleading with him to let her live, and promising that if he did she would say nothing and leave Vienna at once, never to return. (BNC, B20, Fiction Register).*

According to Bache and Davidsen-Nielsen (1997: 115) *fronting* of objects and complements is not common in declarative sentences, and thus, the structure of *fronting*,

such as the constructions in (1), seems not to be frequently used in daily texts or conversations. On the contrary, these constructions appear to take part in certain written and oral texts. Consequently, this paper will take into account this type of structure regarding various occurrences found in different sources such as texts from the Internet, clauses of a grammar book and the British National Corpus (BNC). Although considerable research has been devoted to the study of the construction of *fronting*, less attention has been paid to formal-pragmatic analysis of this construction. The present paper, then, focuses on analysing certain clauses of *fronting* from a formal point of view (which includes both a syntactic and a semantic study of the constituents) and from a pragmatic point of view (which observes certain discursive patterns in the clause).

Hence, this paper attempts at finding different occurrences of *fronting* in certain types of registers such as *political speeches*, *articles, conversational reading texts* taken from the Internet and *the paper* written by Mike Hannay (1991), which belong to the middle twentieth century onwards. Nevertheless, some of the examples found do not pertain exclusively to this period of time, but to outdated registers which will be taken into account not to analyze them but, just to observe whether the English language used the construction of *fronting* as a frequent structure before the twentieth century or, on the contrary, its use was less frequent in that period. Thus, the theory in the field proposed by other authors will be revised to know whether the structure of *fronting* in contemporary English is more or less used nowadays rather than in older times.

The contemporary English occurrences of *fronting* were firstly analyzed syntactically taking the constituents placed in initial position as the point of departure. Likewise, these constituents were required to look for different occurrences of *fronting* in the BNC. Taking into account that firstly, the examples were searched for in sources taken from the Internet

and the reading of a grammar book, the structures have been syntactically recorded and imitated so as to restrict the search of examples in the BNC. Otherwise, the search would be rather difficult in the sense that the BNC needs specifying the words in analysis. It means that the clauses of *fronting* found in the Internet and the grammar book will be analyzed syntactically to look for similar examples and therefore, restrict the search of occurrences in the BNC.

As mentioned previously, the occurrences were found in texts from the Internet, a grammar book and finally, in the interface of Mark Davies' British National Corpus. Then, they will be analyzed from a formal and a discourse pragmatic point of view. The formal analysis will carry out two categorizations. On the one hand, the contemporary English clauses of *fronting* will be classified into two different syntactic groups: *Object Fronting* and *Complement Fronting* and its different subgroups. The former compiles examples of *Transitive constructions* consisting of an obligatory object (*Direct Object* or *part of Prepositional Object)* placed in preverbal position. The examples of the latter are those that enter into both *Attributive Constructions* and *Intransitive Constructions*. In these examples, it is the *Subject Complement*, a part of the *Subject Complement* or a part of an *Intransitive Construction* the constituents placed before the verb. On the other hand, these occurrences will be organized in terms of the types of process the semantics of the main verb proposes.

The examples divided into *Object Fronting* and *Complement Fronting* will be classified regarding their syntactic structure. At the same time, they will be divided concerning the way in which the constituent placed in initial position of each one is made of. Therefore, this paper tackles this question by analyzing the structure of the clause of *fronting* syntactically and then, semantically. In other words, the clauses of *fronting* will be analyzed by organizing the constituent which is placed in pre verbal position.

As for *Object Fronting*, the examples were divided into three groups. The fist group will compile examples consisting of *Direct Object + Subject + Verb* that, at the same time, will be classified concerning the structure of the Noun phrase each *Direct Object* is built by. The second group will gather examples consisting of *Part of Prepositional Object + Subject + Verb+ Preposition*, that, as in the previous group, they will be divided regarding the structure of the *Prepositional Object*. Finally, the third group will collect examples that follow the syntactic structure *Prepositional Object + Subject + Verb*, and later on, they will be classified regarding the structure of the element placed in initial position.

As far as *Complement Fronting* is concerned, this paper will analyze examples in two groups: *Attributive Constructions* and *Intransitive Constructions*. In the first group, the constituent placed in initial position is called the *Subject Complement* that follows the construction *Subject Complement + Subject + Verb or Part of Subject Complement + Subject + Verb*. In the group of *Intransitive Constructions*, there have been found occurrences in which a part of some *Prepositional Complements*, that follows the construction *Part of Prepositional Complement + Subject + Verb*, is placed in clause initial position.

The second aspect studied within the formal analysis will take into consideration the type of main verb each example of *fronting* is made of. As such, all the occurrences will be organized concerning the semantic properties of the lexical verbs into the main categorization that Downing and Locke (1992) firstly proposed. Both authors classified verbs regarding their characteristics: *mental*, *material*, *relational* and *verbal processes*. Therefore, once all examples of the structure of *fronting* have been analyzed, compiled and classified into different groups, they will be studied in terms of the verbs they are formed. Secondly, they will be gathered regarding the type of main verb each example is construed.

The discourse pragmatic analysis will be organized in three sections. First of all, the examples of *fronting* will be classified taking into account the order of information of the clause. As a consequence, it will be required to separate the clauses in study into *Theme* and *Rheme*. As Downing and Locke (1992: 223) point out, "the Theme of a clause is what speakers or writers take as their 'point of departure' in that clause. It is realised in English by the first clause constituent, and the rest of the message constitutes the Rheme". Secondly, they will be analyzed regarding the preceding and the subsequent contexts they connect with. Finally, they will be linked with the notions of *previous discourse, topic, contrast* and *focus*, taking into consideration the context in which each example is developed to carry out the analysis.

The purpose of the present paper is to examine the role of a threefold linguistic variable that derives from the type of register, syntax, semantics and pragmatics upon which each construction of *fronting* is developed. The first variable is based on the assumption proposed by Biber et al (1999: 910) that state that "in conversations fronting is generally rare". Because conversations belong to the oral channel, and *fronting* is considered unusual in conversations, the first objective of this paper is to examine if there are more examples of *fronting* in written registers rather than in the oral channel to check if *fronting* is uncommon in the oral register in general, and not only in conversations.

We are also concerned with the occurrences of *fronting* analyzed from a formal point of view. The second objective of this paper is, then, to gain an understanding of the amount of constructions that follow the structures of *Object Fronting* and *Complement Fronting* in order to observe which construction is more frequently used and, semantically, which kind of main verb predominates in these clauses.

Finally, the last variable attempts at observing, from a pragmatic viewpoint, what kind of constituent is functioning as a *Theme* within the clauses of *fronting* to determine how the order of information in the clause is normally established. Moreover, the Rheme will be also analyzed to see what kind of element appears as point of departure. Next, another objective consists of examining the number of occurrences that connect with the context, their link with previous discourse, the type of *topic* and *focus* each example is construed and whether there are examples of contrastive *fronting*.

The reminder of this study is divided into five sections. The previous section, the abstract, has given a brief preview of the research. The method section describes the data and procedures employed to carry out the analysis. The next section, called the theoretical background section, gives an overview of the theory in the field, commenting on the aspects in study analyzed by different authors. The results section gives an account of the main findings and provides discussion on their main implications. The last section consists of a summary of the main ideas. This is followed by a list of references cited in this paper and a list of the websites consulted. Finally, the appendix includes the whole set of examples (the sixty contemporary English occurrences) organized in terms of the registers they belong to: occurrences from the BNC, Political Registers, Conversational Reading, Newspaper Text and the article written by Hannay (1991).

2. METHODOLOGY

A set of sixty English occurrences that follow the structure of *fronting* of objects and complements was compiled and analyzed. The examples were intentionally selected from different sources to find contemporary English clauses of *fronting*, and more specifically,

clauses in which *Direct Objects*, *Prepositional Objects*, *Subject Complements, parts of Subject Complements and parts of Prepositional Complements* were placed in pre verbal position. This criterion was employed to assure the distinction between two groups: *Object Fronting constructions* consisting of examples in which the *Direct Object* or the *Prepositional Object* is placed before the verb, and *Complement Fronting constructions* consisting of occurrences in which it is the *Subject Complement, the parts of Subject Complements or the parts of Prepositional Complements* the constituents placed in clause initial position.

The data used for this research paper came from four different sources: political speeches performed by the former presidents of the United States of America (two speeches by Richard Nixon, two speeches by John Fitzgerald Kennedy and one speech by Bill Clinton), two speeches performed by the British Politician Winston Churchill and one speech performed by the Congresswoman Barbara Jordan. All speeches were taken from the Internet directly; an article provided by an American online newspaper called *Los Angeles Times*; articles of Conversational Reading which, like political speeches, were taken from the Internet directly, an example provided by an article written by Hannay (1991) and The *British National Corpus (BNC)* accessed through Mark Davies's BNC interface. Containing 100 million word collection of samples of written and spoken language from a wide range of sources from the 1980s to 1993, the BNC, is designed to represent a wide cross-section of current British English. This corpus is divided into five sections: spoken (10mw[1]), fiction (15.9mw), academic (15.3mw), newspapers (10.5mw) and miscellaneous (44.6mw).

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[1] million words.

In order to organize the data obtained, the analysis was based on the classification of the constructions of *fronting* regarding the number of examples. From the sixty contemporary English examples that follow the so-called construction, there are eight occurrences that belong to the register of Political Speeches; forty-seven examples were taken from the British National Corpus; three examples belong to Conversational Reading; one occurrence was found within an explanation of the article written by Hannay (1991); and another example was taken from the newspaper *Los Angeles Times*.

The constructions in study were analyzed under the same conditions following two types of analysis: a formal analysis and a pragmatics analysis. In the first type of analysis, all occurrences were firstly classified and organized in different groups looking at their syntactic structure. Later on, they were classified regarding semantic properties of the main verbs of each clause. The second criterion for analysis is a discourse pragmatic analysis, in which the order of information of the clauses, the context in which they are involved and their link with previous discourse, the type of *topic* and *focus* of each construction are taken into account.

3. THEORETICAL FRAMEWORK

3.1) *Defining the notion of fronting*

Before analyzing and classifying the examples of *fronting* upon which this study is based from a formal perspective and a discourse-pragmatic point of view in the following chapters, in this chapter the construction of *fronting* will be introduced and defined. As Biber et al (1999: 900) point out, *fronting* has to do with placing core elements which tend to appear after the verb in pre-verbal position. As such, the construction of *fronting* in

English has been studied in terms of the marked position that certain elements occupy within the clause, which means that *fronting* does not follow the basic word order SVO.

English is generally considered a SVO language. As Givón (1993:96) states, "English is a subject-verb-object (S-V-O) language. That is, in English simple clauses the subject (S) precedes the verb (V) and the object (O) follows". Thus, Givón (2001: 235) asserts that: "Modern English is one of the most consistent rigid SVO languages, at least in terms of its main-clause order". Martínez Caro (1999: 20) reinforces this theory by saying that English is considered a language that admits little variation. This is the reason why it is said that English has a rigid order. Hannay (1991: 142) suggests that "English being a typical P1-S-V-O language, topical constituents with Subject function have a great tendency to occur in clause-initial position".

Nevertheless, certain clauses may suffer a modification in their syntactic structure, and therefore, they do not imitate this rigid SVO order. What they tend to do is to place other elements in preverbal position, that is before the Subject and the Verb. And precisely, *fronting* is considered one of these structures in which the syntax of the clause does not follow this rigid SVO order. Indeed, as Johansson (1996: 30) claims, "fronting is regarded as a deviation from canonical word order which may differ in markedness across languages". Thus, *fronting* in English is a case of a marked construction because it does not follow the rigid English word order SVO. However, some cases where *fronting* takes place are said to be more marked than others. It depends on the clausal constituent which has been fronted in initial position. As Baker (1992: 133-134) claims, "the fronting of objects and complements is much more marked than the fronting of adjuncts in English because objects and complements are fairly restricted in position".

3.1.1) Different labels for the notion of fronting

Several authors have used different terms to refer to the concept of *fronting*. This notion has received different labels, such as *thematisation, topicalization* or *Y-movement*. For instance, Downing and Locke use both terms *fronting* and *thematisation* indistinctly. According to Downing and Locke (1992: 227), "Fronting or thematisation is an important process in that it affects the structural ordering of the declarative clause". Nevertheless, Givón (1993: 180) uses both *Y-movement* and *contrastive topicalization* to refer to the same concept. However, the motivation to use these two terms is slightly different from the actual use of *fronting* in the sense that Givón asserts that this motivation has to do with "contrastiveness". Givón (1993: 180) points out that

> Y-movement is restricted most commonly to nominal or adverbial elements of the clause. Syntactically, this construction involves fronting the contrasted topical element, i.e. placing it at the clause-initial position.

Prince (1981: 249) states that linguists make use of different names to refer to the concept of *fronting* such as *topicalization, Yiddish-Movement, or Focus-Movement.* Nevertheless, in spite of referring to these three concepts as absolute synonyms of *fronting* because of the examples provided[2], Prince (1981: 249-250) states that these authors call the aforementioned concept under different names because there exists a motivation to distinguish them. And this motivation prevails because they consider that similar examples are different, not from a formal perspective, but from the intonation point of view.

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[2] Prince (1981: 249) considers sentences like "Beans I don't like" as cases of *Topicalization*; "Eggs creams you want, bananas you'll get" as cases of *Yiddish-Movement*; and "A certain monkey I saw" as *Focus Topicalization*.

3.1.2) Frequency of fronting along the evolution of the English language

English, as a SVO language, seems to accept syntactic modifications in sentence structure. However, various grammarians agree that other structures different from the rigid word order (SVO) are rather unusual, especially in spoken register. As Hewings (2005: 102) points out, "the grammatical shape of clausal units is overwhelmingly conformant to the dominant SVO/P/A word order of English (where O or P or A is a complement of the verb), and the exceptions to this order (disregarding ellipsis) are rarely found in conversation". Hewings (2005: 102) ends up asserting that nowadays, the variation of word order in English is rare. Bache and Davidsen-Nielsen (1997: 115) agree with Hewins when they claim that *fronting* of objects and complements is rather unusual in declarative sentences.

These authors seem to base their statements on the assumptions given by Biber et al (1999: 900) who suggest that "fronting of core elements is virtually restricted to declarative main clauses, and is relatively rare in English." On the contrary, *fronting* was quite common in Middle English. According to Görlach (1991: 108), "fronting of objects was common in ME and not unusual until Dryden, Bunyan and Swift, through specific reasons for the position".

3.1.3) Fronting in other languages

The notion of *fronting* is not only studied in the English language. It seems that most languages consider the possibility of fronting different clausal constituents in initial positions. Martínez Caro (1999: 112) states that Spanish is a language whose word order is rather flexible. As a consequence, *fronting* is a syntactic structure that also occurs in Spanish. Martínez Caro (1999: 113) shows a Spanish example where *fronting* takes place:

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"...cosas no tengo ninguna, y un trabajo que es lo que me pueda sujetar, no tengo." In English, following the rule of *fronting*, this sentence could be translated as "…things I don't have any, and a post which I could be tied, I haven't". Likewise, Johansson (1996: 29) claims that Swedish is considered a language which allows *fronting* to happen more easily than in English.

