

WHAT IS MOST OFTEN HEALTHY, UNHEALTHY, OR PATHOLOGICAL (HEALTHY MENTALITY, UNHEALTHY DIET, PATHOLOGICAL CONDITION...)

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Abstract: *The previous essays described how the ordinary man's thinking about health is reflected in the language and how it manifests itself in expressions drawn from colloquial speech or phraseology, for example when comparing the state of (being) healthy with something that presumably exemplifies health (healthy as a bull, healthy as a beech tree), when characterizing certain traits by the words healthily, pathologically, unhealthily (healthily self-confident, pathologically ambitious), or when perceiving colors as signs/symptoms of sickness or health. The following article will try to show what is most often regarded as healthy, unhealthy, or pathological in everyday written or spoken communication, as well as in writings of various styles and genres, and especially what is being talked about as healthy, unhealthy, or pathological, while focusing on school-related subjects where possible. This work utilizes research done on a corpus of Czech texts currently containing 1.3 billion words. These authentic excerpts will allow us to determine which words, denoting both concrete and abstract phenomena, tend to be associated with the adjectives healthy, unhealthy, or pathological.*

Key words: *the words healthy and the Czech language, unhealthy and the Czech language, pathological and the Czech language, healthy, unhealthy, pathological and school-related issues.*

The essays published in 2009, 2010 and 2011 tried to demonstrate how the language reflects an ordinary person's thinking about *health*, for example in sayings that compare the state of (*being*) *healthy* to an object which presumably embodies this quality (*healthy as a bull, healthy as a beech tree, healthy as a husk, healthy as a wild cat*), or in abbreviated comparisons with the word *health* ('good health' is usually *iron health* or *steel health*, whereas poor health is referred to as *delicate health* or *broken health*...). Literature especially, but also journalism and technical writing where needed, resort to colors for symptoms of health and sickness in the most general sense, usually as signs of ill health. For example, the colors *yellow, gray*, and possibly *pale*, in conjunction with other words function as abbreviated comparisons: *waxy yellow* (= yellow as wax), *ashen-gray* (= gray

as ash), *morbidly pale* (= pale as a corpse). It is obvious that conventional references to health, to characteristics seen as *healthy*, *unhealthy*, or *pathological*, are based on imagination and their usage involves the element of exaggeration (cf. Kolářová 2009, 2010).

Specific texts have also demonstrated that certain traits are perceived as *healthy*, *pathological*, or *unhealthy*, because it may be said that someone is *healthily self-confident* but *pathologically ambitious*, or *unhealthily optimistic*. In these cases, the adverb *healthily* has the meaning of ‘suitably’ or ‘appropriately’ whereas the adverbs *unhealthily*, *pathologically* stand for ‘unsuitably’ or ‘inappropriately’. We found that the quality *self-confident*, but also *arrogant* or *critical*, are often perceived as ‘healthy’ i.e. ‘proper’ or ‘correct’. Somebody may be called *healthily confident*, but also *healthily arrogant* or *healthily critical*. Surprisingly, even the adjectives *aggressive* or *skeptical* are sometimes viewed as ‘healthy’ (*healthily skeptical*, *healthily aggressive*). It was no surprise though that the word *pathological* is being applied to traits like *dependent*, *jealous*, *obsessed* (cf. Kolářová, 2011). Looking at the values opposing those implied by the word *healthily*, that is those connected with the qualifying word *pathologically*, there is an unexpectedly frequent occurrence of traits that could be seen as being close to, or parallel with, the adjective *self-confident*. The expression *healthily self-confident* on the one hand contrasts with *pathologically driven* or *pathologically ambitious* on the other. It is obvious that any value suggested by the words *healthy*, *unhealthy*, *pathologically* tends to be rather subjective and emotionally colored. The characterization of a given trait by adjectives or adverbs with contradictory meanings is therefore a consequence of seeing it from different personal perspectives.

The following analysis will attempt to show what is in fact most frequently characterized by the adjectives *healthy*, *unhealthy*, or *pathological* in normal communication, written or spoken, along with writings of different styles and genres (including professional texts). The basis will again be the SYN electronic compilation of Czech contemporary language, presently holding 1.3 billion words. The intent is to select, from a multitude of available documents, those that come from school-oriented materials. We will also consider a possible usefulness of this ‘Czech linguistic material’ for instructional purposes in diverse educational fields. The papers published in the years 2009, 2010 and 2011 had already stated that the older students are capable of understanding the terminology not only in a direct but also in a figurative sense (metaphors, metonyms, phraseology).

The authentic Czech texts from the SYN corpus revealed that the attribute *healthy* is not typically applied to animals or humans in a biological or physiological sense, or to any natural life, but to *mentality*. *Healthy mentality* (the Czech equivalent of ‘common sense’) surfaces much more frequently than *healthy diet* or *healthy person*. Actually, the phrase *healthy mentality* may be considered a saying frequently used in publications and artistic prose. *Healthy mentality* is becoming integrated into longer phrases as follows:

– to possess *healthy mentality*:

The headmasters and headmistresses of many schools showed that they possessed **healthy mentality** to a greater degree than the planners of our educational system.¹

¹ The texts of Czech National Corpus SYN have been translated from Czech language into English. The original Czech version can be found in the Czech texts of Article - see CD.

– to *summon healthy mentality*, to *rely on healthy mentality* = to think correctly, to rely on the decision being right (i.e. ‘reasonable’):

At that moment, the pilot got scared. He registered how his heart leapt, how it shifted into another gear. The pilot thought for a moment that the old man was death. It all took only a few seconds. The old man saw the runner and hid behind a tree. The pilot summoned his **healthy mentality** and kept running, although much faster than before; he ran by the old man hidden behind a tree and felt relief.

