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Abbreviations:

DSA^{ubs4} = Discourse Segmentation Apparatus of UBS4 ¹⁹⁹⁴

UBS4¹⁹⁹⁴ = Greek Text of the United Bible Societies, 4th Edition 1994

NA²⁷ = Novum Testamentum Graece, Nestle-Aland, 27th edition

db: *What we are about to investigate is the effect that some pronouns have when they point forward to give an expectation in the mind of the reader of something which is yet to come. Runge identifies the sort of expressions that do this in English writing. They might be things like,*

Get this! Listen to this! Guess what! You know what! This is my final offer!

These sorts of expressions have the effect of slowing down the writer's work so that the reader has suspense growing within them as they read. They point us forward in such a way as to create an expectation. They create a target for us which is yet to come, and they do this by attracting attention to that target.

1 - Pronouns - anaphoric and cataphoric usage

Normally, a pronoun is used with a backward reference to some antecedent that has gone before. So we might first introduce our "uncle Ernie". Later, we can say in reference to him that "he was an older man who was very aloof in the way he dealt with us younger ones". Both uses of the pronoun "he" of course refer back to uncle Ernie; we say that this is an anaphoric usage [ἀναφορά = carrying back] - the use of the pronoun in place of repeating the name "uncle Ernie" takes the reader to his previous knowledge of the antecedent.

When we use pronouns in a cataphoric way, as a forward pointing device, this creates a discontinuity just before the target to which it points; for we don't know to what the pronoun refers, since it is yet to come. This has the effect of slowing down the discourse flow. It asks of the reader that he 'holds' in his mind that some target is coming and he must wait until it is revealed.

In fact, it is precisely because the forward pointing usage does contrast with the more usual backward pointing reference, that makes it stand out so much. To refer back is sensible, for the knowledge is already in the mind of the reader and simply has to be recalled as the pronoun is stated or read. But to use it cataphorically, to point forward, risks some confusion. Indeed, the new target could have been referred to in the normal way as the narrative flows on and no confusion would have been generated.

So, it must be a conscious choice of the writer/speaker to use this device; and this implies that there is meaning in the choice.

2 - What is the pragmatic effect of these forward-pointing pronouns?

There are three different ways of creating a forward-pointing reference.

[1] The use of forward-pointing interrogatives [question words such as what? or who?] to create a rhetorical questions that are then answered by the same speaker.

"What does this mean I here you say? Well, let me explain..."

[2] Use of demonstrative pronouns, this/that/those/these, to point forward to a person or a concept.

"This is what it looks like. It is like..."

[3] Use of adverbs as substitutes [pro-adverbs] to point forward to an action that describes the manner in which something is said or done.

"Thus and so is the way to do it..."

Most pronouns or pro adverbs are not forward pointing; they are usually anaphoric. What we are about to look at is unusual and for that reason meaningful.

3 - Forward pointing interrogatives

db: *Jesus could have simply asked his listeners "Did you go out to see...?" Instead he created a rhetorical question which whets their interest.*

Example 25: Matthew 11.7b-9 The repetition of the question creates the suspense for the listeners and makes them think why they did go out to see John the Baptist. To omit the questions would have flattened out the point Jesus is

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2 - Forward Pointing [cataphoric/proleptic] devices

making and makes it less dramatic and poignant.

Example 26: **Romans 3.1-2** Moving, as it does, from the point Paul has just made about being a Jew is a matter of the heart, he now asks two rhetorical questions, both of which anticipate the thinking of his readers.

The use of the forward pointing device attracts attention to what Paul wants to emphasise.

Example 27: **Romans 3.27** Allowing the reader to think about the questions, adds to the power of the answer that Paul provides to them.

Notice how Paul uses two questions and so separates what he wants to say into two parts. In chapter 4 he uses point/counterpoint to answer the question.

4 - Forward pointing Demonstratives

Demonstratives also attract attention to the target. It is not some semantic meaning that they are conveying, they are simply pointing forward to the target statement.

db: Example 28: **1 John 4.9-10.**

John is introducing the means by which the love of God was revealed to us. The phrase ἐν τούτῳ highlights the target, which is introduced by the ὅτι clause.

In verse 10, he points forward to a definition of love which consists of a point/counterpoint set.

Example 29: **1 John 4.21.**

5 - Forward pointing adverbs

Adverbs are modifiers of verbal action. They speak of the manner in which an action is done, or in what degree it is done. Pro-adverbs stand in the place of an action.

db: Jesus had taught the disciples how not to pray. In the Lord's Prayer he tells them the alternative, how they should pray.

Example 30: **Matthew 6.9**

The use of οὕτως in the above example indicates the manner in which people could pray. It points forward to the material which is indicated by the Lord's Prayer.

Example 31 from **Mark 4.30-31** where we follow "with what?" and "...by what parable?"

Example 4 from **Mark 4.26.**

Forward pointing references bring an expectation of a target statement. These are often used in parables and bring about the emphasis upon the main teaching for the section. Consider how this applies to

Example 33: **Luke 12.6-8**