3.1.4) Fronted constituents

Biber et al (1999: 900-909) suggest that there are cases of *fronting* in which an inversion of subject-verb is required and other cases in which this inversion is not so. When this inversion is not required, there are fronted objects and other nominals such as noun phrases as fronted objects where demonstratives pronouns are considered the most frequent constituents (*This I do not understand*); complement clauses as fronted objects (*Why he came this way I trill probably never know*); fronted nominals in general (*Question's Some things he could not vouch for (his friends had told him), but of others he had had personal experience.*); single-focus structures (*Only one saucepan we had! -And it was stew every day if we didn't go out for dinner!*).

Besides, there are fronted *predicatives* elsewhere these are referred to as *Attributes*, in which there is an inversion of subject-verb required, and others, in which this inversion is not. The examples of the former are the Predicative fronting with subject-verb inversion (*Far more serious were [the severe head injuries]; in particular a bruising of the brain.)* and special cases of Predicative fronting (*I think the better the players are treated in these respects, the more enthusiastic* is *[their response to the challenges before them])*. The example of the latter is the so-called Fronting of predicatives with subject-verb order (*Right you are!)*. There is another case of fronted predicatives, fronted objects v.

predicatives, in which depending on the constituent placed in initial position, it requires an inversion of subject-verb or not. As Biber et al (1999: 905) point out,

> when the object is fronted, the end of the clause is light, because both the object and the subject precede the verb (OSV). With fronted predicatives there is a much more balanced distribution, as such Fronting is usually accompanied by inversion of the subject and the verb (PVS).

There are fronted infinitive predicates such as in (*Work I must, and for money.);* fronted *ed-* and *ing-predicates,* where, according to Biber et al (1999: 906), "Fronting of ed- and ing-predicates is accompanied by inversion of the subject and the non-fronted portion of the verb phrase." *(Also billed to appear as a special mystery guest is / Billy beamed lovingly at a bright lavender farmhouse that had been spattered with machine-gun bullets. Standing in its cock-eyed doorway was [a *an colonel]).*

Biber et al (1999: 908) claim, dependent clauses can appear as fronted constituents as in (*[try as she might to make it otherwise] the sycamores beat out the children every time and she could not forgive her memory for that.).* Finally, exclamations can also appear as fronted elements in clause initial position (*Charming you are!*). In fact, *Charming* is an attribute.

3.2) *Fronting in relation with topic and focus and related notions*

Intonation is also considered in Hannay (1991: 143), who distinguishes various ways of saying the same thing but syntactically expressed in a different way. He expresses the same content by using two different patterns, although he does not use specific names to differentiate between the clause that follows the rigid word order SVO, and a sentence whose order follows the construction of *fronting* (of an object and a complement). When

he studies *topic* and *focus* and their relation with the first position in the clause, he has in mind two pairs of sentences that answer two different questions:

(1) Q: Have you thought of going to London? [You unstressed, 'London' in Focus].

   (a) No, I hadn't considered London actually.

   (b) No, London I hadn't considered actually.

(2) Q: Did you get wet?

   (a) Wet? I was bloody soaking.

   (b) Wet? Bloody soaking I was.

In these two pair of sentences, although Hannay does not specify what kind of structure each one consists of, sentences (1b) and (2b) represent *frontings*. In (1b), the constituent which is placed in initial position is the Direct Object, whereas in (2b) this position is occupied by an Attribute.

Although Hannay's aim in this chapter is not to distinguish between sentences which do or do not follow the construction of *fronting*, he considers that the motivations for using *fronting* or not are concerned with intonation and how the message is interpreted. Hannay (1991: 143) suggests that

> the extra prominence given to *London* in (1b) has an effect on how the message is interpreted which one might paraphrase as 'ah, you mention London, well as far as that particular place is concerned...". In the (a) sentence, on the other hand, the latently present perspective of the speaker is chosen to provide an answer to the question.

Example (2) is similar to (1) as Hannay (1991: 143) points out,

> In (2b) the speaker is more concerned to express his reaction to the suggestion that he may have got wet. In (2a), on the other hand, the opinion of the speaker is presented more indirectly because the message essentially consists of the speaker saying of himself that he was 'bloody soaking'.

Hannay (1991: 133) makes it clear the importance of P1, which is the element placed in clause-initial position, because of the different functions it may fulfill. In fact, he considers the possibility of a constituent in the sentence being placed in initial position if it is a designated element. In his article, he rules out the initial position of question words, subordinators and relative pronouns for his study, but he concentrates on elements placed in P1, which may function as *Topic* or *Focus*.

P1 has also a double character when it is realized by an element whose function is either *Topic* or *Focus*. On the one hand, Hannay (1991: 133) observes that this rule "does not stipulate the conditions under which P1 is indeed filled by a pragmatic element". On the other hand, Hannay (1991: 133-134) points out that "it does not stipulate the conditions under which a Topic as against a Focus constituent is placed there once it has been decided that the position will be filled".

As Martínez Caro (1999: 60) indicates, Focus can be whatever element of the clause structure (and not necessarily a single element. It means that there may be more than one element in the clause with a Focus function). Nevertheless, Topic must be assigned to referential elements or terms –expressions that refer to single entities).

To clarify what a *Topic* and a *Focus* Function is, Dik (1978: 130) points out that

> A constituent with Topic function presents the entity 'about' which the Predication predicates something in the given setting.

A constituent with Focus function presents the relatively most important or salient information with respect to the pragmatic information of the Speaker and the Addressee.

The terms *Theme* and *Rheme* and *Topic* and *Comment* have also been applied. Actually, Martínez Caro (1999: 60) states that Focus is often used to refer to an element that says something about the Topic. Besides, Focus would be the *Rheme* or the *Comment* in an analysis that divides the sentence into Theme/Rheme or Topic/Comment. Halliday (1994: 37) explains that

the Theme is the element which serves as the point of departure of the message; it is that with which the clause is concerned. The remainder of the message, the part in which the Theme is developed, is called in Prague school terminology by a Rheme.

Firbas (1982: 98) also distinguishes between Theme and Rheme although he adds another term between both which is Transition and defines these notions not syntactically (in terms of position) but, from a pragmatic point of view. Thus, Firbas (1982: 98-99) states that

A functional analysis can divide a verbal sentence into a thematic and a non-thematic section, i.e. into a theme and a non-theme. The not-thematic section can be divided into a transition and a rheme. Theme, transition, and rheme are not position-bound concepts; they are not invariably linked with the beginning, middle and end of the sentence, respectively. They are regarded as carriers of degrees of communicative dynamism (=CD). [...]. The theme is constituted by an element (elements) carrying the lowest, the rheme by an element carrying the highest, degree(s) within a sentence. The transition ranks between the two.

Other linguists use all terms (*theme/ topic; rheme/ comment*) indistinctly. In fact, as Bache and Davidsen-Nielsen (1997: 113-114) point out,

> The organization of a message often reflects a division between given information, i.e. what is assumed to be known to the hearer, and new information. Normally the speaker will proceed from what he assumes to be known (the topic or theme) to what he assumes to be new (the comment or rheme).

Recapping the issue of *fronting,* Bache and Davidsen-Nielsen (1997: 115) establish the connection between *fronting* and *Theme* or *Topic* by assessing that "by means of fronting the speaker informs the hearer that the element thus moved constitutes the topic (or theme), i.e, the entity about which something is said". As a consequence, and to clarify why this term has received two of so many names, Bache and Davidsen-Nielsen (1997: 115) suggest that "highlighting by fronting is termed *topicalization* (or *thematisation*)".

As observed in the previous examples of *fronting*, an object can be placed in initial position. However, this syntactic structure could be misleading and thus, interpreted as *fronting* although they represent other syntactic patterns. To avoid this possible confusion, Payne (1997: 274) clarifies the distinction in construction of three grammatical constructions: *apposition [NP] [S]*, *left-dislocation [NP S]s* and *fronting* [NP...]s (if NP is not initial in the neutral constituent order). As such, Payne (1997: 274) recaps that "noun phrases that are placed in clause-initial position can be grammatically separate from the following clause such as in *appositions*, grammatically adjoined in the clause but not an integral part of it such as *left-dislocation* or an integral part of the clause, such as *fronting*".

Nevertheless, the syntactic structure of a sentence is not the only point to take into account. Discourse and Pragmatics seem to be worth analyising. Actually, as Hannay (1991: 127) indicates, whenever the SVO order is considered more important than the adequate organization of information, the risk of making clauses in English without rhythm (because of frontal overload) will be higher. As a consequence, the notion of *theme* may be linked to the notion of *fronting* for two reasons. Firstly, as Hannay (2002: 114) states, "the

starting point for the development of the message is called the theme". Hannay agrees with Halliday (2004: 58) in the definition of theme: "the Theme is the point of departure for the message". It means that non subject elements placed in preverbal position (case of *fronting*) are situated as the starting point of the message, and as such, these elements are considered *themes*.

Secondly, as Halliday (2004: 58) points out, "the typical, unmarked form, in an English declarative (statement-type) clause, is the one in which Theme, Subject and Actor are conflated into a single element". However, the theme, as indicated previously, is not always performed by a Subject because the phenomenon of *fronting* allows the constituents of the clause to move their position within the sentence. Consequently, as Hannay and Mackenzie (2002: 132) suggest, there are non-subject elements like adjuncts, complements and objects that may appear in preverbal position.

Hannay and Mackenzie (2002: 132-133) propose various examples and although they do not mention that one of the examples represents the structure of *fronting*, the following example "V*arious pressure groups organized campaigns to make it clear to everyone concerned that the environment would not benefit and the local communities would not benefit. But arguments like this the government were simply not willing to listen to. For them, economic arguments were all that counted."* represents an instance of *fronting*, in which the Direct Object (*arguments like this*) is placed in initial position.

But Hannay and Mackenzie's (2002) aim is not to provide the readers with a formal classification. What they intend to do is to classify certain structures according to the pragmatic function they fulfill. And the functions they refer to are both *emphasis* and *contrast*. As such, the theme (*arguments like this*), which is at the same time the Direct

Object, is functioning as an emphatic construction. Thus, Hannay and Mackenzie (2002: 133) interpret the examples as the fact that

> the governement may perhaps have been willing to listen to other arguments, but as far as these particular arguments were concerned they definitely had no interest [...]. There is a kind of implicit contrast between the entity referred to and all other entities that might have been referred to: a particular kind of argument is set off against all other arguments, and tone aspect of the settlement is highlighted to the exclusion of all others.

Hannay and Mackenzie (2002) agree with Biber et al (1999: 900) when they consider that "the main discourse functions of fronting are: organizing information flow to achieve cohesion and expressing contrast enabling particular elements to gain emphasis.

Nevertheless, despite making speaker's repertoire more fruitful, Hannay and Mackenzie (2002: 134) suggest that the construction of *fronting* should not be used for emphatic purposes very frequently, since it is considered a marked construction. Actually, according to Hannay and Mackenzie (2002: 137) "because there is a great tendency in English for the clause-initial position to be occupied by the subject, he advices the readers to make more use of these types of sentences, which are rather idiomatic".

But when non-subject constituents are placed in initial position, these elements normally have a role within the clause. Apart from the typical functions they seem to represent such as emphasis or contrast, they may represent other syntactic functions. For instance, when Direct Objects are the fronted elements, they can represent different patterns. As Downing and Locke (1992: 230) point out,

> Thematised Direct Objects can represent participants in the situations and therefore qualify as possible Topics in the discourse. Three types of realization are common, all typically containing some item which is retrospective in the discourse: Nominal Groups representing entities, Finite Clauses expressing lack of

knowledge and Pronouns which refer to persons or things, events or situations just mentioned.

Regarding Nominal Groups representing entities, Downing and Locke (1992: 230) consider the sentence "*One half she ate herself, the other she gave to the child/ Moussaka you ordered, and moussake you've been given*" as an example of Direct Object being fronted by a noun representing an entity. Downing and Locke (1992: 230) consider another way to thematise a Direct Object. In this case, the Direct Object is realized by a Finite clause that expresses lack of knowledge such as "*What she expected from me I can't imagine/ How we're going to get there in time I don't really know*", Finally, pronouns (both personal and demonstratives) which refer to person or things can occupy initial position in a clause to represent a thematised Direct Object, as in the case of "*Lea asked me to bring her some tea from London. This I did./ He's all right, but her I found rather a bore*". In the first example, "this" is a demonstrative pronoun referring to a whole proposition rather than an entity, whereas in the second case, "her" makes reference to an entity. Therefore, "this" does not only represent an entity but also a proposition.

3.3. Ordering principles of the clause

Another pragmatic aspect which may be linked with formal aspects is the notion of "ordering principles of information in the clause" studied by Hannay and Mackenzie (2002). As Hannay and Mackenzie (2002: 111) point out, "these five principles are based on the informational and syntactic characteristics of constituents". Hannay and Mackenzie (2002: 111-125) define the principles of clause construction: the accessibility principle, the principle of end focus, the thematic pattering principle, the principle of end-weight and the initial subject principle.

According to Hannay and Mackenzie (2002: 113), the first principle, the accessibility principle says: "make lexical and syntactic choices to ensure that the initial constituent consists of accessible information". Hannay and Mackenzie (2002:114) claim that if the information is given by context, it allows achieving a good textual fit for the clause because it links with previous discourse.

As for the principle of end focus, Hannay and Mackenzie (2002: 113) state that it "consists of placing new information towards the end of the clause, preferably in final position". Both authors (2002: 114) indicate that the new information should be placed in final position if you want your hearer to pay attention to the utterance.

Hannay and Mackenzie (2002:114) consider that in the thematic pattering principle "when choosing your starting point for the construction of the clause, take into account the best thematic pattern for achieving your rhetorical aim".

Because in English the subjects have a strong preference for clause-initial position, Hannay and Mackenzie (2002:124) suggest that in the principle of end weight you have to "place shorter constituents towards the beginning of the clause and the longest and most complex constituents in final position".

Finally, Hannay and Mackenzie (2002:124) consider that in the last principle, the initial subject principle, you have to "seek idiomatic formulations which allow the subject to appear in clause-initial position".

Although there does not seem to be an immediate connection between the notion of *fronting* and the ordering principles of the clause, Biber et al (1999) link both terms when they present certain constituents that can be fronted. For example, when they present complement clauses as fronted objects, Biber et al (1999: 901) claim that "the fronting goes completely against the principle of end-weight, in: *Unfortunately, eating was her*

weakness. Whether this was congenital, stemmed from growing up around a grocery store, or nerve induced, she sometimes wondered." Contrary to what Hannay and Mackenzie (2002: 124) consider the role of the principle of end-weight, Biber et al (1999: 901) present an example where this principle is flouted.

Fronting, as one of the marked syntactic constructions in English, seems to be a phenomenon that covers various linguistic approaches in terms of formal aspects and discourse-pragmatic patterns. Accordingly, the study of this construction appears to have been approached in grammar books in different ways. Moreover, the fact of being a universal construction, which often appears in other languages, makes this construction a relevant notion to be studied and analyzed in depth.

4. RESULTS AND DISCUSSION

Sixty English clauses comprising the notion of *fronting*[3] have been taken from different sources. First of all, these clauses have been classified as for their mode, although there are two examples that could not be accounted for because the *British National Corpus* shows that their speech has not been classified. As for written speech, there are examples from books, biographies, news other sport, news other social, social science, commerce, institute documents, academic humanities, political law and fiction register. As such, of the sixty examples of *fronting*, thirty-four examples belong to the written channel. Regarding the oral channel, which includes examples of political speeches, broadcast discussion, meetings, interview oral history, pop lore and speech unscripted, there have been found twenty-four occurrences.

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[3] See Appendix.

There is one occurrence of a conversation (dialogue) in the British National Corpus, which confirms the assumption proposed by Biber et al (1999: 910) who claim that "in conversation, fronting is generally rare":

(2) *and he's still, he's going to do that right up to Christmas? But he won't eat the meat with potatoes No. the only time he has meat he has to have green salad or maybe a raw vegetable salad. Yeah. But I mean, yeah, yeah, calorie and then for another meal he'll have he'll have this other stuff with a Mm. he can't. No, no, doesn't it?. Yeah, well John always swore by a diet whether he I don't know. **That thing I got**, you know the Raptou use to Oh yes, yes, help me with the vegetables, all the vegetables, I get so tired chopping yes I don't think it's gon na work, I. Oh why's that Iris? It, it, looked alright, I, you know doing it on the telly, it did everything they said. But didn't see it on the telly, only saw it on the. Oh it was on quite a lot. Sorry I... (BNC, KC9, Conversation).*

In this study, there are fewer occurrences of oral examples than in the written channel. In the oral channel, there are twenty-four occurrences of oral speech, whereas in the written channel, there are thirty-four. It shows that in the oral channel, the examples of *fronting* are less frequent than in the written register, but not unusual. In short, there is only one example of *fronting* used in conversation, which proves the assumption of Biber et al (1999) that *fronting* is not frequently used in conversation. However, this does not mean that this construction is uncommon in the oral register, as suggested in our objectives.

Later on, the clauses of *fronting* have been studied, analyzed and organized in two categorizations. The first categorization consists of classifying the sixty occurrences of *fronting* from a formal point of view. The role of the second categorization is to classify the examples from a discourse-pragmatic point of view. Although sixty examples have

been analyzed, only some of them are exemplified in each group so as to clarify and not to make this paper tedious.

4.1)   *Formal properties of the construction of fronting*

In order to reach a better understanding of the construction of *fronting*, some formal properties displayed by the so-called construction are analyzed. This formal analysis takes into account two ways of classifying the examples in study. On the one hand, it organizes the examples regarding their syntactic structure. On the other hand, this paper analyzes semantic properties provided by the main verb in the construction.

4.1.1)Analysis of examples regarding their syntactic structure

Regarding the structure of the constructions of every example, the sentences under study are divided into two groups. The first group is called *Object Fronting*. It compiles examples of *transitive constructions,* in which an Object (Direct Object or Prepositional Object) is placed before the subject and the lexical verb. The second group is called *Complement Fronting.* It compiles examples of *attributive constructions* and *intransitive constructions* in which the Attribute, a part of the Attribute or a part of an intransitive construction are the elements placed before the subject and the lexical verb.

- *Object Fronting*

The classification regarding *Object Fronting* is done regarding syntax. It means that each example of *fronting* is brought together depending on its type of syntactic structure. As the heading indicates, objects are the fronted elements and therefore, all the examples follow a *transitive construction*. In this group, as opposed to *unmarked constructions*, where the

rigid word order is basically SVO, it is the Direct Object or the Prepositional Object, and not the Subject, the element placed in pre verbal position. This categorization is divided into three different groups in which each example is classified.

Objects are realized by Noun Phrases. The most expanded structure of a Noun phrase is Determiner (Demonstratives, Articles, Numerals or Possessives) + Modifier (Adjectives or Nouns) + Head (Noun or Pronoun) + Post modifiers (Relative Clauses or Prepositional Phrases). However, the Noun Phrase can appear without certain constituents with a reduced structure.

➢ **_Direct Object + Subject + Verb (DO+S+V)_**

This sub group can be divided into three sub sections; depending on the type of elements the Direct Object is construed: _Direct Object consisting of Determiner + Modifier + Head, Direct Object consisting of Determiner + Head_ and _Direct Object consisting of Head._

A) **_Direct Object consisting of Determiner + Modifier + Head_**

The occurrences of _fronting_[4] found under this classification allow the Noun Phrase of the Direct Object appear in different ways. The function of the _Determiner_ is realized by either the article "the" or "a"; a _demonstrative_ or a _cardinal numeral_. And the Adjective is realized by any kind of qualitative adjective. The following examples show different ways in which the Direct Object is expressed.

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[4] The words in bold represent the fronted element.

(3) a. ***A little angle*** *I've worked out. (BNC, BMR, Fiction Register).*

b. ***A silly little bitch*** *she had been, pleading with him to let her live, and promising that if he did she would say nothing and leave Vienna at once, never to return. (BNC, B20, Fiction Register).*

c. ***A dull cool summer*** *it had been, as different as could be from the year before. No golden light bathed the red brick of the house. (BNC CDB 1, Fiction Register).*

The common noun "thing", which takes part in Direct Objects, predominates in most of the examples[5]. The British National Corpus shows various examples in which the construction of *fronting* takes place. Thus, it demonstrates that most examples of *fronting,* where Direct Objects appear in preverbal position, are composed by the noun "thing". Moreover, the BNC shows 33,901 occurrences where the item "thing" is used in isolation. It means that "thing" is a common word used in contemporary English. Actually, the translation of this word has been consulted in the "Corpus del Español" by Mark Davies, and the number of occurrences is 18,607. It corroborates the fact that the English language considers "thing" as a usual word. Nevertheless, the rest of examples that do not belong to the BNC are realized by other types of nouns, which shows that any kind of noun can form a Direct Object within a *fronting* construction.

B) *Direct Object consisting of Determiner + Head*

This group collects examples in which the Direct Object placed in preverbal position is made of a demonstrative determiner and a common noun (4a) or a cardinal determiner and a common noun (4b-c):

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[5] See Appendix.

(4) a. *Now, **those things** I would have to give away[6], and I simply decided I would not give them away."(Political Speech, Australianpolitics.com, Clinton's Martin Luther King Speech "I have a Dream").*

b. ***Two things** I want to just touch on er fairly briefly er because of the time factor but I do want to touch on before you get into continuing with your er development for your third presentation. (BNC, JSA 1, Unclassified Register).*

c. ***Two things** I wanted above all, and one of them was money, for I knew old systems of currency were in operation throughout the nineteenth century. (BNC, HGS 2, Fiction Register).*

*C) **Direct Object consisting of Head***

The examples in this group gather occurrences where the Direct Object is made of a common noun (5a-c) or a demonstrative pronoun "that" (5d-g). or "this" (5h-k):

(5) a. ***People** I've known for years. (BNC, ADY, Fiction Register).*

b. ***Cases like this** I take as examples of the TOPIC MODE. (Book. Journal of Pragmatics, Word Order Variation in English, Mike Hannay).*

c. ***Lessing** I'd heard of but never read; as well Pinter and Xianjiang. Jelinek, I'm a blank slate, embarrassingly. (Conversational Reading, Google Custom Search, Scott Esposito).*

d. ***That** I judge to be utterly futile and even harmful. (Political Speech, The History Place, Winston Churchill).*

e. ***That** I promise you. (BNC, CML 129, Fiction Register).*

f. ***That** I didn't like (BNC, H9N 154, Fiction Register).*

g. ***That** I believe. (BNC, HAO 155, Fiction Register).*

h. ***This** I did for five weeks returning to hospital to have my X-rays checked. (BNC, DK52 1, News Other Sports).*

i. ***This** I did for five weeks returning to hospital to have my X-rays checked. (BNC, DK52 1, News Other Sports).*

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[6] The phrasal verb "give away" is considered as a whole, as a unique verb.

j. ***This*** *I have referred to elsewhere as "ideational" (Widdowson 1983). (BNC, CBR 3, Social Science).*

k. ***This*** *I had noticed, but had given little thought to. For no reason I can think of, a mutual dislike had arisen. (BNC, 3 1, Biography).*

The number of examples of these occurrences does not differ very much between both types of demonstrative pronouns. It means that the number of examples that contain the demonstrative pronoun "that" is very similar to the number of examples that contain the demonstrative pronoun "this". Therefore, *fronting* can be realized by both pronouns functioning as Direct Objects without restrictions.

D) *Part of Direct Object consisting of Head + Post modifier*

This subsection gathers an example in which a *transitive construction* takes place and part of this construction is placed as a fronted element.

(6) a. ***Of the recent Nobel winners—let's say the last ten—****I'd already read half: Pamuk, Coetzee, Naipaul, Grass, and Saramago. (Conversational Reading, Google Custom Search, , Scott Esposito).*

➢ ***Part of Prepositional Object + Subject + Verb+ Preposition (Part of Prep Obj+S+V+Prep)***

This subgroup differs from the previous one in that there is a preposition in final position, which affects the syntactic structure. The preposition is different in each example. But this subsection is not analyzed taking into account the preposition involved. This sub group is divided into two sub sections; depending on the type of elements that the part of the Prepositional Object is construed: *part of the Prepositional*

Object consisting of Determiner + Modifier + Head + Post Modifier, Part of Prepositional Object consisting of Determiner + Head or *part of the Prepositional Object consisting of Head.* The following examples show different ways in which the Prepositional Object appears.

A) *Part of Prepositional Object consisting of Determiner + Modifier + Head + Post Modifier*

The occurrences of *fronting* found under this classification allow the Noun Phrase of the part of the Prepositional Object appear in the extended version of the structure of the Noun Phrase. In (6a), the Determiner is realized by an indefinite article, there are two modifiers which are two qualitative adjectives, the Head, which is the common noun and a Post modifier realized by Relative Clause. The Prepositional Object is composed by the preposition "for".

(7) a. ***A noteworthy French author I considered a few months ago*** *I would have normally really pushed* **for** *(Conversational Reading, Google Custom Search, Scott Esposito).*

B) *Part of Prepositional Object consisting of Determiner + Head*

In (7a), the Prepositional Object is composed by the preposition "of", a cardinal numeral and a common noun. Like in the previous case, the constituents of the Prepositional Object are separated because the Noun Phrase which is composed by the determiner and the noun appear in preverbal position, but the preposition is placed after the verb.

(8) a. ***"Two words*** *I can think **of,"** says Larry Bradley, a wiry Oklahoman*
pushing 61 and otherwise known as "Blue" because of his eyes.
(Newspapertext, Los Angeles Times, Dana Parsons).

C) *Part of Prepositional Object consisting of Head*

The occurrences of *fronting* found under this classification show that the part of the Prepositional Object is realized by a proper noun. In this section, the prepositional object is composed by the preposition "of" and a proper noun. The proper noun appears in preverbal position, but the preposition, is as in the previous cases, after the verb.

(9) a. ***Lessing*** *I'd heard **of** but never read; as well Pinter and Xianjiang. Jelinek, I'm a blank slate, embarrassingly. (Conversational Reading, Google Custom Search, Scott Esposito).*

When the structure of *fronting* appears and a preposition takes place in the syntactic structure of the sentence, the verb indicates the preposition it accompanies. It means that it is the main verb the constituent that manages the most suitable preposition.

- **Complement Fronting**

The classification regarding *Complement Fronting* is done regarding syntax. Whereas in *Object Fronting*, the object was the element placed in initial position, in *Complement Fronting,* it is the complement the fronted element. Unlike in *Object Fronting*, the examples do not follow a *transitive construction* but either an *attributive construction* or an *intransitive construction*.

Complements are realized by Adjective Phrases. The most expanded structure of an Adjective phrase is Determiner (Demonstratives, Articles, Numerals or Possessives) + Modifier (Adjectives or Adverbs) + Head (Adjectives, Past Participles or Nouns) + Post modifiers (Relative Clauses or Prepositional Phrases). However, like in Object Fronting examples, the Adjective Phrase can appear without certain constituents with a reduced structure.

- ***Attributive Constructions***

The classification regarding *attributive constructions* as the point of departure of the message is done regarding syntax. It means that each example of *fronting* will be brought together depending on its type of syntactic structure. This group is composed by examples[7] distributed in two sub sections: *Subject Complement consisting of Determiner + Modifier + Head, Subject Complement consisting of Modifier + Head, Subject Complement consisting of Head* and *Part of Subject Complement consisting of preposition "of" + Head.*

In this subsection, there are examples in which the Subject Complement or part of the subject Complement is placed in clause initial position.

A) *Subject Complement consisting of Determiner + Modifier + Head*

In this section, the Subjects Complements placed in preverbal position are composed by the indefinite article "a", two adjectives and a common noun.

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[7] See Appendix.

(10) a. ***A silly little bitch*** *she had been, pleading with him to let her live, and promising that if he did she would say nothing and leave Vienna at once, never to return. (BNC, B20, Fiction Register).*

   b. ***A dull cool summer*** *it had been, as different as could be from the year before. No golden light bathed the red brick of the house. (BNC CDB 1, Fiction Register).*

B) *Subject Complement consisting of Head*

In this subgroup, the Subject Complement is composed either by a past participle or a proper noun. In (11a), the Subject Complement is composed by the past participle of the verb "know". In (11b), the Subject Complement is realized by a proper noun.

(11) a. ***Known*** *it was mine but couldn't prove it. (BNC, A73, Fiction Register).*

   b. ***Jack*** *his name was anyhow. (BNC, HEU, interview oral history).*

C) *Part of Subject Complement consisting of preposition "Of" + Head*

This group is made of examples in which the part of the Subject Complement is composed by the preposition "of" placed in preverbal position and the head realized by the demonstrative pronoun "this".

(12) a. ***Of this*** *I am quite sure, that if we open a quarrel between the past and the present, we shall find that we have lost the future. (Political Speech, The History Place, Winston Churchill).*

   b. ***Of this*** *I am certain. (BNC, HWN 1, Fiction Register).*

   c. *But, gentlemen,* ***of this*** *I am certain, the Conservative Party has been a good thing for this country and it is our business today, and as long as we can, to*

keep that Party solid; and if splits must come, to delay them as long as we possibly can (Applause). (BNC, EW1 2, Academic Humanities).

- **Intransitive Constructions**

The examples in this group take part of an *intransitive construction* which is placed in preverbal position.

A)   Prepositional Complement consisting of preposition "To" + Determiner + Head

The examples of this group have a Prepositional Complement which is composed by the preposition "to", placed in preverbal position.

(13) a. **To that work** *I now **turn**, with all the authority of my office. (Political Speech, Australianpolitics.com, Clinton's Martin Luther King Speech "I have a Dream").*
    b. **To that argument** *I shall come. A member is obliged to comply with the Rules and in particular he is obliged to comply with rule 2.12(1). (BNC, FD1 1, Political Law).*

As we said above, the cases of *fronting* occurring in *Complement Fronting* is sensibly lower than those of *fronted objects*. Figure 1 displays the number of examples of *fronting* regarding *Object Fronting constructions* and *Complement Fronting*.
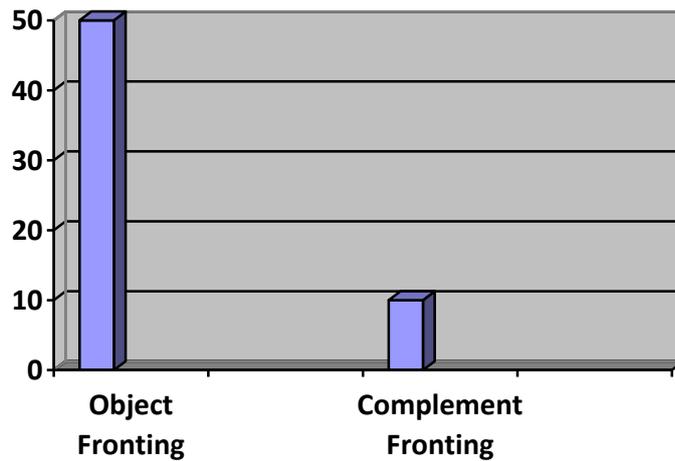
Figure 1. Distribution of syntactic structures of fronting examples.

Figure 1 shows that there are more examples of *fronting* occurring in *Transitive constructions*, where there are fifty occurrences rather than in the *Attributive constructions*, where there are ten examples.

Another classification of examples compiles the structures found in *Object Fronting constructions*. Thus, figure 2 shows the number of examples found in each subsection of the *Object Fronting group*. The graphic demonstrates that the majority of examples appear in the pattern: ***Direct Object + Subject + Verb (DO + S + V)***, where there are 47 examples. The last position, with 3 examples, corresponds to the pattern: ***Part of Prepositional Object + Subject + Verb + Preposition (Part of Prep Obj + S + V + Prep).*** In this study, the analysis of the subsections found in the group of *attributive constructions* has been disregarded because of the little amount of examples found in this group.
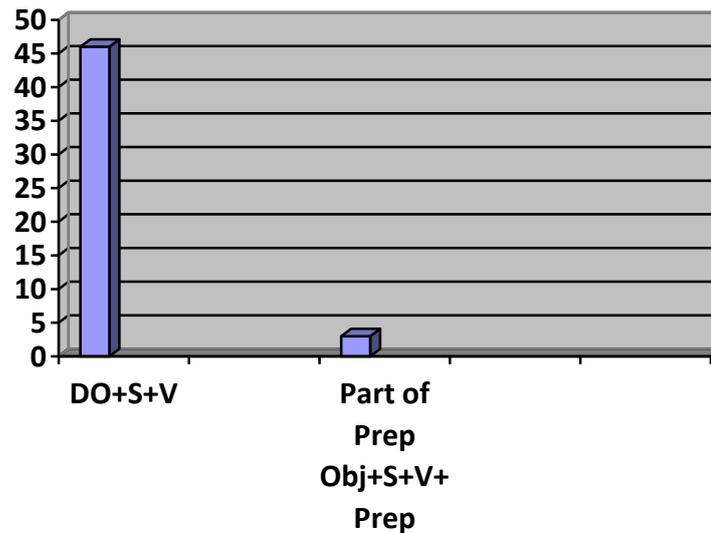
Figure 2. Distribution of examples of transitive constructions regarding their syntactic structure.

4.1.2) Analysis of examples regarding the semantic properties of the verbs they accompany

Another way to classify *fronting* constructions is by looking at the semantic domains of the main verbs. As such, the second part of the formal analysis takes into consideration semantic properties provided by the lexical verb in the construction. Hence, the features of the verbs that accompany these structures are studied from the semantic point of view in order to identify which type of verbs appear more frequently in these patterns.

The types of verbs that prevail are those in which a *mental process* is involved. Downing and Locke (1992: 125) claim that

> The processes of perception (*see, hear, feel, etc.*), of cognition (*know, think, believe, realize, recognize, etc.*) and of affection (*like, dislike, love, hate, please, etc*) which we group together under the heading "mental processes" are semantically different from material processes of 'doing'.

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According to Downing and Locke (1992: 112), relational processes or processes of 'being' or 'becoming' are those types of verbs in which there is a characterization or identification of a participant or is located in terms of circumstance, such as *be, seem, stand, lie, become, turn* or *get*.

As far as *material processes* are concerned, Downing and Locke (1992: 114) point out that "material processes are actions carried out by a participant called Agent. They may or may not affect other participants", such as *do, run, paint, kick, hit, spoil, pay, bring* or *turn*.

These basic processes (*material, mental* and *relational*) belong to different processes. As such, they are analyzed in different groups:

- ### *Material Processes*

Within this group, there are two subsections carried out by the processes of *doing and causing*. But only one occurrence is provided in each section to exemplify the theory studied by Downing and Locke (1992), in which this paper is based.

- ### *Expressing processes of doing and causing*

These processes indicate a series of participant roles that take place in material processes. Downing and Locke (1992: 114) indicate that these participant roles are: Agent, Force, Affected, Effected, Recipient, Beneficiary and Causative Agent. Nevertheless, the examples in study do not cover all participant roles. Actually, only two of them are represented.

A) Agent. Downing and Locke (1992: 114) suggest that "material processes express an action or an activity which is typically carried out by a 'doer' or Agent. By 'Agent' we mean any entity that is capable of operating on itself or others".

(14) a. *This I **do** with all my heart. (BNC, CBC 2, News Other Social).*

b. *This we must **do** as individuals and if we do it as individuals, there is no President of the United States who can veto that decision. (Political Speech, American Rhetoric, Congresswoman Barbara Jordanm).*

c. *This I **did** for five weeks returning to hospital to have my X-rays checked. (BNC, DK52 1, News Other Sports).*

B) *Causative Processes.* As Dowing and Locke (1992: 119) state, "the Subject is the Affected in a one-participant process"

(15) a. *This I **have boiled** to condition it. (BNC, G3X 1, Demonstration).*

Although "turn" and "come" are considered transitive verbs, and thus, they should be included within the group called *Relational Processes*, in the examples in study, they do not function as transitive but as intransitive. As such, the following examples do correspond to this sub group:

(16) a. *To that work I now **turn**, with all the authority of my office. I ask the Congress to join with me. (Political Speech, Australianpolitics.com, Clinton's Martin Luther King Speech "I have a Dream").*

b. *To that argument I **shall come**. (BNC, FD1 1, Political Law).*

- *Mental Processes*

Within this group, there are three subsections carried out by the processes that express perception, thought and feeling. However, only one example is provided in each group to exemplify the theory studied by Downing and Locke (1992).

- *Expressing what we perceive, think and feel*

As Downing and Locke (1992: 125) indicate, in these types of processes there is a participant that perceives, knows, likes, etc that is called the *Experiencer*. Besides, there is another participant that is called *Phenomenon*. And this participant is perceived, known, liked, etc., by the *Experiencer*. There are three types of processes in this group.

A) **Perception Processes**. Downing and Locke (1992: 126) claim that "perception is an involuntary state which does not depend upon the agency of the perceiver, who in fact receives the visual and auditory sensations non-volitionally".

(17) a. *This I **had seen** happen in the lives of others, resulting in the despairing situation of looking on hopelessly at all the work and tender loving care lavished on a place being relentlessly returned to rampaging nature, and unable to muster the physical strength and mental resolve to do anything about it. (BNC, CES 2, Biography).*

b. *Lessing I'**d heard of** but never read; (Conversational Reading, Google Custom Search, Scott Esposito).*

B) ***Cognitive Processes***. As Downing and Locke (1992: 127) state, "cognitive processes are realized by such stative verbs as believe, doubt, guess, know, recognize, think, forget, mean, remember, understand".

(18) a. *That I **do believe**. (BNC KRH 110, Broadcast Discussion).*
  b. *This I **think** is greatly to the credit of ICM, provided, as you say, that we can*
    retain the appropriate balance. (BNC G28 3, Commerce).
  c. *This I **do not know**. (BNC, BN3 3, Biography).*
  d. *That I **understand**. (BNC, KGU 112, Speech Unscripted).*

C) ***Affectivity Processes***. Downing and Locke (1992: 129) included verbs like: *like, love, enjoy, please, delight, dislike, hate, detest* and *want*, as verbs that denote affectivity processes.

(19) a. *That I **didn't like**. (BNC, H9N 154, Fiction Register).*
  b. *That I **want**! (BNC, KNF 114, Unclassified Register).*

- ***Relational Processes***

As far as *relational processes* are concerned, Downing and Locke (1992: 131) suggest that

> the participant in a relational process is termed the Carrier. The process itself appears to have less meaning than do material processes and mental processes, and serves merely to relate the Carrier to its Attribute, to a circumstance or o the semantic function expressing possession.

- ***Expressing processes of being and becoming***

Following Downing and Locke's ideas (1992: 131), *relational processes* are divided into three groups: *attributive, circumstantial* and *possessive*. But in this paper, only

attributives and possessives are studied, although there is only one example of possessive process.

A) Attributive Relational Processes

As Downing and Locke (1992: 132) point out, there are two types of attributes depending on the type of verb used. If it is static such as *be, keep, remain, stay, seem* or *appear*, the attribute is called "current attribute", whereas if the verb is dynamic such as *become, get, turn, turn out, grow, run* or *end up*, the attribute is called "resulting attribute".

A.1) Current Attributes:

(20) a. *A dull cool summer it* **had been**, *as different as could be from the year before. No golden light bathed the red brick of the house. (BNC CDB 1, Fiction Register).*

  b. *Known it* **was** *mine but couldn't prove it. (BNC, A73, Fiction Register).*

  c. *though* **embattled** *we are --but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation"--a struggle against the common enemies of man: tyranny, poverty, disease, and war itself. (Political Speech, American Rhetoric, John F. Kennedy).*

B) Possessive Relational Processes

Downing and Locke (1992: 134) state that "the relationship between the two entities is one of possession: one owns the other. The notion of possession is expressed either by the Attribute, or by the process itself". There is only one example that represents this process:

(21) *a. **That I have**. (BNC, HGJ 158, Fiction Register).*

- ***Expressing processes of 'saying'***

Downing and Locke (1992: 136) claim that

processes of saying and communication are verbal processes. The participant who communicates is the Sayer, and is typically human. That which is communicated is the Verbiage and may be a reported statement, a reported question or a reported directive. A Recipient may also be present in some verbal processes.

A)   Verbal processes or processes of "saying"

Through the following example, this *verbal process* is shown:

(22) *a. This **I can tell** you is a great relief. (BNC CAT 1, Pop Lore).*

Figure 3 shows the number of examples that represent the four verbal processes previously explained. The graphic suggests that most occurrences belong to *mental processes*, where verbs of saying and communicating are those that occupy the last position.
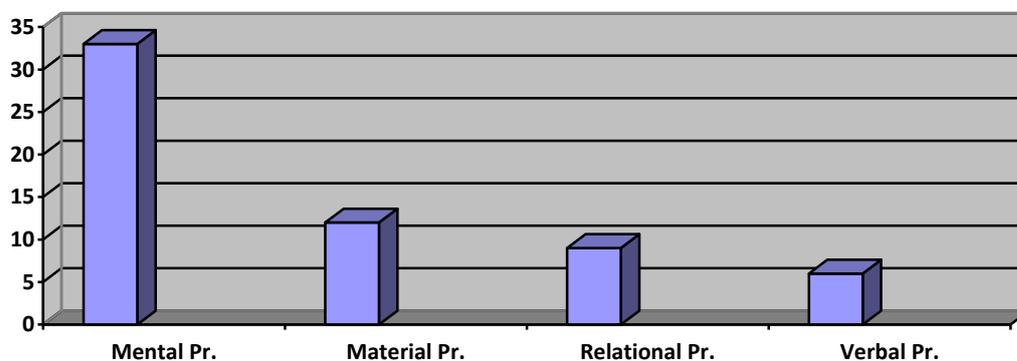

Figure 3. Distribution of examples of semantic properties of the verbs involved.

This graphic shows that thirty-three examples of *fronting* are accompanied by *mental processes*. *Material processes* occupy the second position with twelve examples each. *Relational processes* appear in third position with nine occurrences. Finally, *verbal processes* appear in the third place with six examples. Thus, this graphic represents that structures of *fronting* tend to appear with verbs that express *mental processes*. The rest of the processes developed by the main verbs upon which the construction of *fronting* is built are used less frequently.

As mental processes take part in most occurrences of *fronting*, and therefore, its significance is visible, figure 4 displays the number of examples that reflect *affectivity, perception* and *cognitive processes* that belong to the group of *mental processes*.
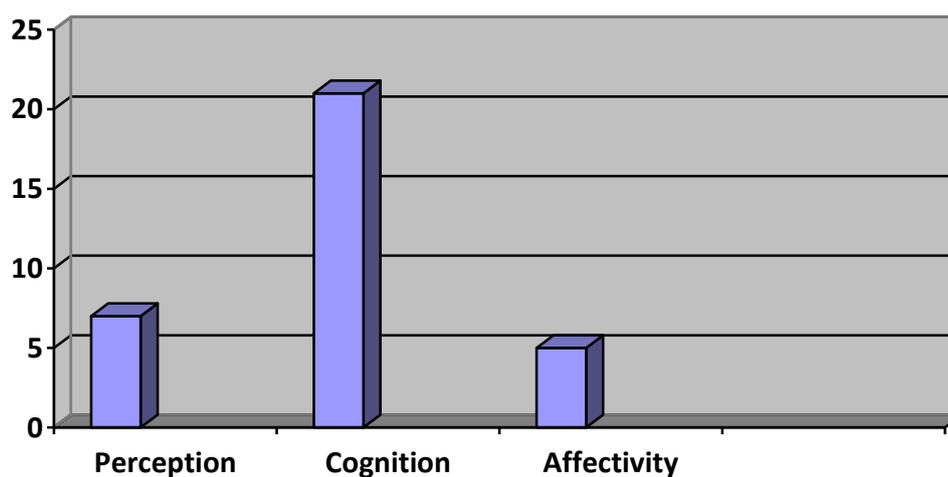

Figure 4. Distribution of examples within the mental process.

As observed in the graphic, the majority of examples appear in the group of processes that indicate cognition, with twenty-one occurrences. The second position is occupied by processes that show perception, with seven examples. Finally, in the last position, there are five examples of processes that represent affectivity.

In this formal analysis, both Syntax and Semantics are interrelated. There is a relationship between the semantic category of the verb in the *fronting* construction and the syntactic type of *fronting*. As has been observed, the construction of *fronting* realized by verbs that express *material* and *mental* processes enter into *transitive patterns*, and therefore in the *Object Fronting* group. Meanwhile, those construction of *fronting* with *relational* processes enter into *attributive patterns*, and therefore in the *Complement Fronting* group. There is only one exception, when referring to the examples with the verbs *turn* and *come* express *material* processes. Although they are normally transitive verbs, in the occurrences analyzed, they function as intransitive verbs and at the same time, they express *material* processes.

4.2) *Discourse pragmatic properties of the construction of fronting*

As far as an analysis from a discourse-pragmatic point of view is concerned, all the examples have been compiled to be organized according to various aspects. Firstly, the examples of *fronting* are organized regarding the order of information in the clause. Secondly, the aforementioned examples are classified taking into account the preceding and the subsequent contexts they relate with. As such, the structure of *fronting,* which has been analyzed previously, is not the only stretch of discourse we need to take into account, due to the fact that for carrying out this pragmatic-discourse analysis, both the preceding and the subsequent contexts are required. Finally, these examples are analyzed taking into considerations these four patterns: *link with previous discourse, Topic, Contrast* and *Focus*.

- *Order of information in the clause of fronting: Theme and Rheme*

In connection with the formal analysis, previously studied, it must be said that the function of *Direct Object*, *Prepositional Object* or *Subject Complement* in each example analyzed is represented by the Theme in the clause of *fronting*. And the rest of the syntactic structure (S + V) is called the Rheme. To illustrate this assumption, one occurrence of each syntactic function exemplifies it:

(23)   a. *(Direct Object) [That]* *[I don't understand]*.
                    Theme   Rheme

(BNC, KGH 107, Broadcast Discussion).

(24)   a. *(Prepositional Object) [Of this] [I am quite sure]*
                         Theme   Rheme

(Political Speech, The History Place, Winston Churchill).

(25)   a. *(Subject Complement)* [*Though embattled] [we are]*
                             Theme   Rheme

(Political Speech, American Rhetoric, F. Kennedy).

In the rheme section of the example construction of *fronting*, most examples have as the point of departure the personal pronoun of first person singular "I", with fifty-two occurrences [*That **I** do know (BNC, HA2 157, Fiction Register]*. The second position is occupied by examples in which the initial position has the personal pronoun of first person plural "We", with four occurrences [*This **we** must do as individuals (Political Speech, American Rhetoric, Congresswoman Barbara Jordanm)]*. In the third position, there are two examples where the Rheme starts with the personal pronoun of third person singular "it" [*A dull cool summer **it** had been, as different as could be from the year before (BNC*

CDB 1, Fiction Register)]. And finally, with one example each, the last position is shared by two different patterns: the personal pronoun of third person singular "She": [*A silly little bitch **she** had been, pleading with him to let her live, and promising that if he did she would say nothing and leave Vienna at once, never to return (BNC, B20, Fiction Register)*] and the Noun Phrase "His name" [*Jack **his name** was anyhow. (BNC, HEU, interview oral history)*].

This suggests that normally, the examples of *fronting* occur in contexts where people take part in non subjective situations. In other words, they are objective viewers of the actual situation.

- *Examples of fronting regarding the contexts they relate with*

This paper adopts labels used by Hannay and Mackenzie (2002) "Theme" and "Rheme", instead of "Topic" and "Focus/Comment" respectively. To carry out the analysis of the clauses of *fronting* in terms of Theme and Rheme, the preceding and the subsequent contexts of the sixty English sentences are required[8].

However, not all clauses require both contexts. Sometimes they only connect with the previous text, and others, they connect with the two immediate preceding clauses or the two immediate subsequent clauses. It has to be said that not all Theme or Rheme is taken into consideration. Only part of it is required, which means that the whole Theme and

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[8] This remains the idea of Danes' thematic progression. Danes' (1974) studied three types of thematic progression: *linear*, when the rheme of a clause coincides with the theme of the subsequent clause; continuous, when the theme and the rheme are the same in the subsequent clauses; and thematic progression with derived themes.

Rheme of the clauses are not necessary. Moreover, all clauses of *fronting* are taken as the point of departure.

Firstly, this paper analyzes the distribution of examples that need two contexts taking into account examples that require both preceding and subsequent clauses, two immediate preceding clauses and two immediate subsequent clauses. Finally, it analyzes the examples that only need the preceding clause to connect within the discourse.

> ➤ ***Examples that connect with two contexts***
> > ○ ***Examples that connect with a preceding context and a subsequent context***

A) Theme/<u>Rheme</u> - **Theme/Rheme**[9] - Theme/<u>Rheme</u>
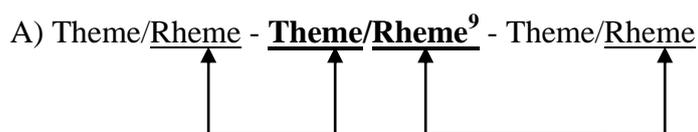
In this structure, the Theme of the clause in which *fronting* takes place, refers to the Rheme of the preceding text. At the same time, the Rheme of the clause of <u>fronting</u> coincides with the Rheme of the subsequent clause.

(26) a. *"I realized one day, breaking rocks, that they could take everything away from me, everything, but my mind and heart. Now**, those things I would have to give away**[10], and I simply decided I would not give them away."(Political Speech, Australianpolitics.com, Clinton's Martin Luther King Speech "I have a Dream").*

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[9] The pattern **Theme/Rheme** in bold represents the construction of *fronting*.
[10] The words in bold are considered the clauses of *fronting*.

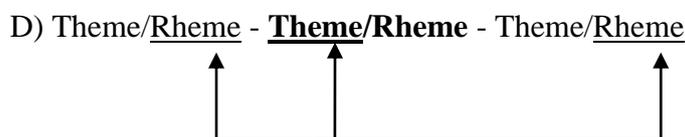B) Theme/<u>Rheme</u> - **Theme/Rheme** - <u>Theme</u>/Rheme
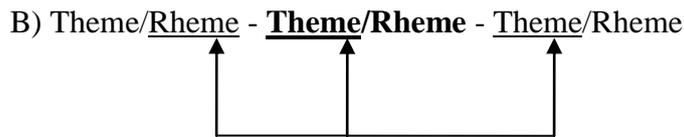
In this case, the Theme of the structure of *fronting* coincides with the Rheme of the preceding context and the Theme of the subsequent context.

(27) a. *Another sweep along the side of a deep furrow produced a rusted iron belt-buckle of unusual design. **This I found impossible to date**. It was obviously old, but so corroded that it almost fell to pieces in my hand. (BNC, G2Y 3, Pop Lore).*

C) <u>Theme</u>/Rheme - **Theme/Rheme** - <u>Theme</u>/Rheme
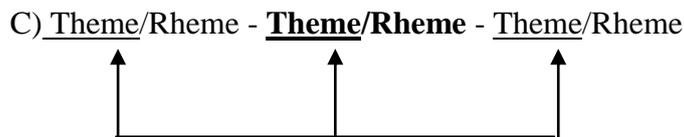
The Theme of the clause in which *fronting* takes place, refers to the Theme of the preceding clause, which refers to the same Theme of the subsequent clause.

(28) a. *Well that's not the sort of liaison Well, yeah. **That I want!** Yeah. That's very poor management I would say, (BNC, KNF 114, Unclassified Register).*

D) Theme/<u>Rheme</u> - **Theme/Rheme** - Theme/<u>Rheme</u>

The Theme of the clause of *fronting* refers to the Rheme of the preceding clause, which refers at the same time to the Rheme of the subsequent clause.

(29) a. *she requested me to put my tongue into her mouth "the French way" she said.* **That I didn't like**. *I had detected a smell and taste of tobacco. (BNC, BN3 4, Biography).*

Figure 5 shows the number of occurrences that relate both the preceding and the subsequent contexts because the constituents involved in the clause of *fronting* coincide with constituents of the so called contexts.
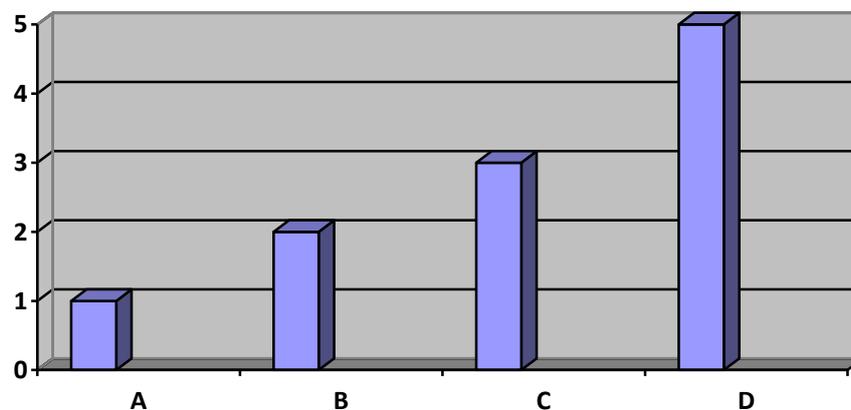

*Figure 5. Distribution of examples that relate to both the preceding and the subsequent contexts.*

The graphic shows the number of the examples in analysis in which the clauses of *fronting* relate with both contexts. As can be observed, the number of examples that follow letter D is five and therefore, it is the highest score. The second position is occupied by the examples represented by letter C, where there are three examples. The occurrences in B occupy the third position with two occurrences. And finally, only one example represents the structure A.

o Examples that connect with two preceding contexts

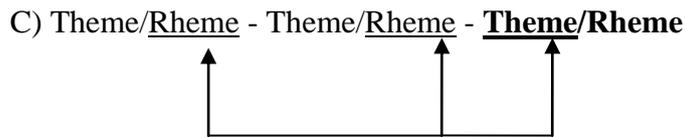A) <u>Theme</u>/Rheme - <u>Theme</u>/Rheme - **Theme/Rheme**
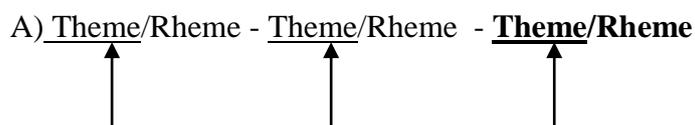
The Theme of the clause in which *fronting* takes place, refers to the Theme of both the preceding and the subsequent clauses.

(30) a. *My heart-searchings must have no place here. Before getting to the murder trial, I will note two incidents that occurred in Geneva. Two things I wanted above all, and one of them was money, for I knew old systems of currency were in operation throughout the nineteenth century.* ***The second thing I found quickly by looking at a newspaper in a coffee-shop****: the day's date. (BNC, HGS 2, Fiction Register).*

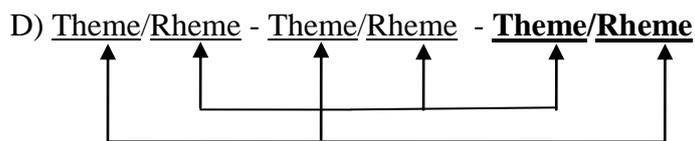B) Theme/<u>Rheme</u> - Theme/<u>Rheme</u> - **Theme/Rheme**
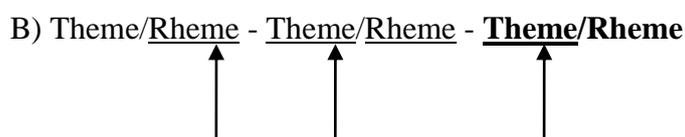
The Theme of the clause of *fronting* refers to the Rheme of the preceding discourse, and at the same time, it is the Theme of the subsequent clause.

(31) a. *To begin with, he can choose to select one of the topical elements for special treatment as the Topic. This is a very typical form for a message to take and is suggestive of the general principle that speakers in the unmarked situation will proceed from given to new.* ***Cases like this I take as examples of the TOPIC MODE****. (Hannay: 1991).*

C) Theme/Rheme - Theme/Rheme - **Theme/Rheme**

The Theme of the clause of fronting is the Rheme of both the preceding and subsequent contexts.

> (32) a. *Now, one can distinguish two kinds of schematic knowledge. On the one hand there is knowledge of conceptual content or topic area.* ***This I have referred to elsewhere as "ideational"*** *(Widdowson 1983). (BNC, CBR 3, Social Science).*

D) Theme/Rheme - Theme/Rheme - **Theme/Rheme**

This is a special case in that all the constituents of the text are interrelated. On the one hand, the Theme of the clause of *fronting* coincides with the Rheme of the preceding clauses. On the other hand, the Rheme of the clause of *fronting* coincides with the Theme of the previous clauses.

> (33) a. *They're sexually attractive. They went to music school.* ***This much we know about Extreme.*** *Musically, however, they have always been something of a mystery, flitting from style to style like a sort of rubbish Paul McCartney, cruising round different aspects of pop and soiling them. (BNC CK5 1, Pop Lore).*

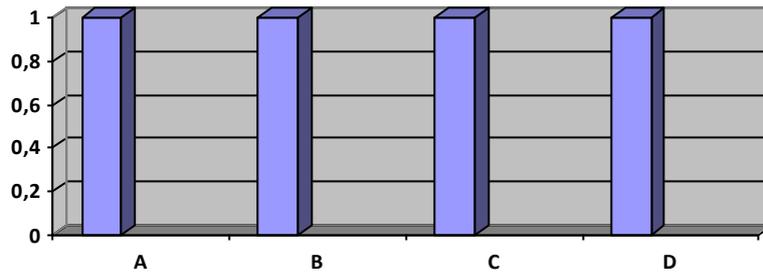Figure 6 displays the number of examples that relate with the two immediate preceding contexts.

Figure 6. Distribution of examples that relate with the two immediate preceding contexts.

As can be observed there are four examples that relate with the two immediate contexts. And one of them is perceived in four different ways. Thus, each occurrence is distributed in each pattern.

➤ **Examples that connect with two subsequent contexts**

A) **Theme/Rheme** - Theme/Rheme - Theme/Rheme
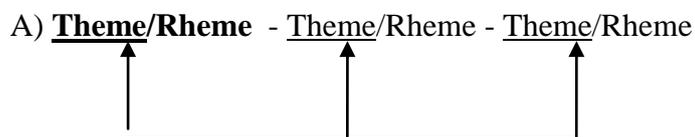
The Theme of the clause of *fronting* coincides with the Theme of both subsequent contexts.

(34) a. ***"Two words I can think of,"*** *says Larry Bradley, a wiry Oklahoman pushing 61 and otherwise known as "Blue" because of his eyes. "Faith and hope. Faith that things can change and hope that it will." (Newspapertext, Los Angeles Times, Dana Parsons).*

There is only one example in which the clause of *fronting* relates its Theme with the Themes of the two immediate subsequent contexts.

➢ *Examples that connect with one preceding context*

A) Theme/<u>Rheme</u> - **Theme/Rheme**

In this pattern, only the preceding context is required. And the Theme of the clause of *fronting* is the Rheme of the preceding one.

(35) a. *Yes, you, my fellow Americans have forced the spring. Now, we must do the work the season demands.* **To that work I now turn**, *with all the authority of my office. I ask the Congress to join with me. (Political Speech, Australianpolitics.com, Clinton's Martin Luther King Speech "I have a Dream").*

B) <u>Theme</u>/Rheme - **<u>Theme</u>/Rheme**

The Theme of the clause of *fronting* coincides with the Theme of the preceding clause.

(36) a. *The other kind of schematic knowledge has to do with mode of communication.* **This I have referred to elsewhere as "interpersonal"** *(Widdowson 1983) (BNC, CBR 4, Social Science).*

C) Theme/<u>Rheme</u> – **Theme/<u>Rheme</u>**

The Rheme of the clause of *fronting* refers to the Rheme of the preceding context.

(37) a. *"Ever heard of the name McCloy, Mr Bardsley?" "It doesn't ring a bell," said Bardsley and Burden believed him. "Mind you," he added, "I've seen my own stuff flogged off in the market here.* **Known it was mine but couldn't prove it.** *You know what them stallholders are, up to all the tricks." (BNC, A73, Fiction Register).*

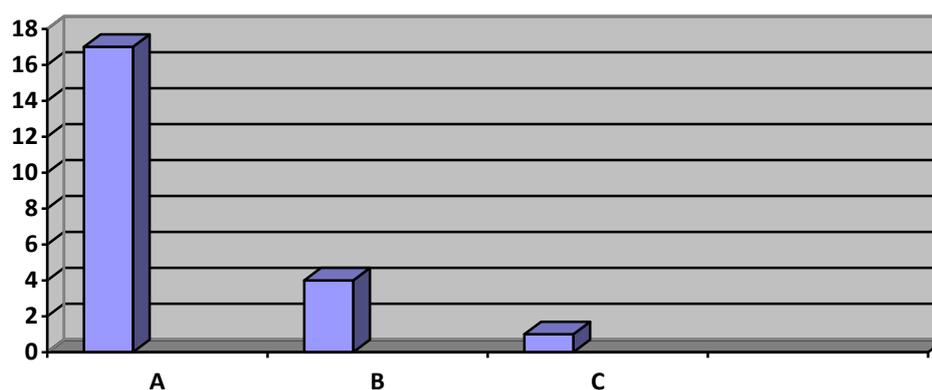Figure 7 shows the distribution of examples of *fronting* that relate with the preceding contexts.

Figure 7. Distribution of examples that relate to the preceding context.

As can be observed, there exists a difference between the three cases. The structure represented by the letter A is in first position with seventeen examples. The structure represented by letter B, with three examples, occupies the second position. And in the last position, there is only one example whose structure is represented in C.

Figures 5, 6 and 7 show that the sum of examples analyzed in terms of *Theme* and *Rheme* and their connection with the preceding and the subsequent contexts is thirty-seven. However, there are sixty clauses in analysis. Hence, the rest, because of the way they are expressed, cannot be analyzed as such due to the fact that there is not any link that allows them participate within the structures studied. Consequently, to analyze all examples, the last analysis of this paper concerns four patterns: *link with previous discourse*, *Topic*, *Contrast* and *Focus*.

- ***Link with previous discourse, Topic, and Focus***

In this subsection, the sixty English clauses of *fronting* are analyzed taking into account these three patterns: *Link with previous discourse, Topic* and *Focus*. It means that the context they refer to is required.

➢ ***Link with previous discourse***

Most occurrences of *fronting* in this study take into account the link with the previous discourse *(LPD)*. All examples require a context, and therefore, the clause of *fronting* makes reference, at least, to something previously presented. As a consequence, fifty-two occurrences relate with previous context. The following example represents a typical link with previous discourse:

(38) a. *Now, I know many would not agree with this. erm I take refuge in the fact that this is what Proust says, and I report, erm I think this amounts to claiming that the artist can give us privileged insight into life.* ***That I do believe****. erm That art possesses some form of saving truth, and this is certainly Proust's belief. (BNC KRH 110, Broadcast Discussion).*

"That" includes everything introduced in advanced, representing its link with previous discourse. But this is not the only example to present something prior to something else. There are other constituents of the clause that represent the link with previous discourse, such as: "This" in (39a) or "To that work" in (39b). Both of them are exemplified in the following occurrences:

(39) a. *Now, one can distinguish two kinds of schematic knowledge. On the one hand there is knowledge of conceptual content or topic area.* **This** *I have referred to elsewhere as "ideational" (Widdowson 1983). (BNC, CBR 3, Social Science).*

b. *Yes, you, my fellow Americans have forced the spring. Now, we must do the work the season demands.* **To that work** *I now turn, with all the authority of my office. I ask the Congress to join with me. (Political Speech, Australianpolitics.com, Clinton's Martin Luther King Speech "I have a Dream").*

Both constituents ("This" and "To that work") make reference to something previously introduced, which makes the addressee understand that the information is not new. Thus, this concept of "link with previous discourse" is close to the following notion: *the Topic*.

➢ *Topic*

The occurrences of *fronting* are analyzed in terms of the kind of Topic they consist of. Following Dik (1989/1997), Hannay (1991: 137) points out that there are four types of Topic: Given Topic *(GT),* Sub Topic *(ST),* Resumed Topic *(RT)* and New Topic *(NT).* Hannay (1991: 137) claims that "Given Topic relates to an entity already introduced into the discourse and activated at the moment of speech". As we have mentioned above, *Given Topic* relates with the notion of *link with previous discourse* because both terms present

given information. The second type of Topic, as Hannay (1991: 137) suggests is "the Sub Topic which relates to entities that have not been so introduced or activated, but are presented by the speaker as if they have been". According to Hannay (1991: 137), "the third kind of Topic is called Resumed Topic and refers to the reselection of a Given Topic which has not been mentioned in the discourse for some time". Finally, the last type of Topic is called the New Topic. As Hannay (1991: 137-138) asserts, "New Topic, which is of a different order altogether, referring as it does to the type of entity that is introduced into the discourse, by means of, for example, existential and other presentative constructions".

Although all these types of Topics have been analyzed by Dik (1989/1997), not all of them are represented in the examples in study. The majority of examples concern the so called "Given Topic" (that, at the same time, they coincide with the notion of link with previous discourse) because the Topic of the clause of *fronting* normally refers to something that has been mentioned before. This is because most occurrences of *fronting* have a demonstrative pronoun "this" and "that" as a topic, which makes reference to something previously introduced.

The following occurrence represents a Given Topic:

(40) a. *Instinctual knowledge is leaking away under the impact of continual urbanization. **That** I believe. It is not in conflict with my own doctrines. (BNC, HAO 155, Fiction Register).*

This example expounds that the demonstrative pronoun "That" refers to something previously mentioned. Hence, "That" suggests that "*what* I believe is [an instinctual knowledge that is leaking away under the impact of continual urbanization]". This

suggestion corroborates what Hannay and Mackenzie (2002) argued. As far as constituent ordering and informational status is concerned, Hannay and Mackenzie (2002) studied clauses that expressed the same content but in twelve different ways. Hannay and Mackenzie (2002: 112) introduced a clause of *fronting*: "A present John gave me recently" in their study, which answered the question: "What did John recently give you?"And as this paper analyzes structures of *thematic fronting,* and having used "what" to answer "an instinctual knowledge that is leaking away under the impact of continual urbanization", it confirms the assumption that for answering these types of clauses, in which an object is the answer, the particle *what* is the most suitable question to ask.

As far as a Sub Topic is concerned, only one occurrence can be exemplified into this group.

(41) a. **One other thing** *I probably should tell, because if I don't they'll probably be saying this about me, too. (Political Speech, American Rhetoric, Richard. M. Nixon).*

As can be observed, in (45a), the Topic is related to something else in some way: to another different thing. However, it cannot be considered a Given Topic because "one other thing" has not been introduced before. It makes reference to another different thing within the same context although this Topic is not old. Thus, speakers are able to assume that this Topic is not known but, it continues developing a message already introduced.

> ➢ *Focus*

Hannay (1991) makes reference to Dik to present the notion of Focus. Following Dik (1989/1997), Hannay (1991) confirms that there are two types of Focus: New Focus *(NF)* and Contrast Focus *(CF).* Hannay (1991: 138) claims that "Focus may either relate to

completely new information (NewFoc) or may relate to information which is salient by dint of contrast (ConFoc)".

The phenomenon of Contrast Focus appears in one of the sixty examples of *fronting* analyzed, which means that this construction is not a typical one in terms of *fronting* objects or complements in preverbal position.

As Givón (1993: 180) points out, "Y-movement construction is also referred to as contrastive topicalization [....]. The fronted element in the Y-movement clause is stressed." Moreover, as far as Y-movement is concerned, Givón (1993: 182) claims,

> Y movement tends to apply primarily to highly topical – anaphorical accessible, thematically important – referents. The contrasted nominal in these constructions tends to be either referring, definite or generic, but not referring-indefinite. Pragmatically thus, these constructions are not used to introduce new topical participants into the discourse.

Although the examples in this study are not normally related to this construction, only one of them corresponds to this particular structure, and more specifically the Y-movement, as Givón (1993) states, relates with a Generic case, where a noun is placed in initial position and, at the same time, contrast with the preceding discourse.

(42)   *a. Coetzee's* Disgrac*e is one of my favorite books, he could've won for just that.* **Lessing** *I'd heard of but never read; as well Pinter and Xianjiang. Jelinek, I'm a blank slate, embarrassingly. (Conversational Reading, Google Custom Search, Scott Esposito).*

In (43a), the contrast states between both proper nouns Coetzee and Lessing. Although it is not utterly explicit, the reader or listener, through the speaker's intervention, assumes that the speaker has read the book written by Coetzee (*Disgrace*), whereas he has

not read any book written by Lessing. Therefore, the contrast appears due to both authors and the reading of their books by the speaker.

Hannay (1991: 138), in his study, considers the following sentence:

- John and Bill came to see me. *John* was *nice*, but *Bill* was rather *boring*.

Hannay (1991: 138) considers that the subjects in italics (*John* and *Bill*) are both GivTop and ConFoc, whereas the predicates in italics (*nice* and *boring*) are both New Foc and ConFoc. But this paper is looking at examples where the first constituent is placed in preverbal position but not after the verb. Thus, none example can be considered New Focus, because the aim of this paper is to look at the first constituent of the clause.

As observed in (34a), there is one case in which the Rheme of the clause of *fronting*, which coincides with the Focus, has been previously introduced, because it coincides with the Theme of the two immediate preceding contexts. It means that the Focus, which has been studied before, has been previously introduced and thus, it is already known. Consequently, the word "Extreme", which is part of the Focus, makes reference to the personal pronoun: "They" (repeated in the text twice). However, as mentioned before, this paper attempts at looking at fronted elements. Therefore, (34a) cannot be considered as a New Focus.

New Focus can be considered in *Attributive constructions*, especially in those where the copulative verb (normally *be*) appears in final position.

(43) a. *One of these whipped back at him and as he caught at it a thorn drove into the fleshy pad of his finger. That thorn had been there, festering, for months. **A dull cool summer** it had been, as different as could be from*

the year before. No golden light bathed the red brick of the house. (BNC CDB 1, Fiction Register).

b. *He didn't enjoy women the way he used to, but killing them was different. That could still make him feel good. **A silly little bitch** she had been, pleading with him to let her live, and promising that if he did she would say nothing and leave Vienna at once, never to return. Twice he had let her come up for air, so that it would take longer, but the third time he had held her under until she was finished. (BNC, B20, Fiction Register).*

Figure 8 shows the number of occurrences that *link with previous discourse (LPD), Topic, Contrast* and *Focus*.
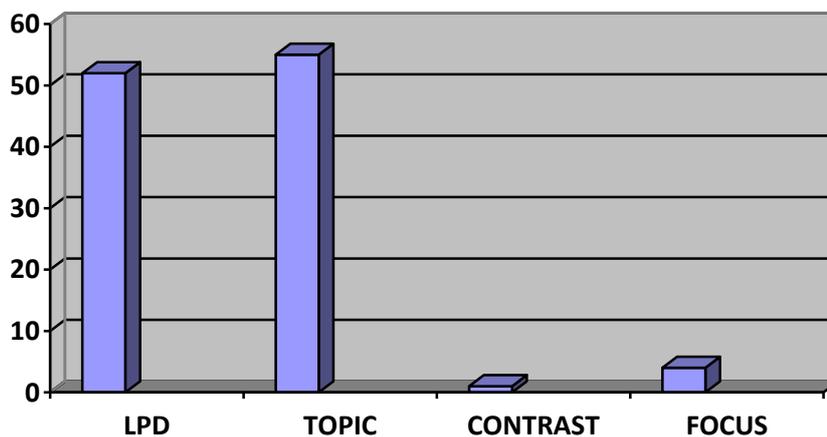
Figure 8. Distribution of examples classified into LPD, Topic, Contrast and Focus.

The graphic shows that most occurrences of *fronting* (fifty-five) in study have a Topic (*NewTop, GivTop*), and therefore, it occupies the first position. Very close to it, with fifty-two occurrences, there are examples that *link with previous discourse*. It suggests that there is an obvious connection between the notion of *topic*, *link with previous discourse* and examples where the preceding discourse has to be analyzed. There are four examples that have a New Focus, and these appear in *frontings* in *attributive constructions*,

(especially with final *be*) as mentioned previously. However, only one example is exemplified in terms of contrast, which means that this is not a frequent pattern.

Figure 9 displays the number of examples of *fronting* that coincides with the four pragmatic aspects which have just been analyzed: *link with previous discourse, topic* and *focus.* The sixty occurrences are organized regarding how many of them represent only examples of *link with previous discourse, topic (Given Topic, Sub Topic New Topic,),* or *focus (Contrast Focus, New Focus)*, and how many occurrences coincide with the rest of the patterns. As a consequence, the examples are analyzed taking into account the number of examples in each group that coincide at the same time with the rest of the pragmatic patterns. Therefore, the sixty examples have been gathered in seven groups:

A) ***Link with previous discourse + Given Topic***

In this group, there are occurrences that share two pragmatic aspects in study. They link with previous discourse and they have a Given Topic:

(44) a. <u>*There is an almost unchallenged assumption that mathematics education, for both teacher and taught, occurs in a political vacuum.*</u> ***This I can not accept****: it seems impossible that such a central part, mathematics, of such a political institution, education, should really be politically neutral. (BNC H88 3, Politic Law Edu).*

B) ***New Focus***

(50) a. *One of these whipped back at him and as he caught at it a thorn drove into the fleshy pad of his finger. That thorn had been there, festering, for months.* ***A dull cool summer it had been,*** *as different as could be from*

the year before. No golden light bathed the red brick of the house. (BNC CDB 1, Fiction Register).

C) ***Link with previous discourse + New Topic***

The pragmatic patterns that coincide in the occurrences compiled in this group are the link with previous discourse, the New Topic:

(52) a. <u>*We'd probably be a little less inclined to bring out a worthy book that we're sure won't sell I'm sorry to say.*</u> **A noteworthy French author I considered a few months ago I would have normally really pushed for.** *Now, I roll more with the consensus of our editorial staff. (Conversational Reading, Google Custom Search, Scott Esposito).*

D) ***Link with previous discourse + New Topic + Contrast Focus***

The only example found in this group is the one in which four pragmatic aspects in study coincide. They are the link with previous discourse, New Topic, Contrast and New Focus.

(53) a. <u>*Coetzee's* Disgrac*e is one of my favorite books, he could've won for just that*</u>**.** **Lessing I'd heard of but never read***; as well Pinter and Xianjiang. Jelinek, I'm a blank slate, embarrassingly. (Conversational Reading, Google Custom Search, Scott Esposito).*

E) ***Sub Topic***

This group collects occurrences that share both a Sub Topic and a New Focus.

(54) a. **One other thing** *I probably should tell, because if I don't they'll probably be saying this about me, too. (Political Speech, American Rhetoric, Richard. M. Nixon).*
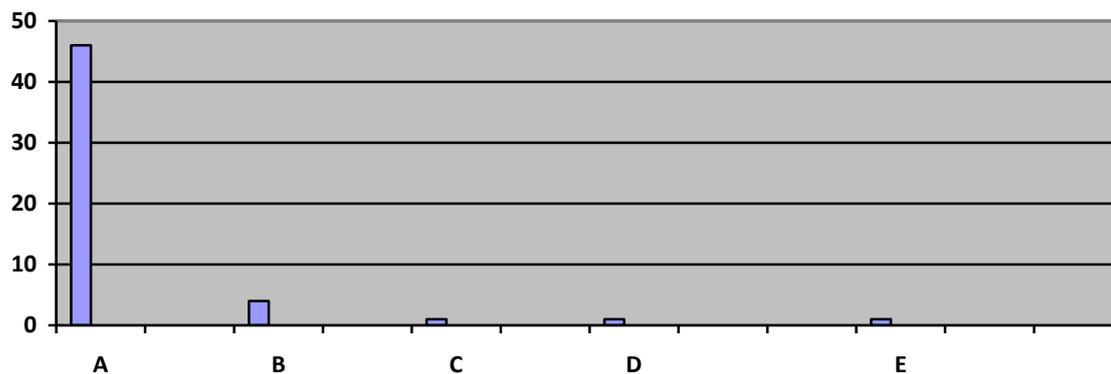
Figure 9. Distribution of examples organized regarding the number of pragmatic patterns.

Figure 9 shows that the highest number of occurrences which coincide at the same time with *link with previous discourse (LPD)* and *Given Topic (GT)* is forty-six, and therefore, it occupies the first position. The second position is occupied by four examples in which there is a New Focus but, they do not coincide with any other pragmatic pattern because the context in which they are involved do not reveal anything else. And finally, the last position is shared by the other three groups with one example each. First, there is one occurrence in which the *link with previous discourse* and *New Topic (NT)* coincide.   . Second, there is another example composed by an occurrence in which examples where *link with previous discourse, New Topic (NT)* and Contrast *Focus (ConFoc)* coincide. Finally, the last occurrence has a *Sub Topic (SubTop).*

5. CONCLUSIONS

The purpose of this paper has been to investigate the so called *fronting* construction, focusing on *Direct Objects*, *Prepositional Objects* and *Subject Complements* when they are placed in pre verbal position, by looking at its formal features and main pragmatic aspects in discourse. As the evidence presented from the British National Corpus, Political Speeches, Conversational Reading, an article written by Hannay (1991) and an article taken from the newspaper *Los Angeles Times* suggest, *fronting* of Objects and Complements is a recognizable type of construction in English, although uncommonly found in Contemporary English registers. Furthermore, the analysis of conclusions proves to be more constrained with regard to two types of classifications upon which each example was organized: analysis of the formal features of each occurrence and analysis from a discourse pragmatic point of view.

As for formal properties, the first classification upon which each example was analyzed reveals that *Object Fronting constructions* are more used rather than *Complement Fronting constructions.* In other words, the examples show that there are more occurrences of *fronting* when it is the *Direct Object* or the *Prepositional Object* the constituents placed in clause initial position, rather than a *Subject Complement*, part of *Subject Complement* or a *Prepositional Complement* when they are placed before the lexical verb.

In addition, the analysis of the syntactic structure of the *Object Fronting constructions, which* are *transitive constructions,* shows that when *Direct Objects* are placed in preverbal position, the amount of occurrences within this construction is higher. However, when it is the *Prepositional Object* the constituent placed in clause initial position, the examples found are rather rare. Actually, the number of examples of

Prepositional Objects placed in initial position is very similar to the examples of *Complement Object Fronting*. Thus, this finding suggests that *Direct Objects* are the typical constituents that can be placed before the lexical verb in *fronting* constructions rather than other constituents such as *Prepositional Objects* or *Subject Complements*.

Another aspect studied within the formal analysis was the classification of occurrences regarding the semantic features of the lexical verbs in the construction of *fronting*. Following Downing and Locke (1992), the findings clearly suggest that the majority of verbs that accompany the construction of *fronting* are verbs that express *mental processes*, such as *think*, *know*, *like*, etc. The second position is occupied by verbs that represent *relational processes* like *be, become, turn*, etc. Very close to the number of verbs that indicate *relational processes*, there are verbs that represent *material processes* such as *paint*, *hit*, *kick*, etc, which occupy the third position. Finally, verbs of *saying* are verbs of the type of *tell, say, call*, etc, that appear with less frequency in clauses of *fronting*.

Moreover, verbs that represent *mental processes* can be classified according to Downing and Locke (1992) into verbs that express *cognition*, *perception* and *affectivity*. The majority of verbs are those which express *cognition*, such as *think*, *believe* or *understand*, whereas verbs that express *perception*, like *see*, and *affectivity,* such as *like* are less used.

Pragmatic aspects make reference to various aspects in discourse: the order of information in the clause of *fronting*, the contexts the clauses of *fronting* relate with, and their link with previous discourse, the type of *Topic* or *Focus* in which each occurrence is involved. The first finding concerns the order of information in the clause of *fronting*. When the occurrences were divided into *Theme* and *Rheme*, the first constituent belonging

to the Rheme, which was more frequently used, was the personal pronoun of first person singular "I". Then, there are occurrences where the first constituent of the Rheme is another personal pronoun of first person plural "We". Other constituents that are placed in first position in the part of the Rheme are the personal pronouns of third person singular: "It" and "She" and the Noun Phrase: "His name".

As far as context is concerned, the findings show that the majority of examples that require both preceding and subsequent contexts are those examples in which the Theme of the clause of *fronting* coincides with the Rheme of the preceding clause and the Rheme of the subsequent clause. Another finding suggests that when the clause of *fronting* connects with two preceding clauses, most examples show that the Theme of the clause of *fronting* coincides with the Theme of the two preceding clauses. There is only one example in which the clause of *fronting* connects with two subsequent clauses, in which its Theme refers to the Theme of the two subsequent clauses. But most clauses of *fronting* relate with only one preceding clause, and the Theme of the clause of *fronting* is the Rheme of the preceding clause.

Another finding indicates that most examples link with previous discourse and have a recognizable *Topic* whether it is *Given Topic*, *Sub Topic* or *New Topic* identified by Hannay (1991). But only one occurrence represents the phenomenon of *Focus contrast*, which indicates that *fronting* is not a typical construction in terms of *contrast*.

The last finding gathers different groups upon which each occurrence is classified. Each example sometimes coincides in terms of link with previous discourse, Topic, and Focus. Thus, the occurrences that appear more frequently coinciding with other pragmatic patterns are those examples in which the link with previous discourse and a *Given Topic* make reference to the same occurrence.

This paper has investigated fundamental aspects of the syntax, semantics and discourse pragmatics of the construction of *fronting*. As can be observed, once the sixty examples have been analyzed, all these notions are highly interrelated. On the one hand, *Object Fronting constructions*, that are generally *transitive constructions*, coincide with examples in which the semantics of the verbs represent either *material* or *mental processes*. At the same time, regarding pragmatics, all the initial constituents (themes) coincide with the Topic. On the other hand, *Complement Fronting constructions*, which are normally *attributive constructions* or *intransitive constructions*, relate with verbs that express *relational processes*. As for discourse pragmatic analysis, the fronted elements (themes) usually have a New Focus.

This paper supports and adds to the findings of Martínez Caro (1999), who showed significant results in a study of different types of marked constructions expressing the function of focus in English and Spanish such as *clefts* and *pseudo-clefts*, where both formal and discourse pragmatic features were analyzed. In her study, Martínez Caro (1999) examined and exemplified crucial aspects like *word order, accentuation, topic* and *focus*, distinction between *given* and *new information* among others. Following her research, this paper has attempted to investigate some of these properties in another marked construction: *fronting* of objects and complements, such as *word order* with respect to the syntactic structures and the type of *topic* and *focus* involved in each example.

It would be interesting to find further research concerning analysis of other marked English constructions such as *presentatives,* by looking at its formal characteristics and main pragmatic features, and then compare and contrast all constructions studied to gain an understanding of the preferences that the English language take to use whatever type of construction depending on the situation involved.

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APPENDIX.

1) Occurrences from the BNC

1.1)   *So what else are we going to do today then.* **TWO THINGS *I want to just touch*** *on er fairly briefly er because of the time factor but I do want to touch on before you get into continuing with your er development for your third presentation. Er the questions of how to handle questions and also the use of visual aids. (BNC, JSA 1, unclassified Register).*

1.2)   *My heart-searchings must have no place here. Before getting to the murder trial, I will note two incidents that occurred in Geneva.* **TWO THINGS *I wanted above all, and one of them was money,*** *for I knew old systems of currency were in operation throughout the nineteenth century. The second thing I found quickly by looking at a newspaper in a coffee-shop: the day's date. (BNC, HGS 2, Fiction Register).*

1.3)   *My heart-searchings must have no place here. Before getting to the murder trial, I will note two incidents that occurred in Geneva. Two things I wanted above all, and one of them was money, for I knew old systems of currency were in operation throughout the nineteenth century.* **THE SECOND THING *I found quickly by looking at a newspaper in a coffee-shop: the day's date.*** *(BNC, HGS 2, Fiction Register).*

1.4)   *It's obvious that the people of Skegness do not want to give. Mhm. You have to live with this. There are times when you have to live with these unpleasant facts of life.* **THAT *I don't understand.*** *Because you know, how much o Well maybe nobody was listening. Possibility. Possibility Dennis. Possibility. (BNC, KGH 107, Broadcast Discussion).*

1.5)   *Now, I know many would not agree with this. erm I take refuge in the fact that this is what Proust says, and I report, erm I think this amounts to claiming that the artist can give us privileged insight into life.* **THAT *I do believe.*** *erm That art possesses some form of saving truth, and this is certainly Proust's belief. (BNC KRH 110, Broadcast Discussion).*

1.6)   *Well I understand that you get fifteen, it's just that I've got a lot of customer where I got business that is depending on the kind of insurance that we give them, based on what our Yes I understand. Competitors are offering, erm, the fifty P, P a kilo up to fifteen thousand, that I Yeah. That's pro-rata. Yeah.* **THAT *I understand.*** *Fifteen pound per kilo (BNC, KGU 112, Speech Unscripted).*

1.7)   And they said, well I'm sorry you know, er take the numbers of the cars, they want me to go round and take the numbers of the cars, phone them back and we will see if we've got someone that we can send down there! Well that's not the sort of liaison Well, yeah. **THAT I want!** Yeah. That's very poor management I would say, I'd be asking that bloke spoke to? (BNC, KNF 114, Unclassified Register).

1.8)   "I think maybe the reason he isn't speaking to me," Ellie ventured, "is something you might have said to him." "Me?" Madame protested, the picture of innocence. "When you called last Saturday." "He nevaire told you that. **THAT I called**." "I saw you. From the landing. Why did you, Madame? And what did you say to him?" (BNC, EEW 130, Fiction Register).

1.9)   I want to tell you that personally. All doors are open to you. I know you have to operate in secret, but we must keep it that way. An office has been prepared for you in the Kremlin. Is there anything you need?" "Not yet, Comrade President," Myeloski replied. "Apart from some luck. But I will do my best. **THAT I promise you**. (BNC, CML 129, Fiction Register).

1.10)   Don't you think he would like some?" "How do I know" "There you are! " She smiled." You can't be certain. It'll be done in a minute. ""He won't want his kitchen mired up wid baking stuffs. **THAT I do know**." "And who'll mire a kitchen up? (BNC, EWF 134, Fiction Register).

1.11)   We padded through those quiet, leafy roads in utter silence. There'd been no shooting for a long while. **THAT I didn't like**. A little further on the quiet was broken by the rumble of a truck. (BNC, H9N 154, Fiction Register).

1.12)   Instinctual knowledge is leaking away under the impact of continual urbanization. **THAT I believe**. It is not in conflict with my own doctrines. (BNC, HAO 155, Fiction Register).

1.13)   "Yes. It's not as though I can't afford to pay him market price and more. And he needs the money. **THAT I do know**. But it's pride. It's always been Dersingham land since way back when. (BNC, HA2 157, Fiction Register).

1.14)   It helps to have a high IQ, though I suspect a talent for mimicry is more useful; being able to adopt at will the tones and attitudes of the educated middle classes. **THAT I have**. Valerie sat on the sofa. Eleanor sat in a chair. (BNC, HGJ 158, Fiction Register).

1.15)   "Figure who it is, created before the Flood, a mighty creature without flesh, without bone, without veins, without blood, without hands, and without feet ... It will last no longer than you can bear. **THAT I promise you**." No one who really knew him would ever let him down, she thought. (BNC, HRC 164, Fiction Register).

*1.16)   ...it becomes more and more apparent that the unassuming, virtually ego-free Mr. Cooder is far happier discussing musicians other than himself ... "Well, look, I mean, I just play. **THAT I can't say**. It's the instrument, it's the day, the moment, you know. Tone is everything, it's all there is, it's all you have, it's an expression of how you are with your instrument. (BNC, C9M 174, Pop Lore).*

*1.17)   Discharged too early HAVING had the misfortune to break my ankle, I was discharged from hospital after a three-week stay. I was told I should go to a convalescent home to complete my recovery. **THIS I did for five weeks returning to hospital to have my X-rays checked.** I had to pay over £1,000 to the Anne Charlton Lodge, Redcar, a home caring for Multiple Sclerosis sufferers, of which I am one. (BNC, DK52 1, News Other Sports).*

*1.18)   With Betty against a wall and I pressing her lips with mine, she requested me to put my tongue into her mouth "the French way" she said. **THAT I didn't like**. I had detected a smell and taste of tobacco --; and I knew she enjoyed, among other things, a furtive drag at a Woodbine. (BNC, BN3 4, Biography).*

*1.19)   So I'm going to start an outline, hopefully asymmetrical. This erm silver birch? Petula? It has some lovely catkins on it just now. **THIS I have boiled to condition it.** It has been standing in water all day, and it has been well scraped before it came out this evening. (BNC, G3X 1, Demonstration).*

*1.20)   Below the leaflets was a list. **THIS I have kept**, with the letter, and I still have it. (BNC, AR 2, Fiction Prose).*

*1.21)   Now, one can distinguish two kinds of schematic knowledge. On the one hand there is knowledge of conceptual content or topic area. **THIS I have referred to elsewhere as "ideational"** (Widdowson 1983). (BNC, CBR 3, Social Science).*

*1.22)   The other kind of schematic knowledge has to do with mode of communication. **THIS I have referred to elsewhere as "interpersonal"** (Widdowson 1983) (BNC, CBR 4, Social Science).*

*1.23)   He was a quiet, caring and loving boy, his nature being the antithesis of mine. And yet, when Calman would come on the scene Jerry would walk away. **THIS I had noticed**, but had given little thought to. For no reason I can think of, a mutual dislike had arisen. (BNC, 3 1, Biography).*

*1.24)   After all, the greatest disaster would be to delay the decision until we were too inert to do anything about it. **THIS I had seen happen in the lives of others**, resulting in the despairing situation of looking on hopelessly at all the work and tender loving care lavished on a place*

being relentlessly returned to rampaging nature, and unable to muster the physical strength and mental resolve to do anything about it. (BNC, CES 2, Biography).

1.25) *So er it wasn't pleasant and I didn't have it a lot either, because I never were very big, and I never liked punishment, it made me cry every time. It did, really. It's a cruel thing and especially to hit a boy on his right hand and then expect him to write with it.* T<small>HIS</small> *I found, at various times, my fingers were suffering from this wallop in the oh, at ten past nine in the morning. (BNC, FXU 1, Interview Oral History).*

1.26) *Another sweep along the side of a deep furrow produced a rusted iron belt-buckle of unusual design.* T<small>HIS</small> *I found impossible to date. It was obviously old, but so corroded that it almost fell to pieces in my hand. (BNC, G2Y 3, Pop Lore).*

1.27) *I also understand from meetings, I'm meeting a group of social workers as I call them, that are dealing with the people with learning difficulties, erm, these are at present taking place in the Castle Hall.* T<small>HIS</small> *I do know is not, is not at this place successful, not for people concerned with the, the facilities are not really adequate, and I understand that they also would be hoping to take advantage of this community centre. (BNC, J3R 1, Meeting).*

1.28) *Carl had no time for these, or possibly our parents failed him by not encouraging him in that direction.* T<small>HIS</small> *I do not know. It can be said Carl had developed a parochial outlook by virtue of his own mastery over all his school studies, the violin, and his trade. (BNC, BN3 3, Biography).*

1.29) *"A* F<small>EW</small> *hours ago I discharged my last duty as the heir to the throne and now that I will be succeeded by my son, Prince William, my first words must be to declare my allegiance to him.* T<small>HIS</small> *I do with all my heart. "You all know the reasons which have impelled me to renounce the Throne. (BNC, CBC 2, News Other Social).*

1.30) *I've clearly feel that you probably responded by saying that the old one which is led to under registration was perfectly adequate for your needs, which as I said says something about your view of the electoral process.* T<small>HIS</small> *I think is actually more likely to get people to register to vote, I think regardless of any party affiliation you all have something to benefit from that and I suspect the vast majority of members of the council will see that any well designed leaflet that gets people to put themselves on the register is to the benefit of democracy... (BNC, EVH 2, Biography).*

1.31) *Malcolm Coelho London The Editor writes: Well, that's a relief, Malcolm --; we would hate to have lost you. Seriously, though, it is important that the matter of advertising is raised*

*every so often, for a number of reasons. One is that Credit Management functions to some extent as a trade paper as well as in its primary role as an Institute Journal. **THIS I think is greatly to the credit of ICM, provided, as you say, that we can retain the appropriate balance.** (BNC G28 3, Commerce).*

1.32)   *The Mystery of the Missing Maxwell Hat appears to have been solved. **This I can tell** you is **a great relief.** The mystery of the missing millions is as nothing in comparison. (BNC CAT 1, Pop Lore).*

1.33)   *But I don't really like Blake's work. You mean his poems or his watercolours? No, not his poems his drawings and those things. I actively dislike them. I dislike them in the way that I dislike Pre-Raphaelite things. **THIS I can imagine.** (BNC EBU 2, Pop Lore).*

1.34)   *Our pupils' mathematical attainment and experience must not be limited by our restricted expectations. Hidden Messages There is an almost unchallenged assumption that mathematics education, for both teacher and taught, occurs in a political vacuum. **THIS I cannot accept**: it seems impossible that such a central part, mathematics, of such a political institution, education, should really be politically neutral. (BNC H88 3, Politic Law Edu).*

1.35)   *Initial advice on pollution regulations is, in fact, given free. It is, however, a disturbing aspect of what are, after all, statutory regulations, that many farmers are reluctant to attempt in any way to address these problems. **THIS I believe stems largely from scaremongering and misleading information given to the industry from various sources.** This does not mean, however, that complacency is the answer. What is required is to maintain a degree of perspective when approaching any problem areas, such as COSHH regulations or pollution control. (BNC ACR 1, Pop Lore).*

1.36)   *This states that enterprise is progressive, resourceful, go-ahead, forward looking and reformist. **THIS I believe describes very well the approach by Elayne Burley and her team.** This also blends well with the ethos of Napier University and I believe that with continued effort Napier will gain the reputation for the development of students who can demonstrate enterprising skills. (BNC HX5, Institute Doc).*

1.37)   *All the same, it makes an ideal Christmas present for your dad. EXTREME 111 Sides To Every Story THEY'RE FAMOUS. They're sexually attractive. They went to music school. **THIS MUCH we know about Extreme**. Musically, however, they have always been something of a mystery, flitting from style to style like a sort of rubbish Paul McCartney, cruising round different aspects of pop and soiling them. (BNC CK5 1, Pop Lore).*

1.38)   It may be that when the time comes our Party will be divided in regard to this matter. But, gentlemen, OF THIS **I am certain**, the Conservative Party has been a good thing for this country and it is our business today, and as long as we can, to keep that Party solid; and if splits must come, to delay them as long as we possibly can (Applause). (BNC, EW1 2, Academic Humanities).

1.39)   And so, amongst his personal effects are a number of papers. They may be those that I seek, they may be not. They may, however, furnish some clues. I have also a list of names. People I should like traced. Someone has the missing papers. OF THIS **I am certain."** Cornelius was currently working his way through the seedy section of the daddy's library. He was at present enjoying Bodies On The Backlot. A Lazlo Woodbine thriller. (BNC, HWN 1, Fiction Register).

1.40)   There was argument as to whether Winchester was a member of Lautro. TO THAT ARGUMENT **I shall come.** A member is obliged to comply with the Rules and in particular he is obliged to comply with rule 2.12(1). (BNC, FD1 1, Political Law).

1.41)   He didn't enjoy women the way he used to, but killing them was different. That could still make him feel good. A SILLY LITTLE BITCH **she had been, pleading with him to let her live, and promising that if he did she would say nothing and leave Vienna at once, never to return.** Twice he had let her come up for air, so that it would take longer, but the third time he had held her under until she was finished. (BNC, B20, Fiction Register).

1.42)   One of these whipped back at him and as he caught at it a thorn drove into the fleshy pad of his finger. That thorn had been there, festering, for months. A DULL COOL SUMMER **it had been, as different as could be from the year before.** No golden light bathed the red brick of the house. (BNC CDB 1, Fiction Register).

1.43)   Just tied him up and put a gag in his mouth." "But he was injured on the previous occasion?" "Had a bit of concussion," Bardsley said. "There wasn't any mark to show, bar a bit of a bruise." "Ever heard of the name McCloy, Mr Bardsley?" "It doesn't ring a bell," said Bardsley and Burden believed him. "Mind you," he added, "I've seen my own stuff flogged off in the market here. KNOWN **it was mine but couldn't prove it.** You know what them stallholders are, up to all the tricks." He scratched his head. "I was a bit too nosy that time and I haven't seen the stall here since." "If you do, Mr Bardsley, come straight to us. Don't argue about it, come straight to us." "OK," said Bardsley, but without hope. Burden

left him contemplating the printed tea cloth as if, were it possible to transmute (BNC, A73, Fiction Prose).

1.44)   *and he's still, he's going to do that right up to Christmas? But he won't eat the meat with potatoes No. the only time he has meat he has to have green salad or maybe a raw vegetable salad. Yeah. But I mean, yeah, yeah, calorie and then for another meal he'll have he'll have this other stuff with a Mm. he can't. No, no, doesn't it?. Yeah, well John always swore by a diet whether he I don't know.* **THAT THING I got,** *you know the Raptou use to Oh yes, yes, help me with the vegetables, all the vegetables, I get so tired chopping yes I don't think it's gon na work, I. Oh why's that Iris? It, it, looked alright, I, you know doing it on the telly, it did everything they said. But didn't see it on the telly, only saw it on the. Oh it was on quite a lot. Sorry I (BNC, KC9, Conversation).*

1.45)   *on heights? he says. Oh I'm alright, I says to him, I've been in ships and. Alright you can start, he says to me. And I were I was doing the job there th that's how I started on working on shore. And er of course that job finished then. And er I had a brother in law on the railway there. So he told me to go and ask for a job there. I went I forget er No I don't forget the name of the foreman.* **JACK his name was anyhow.** *A bit of a rough chap you know, nice but very rough. What have you been doing before, he says to me. I told him I worked on the Menai Suspension Bridge. Oh you're on yes, go on, start tomorrow morning he says to me, with Fighting Mack. There was a fella called Fighting Mack there. You start with Fighting mack, in the tube there tomorrow. And that's how I worked there. er and then I think (BNC, HEU, interview oral history).*

1.46)   *, it must have been the most dreadful accident. Whoever would want to kill Harry?" "No one," Perkin said, his voice an echo of Tremayne's. "I mean, what for?" "Harry's a dear," Mackie said, nodding. "You'd never think so to read the papers recently," Fiona pointed out, lines creasing her forehead. "people can be incredibly vicious. Even people in the village. I went into the shop this morning and everyone stopped talking and stared at me.* **PEOPLE I've known for years.** *I told Harry and he was furious, but what can we do? And now this ..." "Did Harry say someone tried to kill him?" Perkin asked. Fiona shook her head. "Harry was too dopey." "Does John think so?" Fiona glanced at me. "John didn't actually say so. It's what I think myself. What I'm afraid of. It scares me to think of it." "Then do (BNC, ADY, Fiction Prose).*

1.47) *satisfactory, he might "exploit me more extensively" in the new year. This wasn't quite what I told Dennis when he brought the matter up. "Clive tells me he's had to let you go." I assumed a sphinx-like smile, as though my present situation were part of a long-term career strategy which would yield staggering results when it finally matured. "Let's say we agreed to go our separate ways." "So what are you up to now?" "On a day-to-day basis? I've gone freelance. **A LITTLE ANGLE I've worked out.** Can't say more at the moment. You know how it is." Dennis laughed knowingly. Too right. Half my clients don't even want to let me know what they're up to. Think of me as your psychiatrist, I say. If you don't tell me your dirty little secrets, how can I help you?" He topped up our glasses. "Got a pension plan, have you?" I admitted that I hadn't quite got around (BNC, BMR, Fiction Prose).*

2) Political speeches

2.1) *And then he said: "I realized one day, breaking rocks, that they could take   everything away from me, everything, but my mind and heart. **Now, THOSE THINGS I would have to give away, and I simply decided I would not give them away."**(Political Speech, Australianpolitics.com, Clinton's Martin Luther King Speech "I have a Dream").*

2.2) ***ONE OTHER THING I probably should tell,** because if I don't they'll probably be saying this about me, too. (Political Speech, American Rhetoric, Richard. M. Nixon).*

2.3) *I am not reciting these facts for the purpose of recrimination. **THAT I judge to be utterly futile and even harmful.** We cannot afford it. I recite them in order to explain why it was we did not have, as we could have had, between twelve and fourteen British divisions fighting in the line in this great battle instead of only three... (Political Speech, The History Place, Winston Churchill).*

2.4) *There is no executive order; there is no law that can require the American people to form a national community. **THIS we must do as individuals** and if we do it as individuals, there is no President of the United States who can veto that decision. (Political Speech, American Rhetoric, Congresswoman Barbara Jordan).*

2.5) *Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty. **THIS MUCH we pledge – and more.** To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we*

cannot do in a host of cooperative ventures. Divided, there is little we can do—for we dare not meet a powerful challenge at odds and split asunder. (Political Speech, American Rhetoric, John F. Kennedy).

2.6) ***OF THIS* I am quite sure**, *that if we open a quarrel between the past and the present, we shall find that we have lost the future. (Political Speech, The History Place, Winston Churchill).*

2.7) *Yes, you, my fellow Americans have forced the spring. Now, we must do the work the season demands. **TO THAT WORK I now turn**, with all the authority of my office. I ask the Congress to join with me. (Political Speech, Australianpolitics.com, Clinton's Martin Luther King Speech "I have a Dream").*

2.8) *Now the trumpet summons us again--not as a call to bear arms, though arms we need,--not as a call to battle, though **EMBATTLED we are** --but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation"--a struggle against the common enemies of man: tyranny, poverty, disease, and war itself. (Political Speech, American Rhetoric, John F. Kennedy).*

3) *Conversational Reading*

3.1) *We'd probably be a little less inclined to bring out a worthy book that we're sure won't sell I'm sorry to say. **A NOTEWORTHY FRENCH AUTHOR I CONSIDERED A FEW MONTHS AGO I would have normally really pushed for.** Now, I roll more with the consensus of our editorial staff. (Conversational Reading, Google Custom Search, Scott Esposito).*

3.2) *Coetzee's* Disgrac*e is one of my favorite books, he could've won for just that. **LESSING I'd heard of but never read**; as well Pinter and Xianjiang. Jelinek, I'm a blank slate, embarrassingly. (Conversational Reading, Google Custom Search, Scott Esposito).*

3.3) ***OF THE RECENT NOBEL winners—let's say the last ten—I'd already read half**: Pamuk, Coetzee, Naipaul, Grass, and Saramago. (Conversational Reading, Google Custom Search, Scott Esposito).*

4) *Newspapertext*

4,1) *"**TWO WORDS I can think of,**" says Larry Bradley, a wiry Oklahoman pushing 61 and otherwise known as "Blue" because of his eyes. "Faith and hope. Faith that things can change and hope that it will." (Newspapertext, Los Angeles Times, Dana Parsons).*

*5) **Article (Hannay: 1991)***

***5.1**) If the speaker does, however, choose to formulate his message on the basis of both topical and focal information, then a number of further options become available. To begin with, he can choose to select one of the topical elements for special treatment as the Topic. This is a very typical form for a message to take and is suggestive of the general principle that speakers in the unmarked situation will proceed from given to new. CASES LIKE THIS **I take as examples of the TOPIC MODE.** (Book. Journal of Pragmatics, Word Order Variation in English, Mike Hannay).*