One third of the local trolleys had been decommissioned for leaking electricity and the drivers were ordered to switch off the power in every station. The passengers had to rely on their **healthy mentality** and a rule from Physics 101, namely that the salty slush on the trolley floor and stairs is an excellent conductor.

– to *believe in healthy mentality*:

“We are very much aware of the increase in traffic on the road that runs by our school. There is more noise and less safety for the students. They have to cross the road if they want to come to school. We continue to believe in the **healthy mentality** of the politicians and hope they will help us”, said the headmistress.

Students’ knowledge and **healthy mentality**. We have heard many representatives of the Czech educational system (from the teachers to the minister) proclaim that Czech education has a great tradition and that Czech children have extensive knowledge when compared to Western schools. However, many of us see that the children are afraid of school, that the talk in school is more about the surface of things than their substance, that school does not teach our children to see ideas in proper context nor does it reinforce their ability to stay focused, that kids are not taught how to learn, let alone how to handle important situations.

Semantically close to the phraseology surrounding *healthy mentality* is the composite *healthy judgment*, which turned out in only a few hundred documents:

French fries, hamburgers -- the children can indulge in all of that right in the school vestibule every day with no limitation, nobody can do anything about it. Since there is no law that would stop this bad practice and force vendors to sell food rich in vitamins at least on the school premises, or to offer more whole-grain baked goods, it will not be easy for anybody to defuse this time bomb. “We monitor only the cooking in school cafeterias, making sure that the sanitary standards are not being circumvented. We cannot restrict or order anybody, it always depends on the **healthy judgment** of school principals, whatever they prefer. In my opinion it should also be the parents’ incentive to push a good thing through and keep the junk food away from schools” said a nurse at the health station. The tower is anchored in the ground by steel cables at its corners. The cables are sagging so badly though that no man with a **healthy judgment** would rely on them.

Other traits viewed predominantly as *healthy* are human qualities or expressions of interpersonal relationships, e.g. *healthy self-confidence* (which appears in all contexts, including that of contemporary school):

Not wanting to feel like petrified caricatures of antediluvian school-masters, they relax discipline and settle for teaching far less than before, while tolerating disruptions and sometimes downright insolence. And so in a few years, our graduates will be also steeped in ‘**healthy self-confidence**’ but knowing less and being less inclined to respect the law, starting perhaps with the traffic regulations. Like the inexorable laws of economy that cannot be cheated, the laws of pedagogy are equally unforgiving.

The educational program for children consists of six modules intended to develop the skills, the fantasy, and a **healthy self-confidence** in children. These little scholars learn to play the flute, they paint, they rehearse stage performances, and will soon learn about ceramics. There is a special class for children with a speech impediment, who are tutored by a qualified speech therapist on an individual basis.

Healthy self-confidence appears mostly in texts on sports or economics, in connection with the need to succeed in business or to achieve good athletic results. To our surprise, we have not encountered the expression *healthy self-confidence* in school-oriented texts:

A very effective preparation, during which the team defeated the Poles, the Portuguese, the French and others, inspired its **healthy self-confidence**.

A business cannot survive without **healthy self-confidence**. However, an unrealistic self-confidence can cause a lot of problems. Do you know if the actual results measure up to your confidence in making the right decisions?

As in the previous essays, it is somewhat surprising to see the pair *healthy aggressiveness*. It comes up mostly in sports-oriented texts, so it is unlikely that aggressiveness would be viewed as ‘healthy’ or ‘appropriate’ in an academic sense. However, a question arises if aggressiveness can be ‘healthy’ even in sports:

The football match, played on rough terrain in continuous rain, was very good in my opinion. It was full of combativeness and **healthy aggression** on both sides, but within the bounds of fair play.

Besides, an all-out effort and **healthy aggressiveness** of the players are to be expected in a fight for the title.

Less frequent is the occurrence of *healthy aggressiveness* in texts on economic subjects, in which the expression actually means ‘a healthy effort to succeed’, or ‘a courage to succeed’:

Despite the various import barriers, Honda’s **healthy aggressiveness** managed to conquer the American market.

We believe that the above-quoted excerpts confirm that the mind of an ordinary individual perceives health to be more a social and psychic state than merely an ‘absence of disease’.

Other ideas most often invoked by words coupled with the adjective *healthy* (in more than 1000 documents) are references to fashion or popular trends: *healthy nutrition*, *healthy lifestyle*. Then there are general nouns joining the word *healthy*: *healthy person*, *healthy city*, *healthy child*, all found in more than 1000 documents. *Healthy city* figures mostly as a project name.

Association of Healthy Cities in the Czech Republic now encompasses 28 cities with more than 1 million inhabitants. The member cities participate in ‘**Healthy City**’, an international project guaranteed by UN/WHO.

“... We want to have a **healthy city**, which is why the City Council got involved in the World Health Organization project. In addition to other events, we observe Days of Health, and since they are happening right now, it fits in well with this idea”, explained the Deputy Mayor.

The phrase *healthy child* may be found in texts about education, often when discussing integration of children with special needs into regular schools. It is precisely this usage though that raises the question of propriety:

They can work on computers with several interesting programs, such as Children Like Us, that let the sick children communicate over the Internet with **healthy children** from elementary schools.

I am lucky, my hearing loss has been gradual. I got to be sixteen before I needed a hearing aid. They discovered my hearing problem already in kindergarten, but the deficiency was so small that I could finish the elementary school with **healthy children**.

Some **TP children** are able to go to school together with **healthy children**.

Disabled children attend this preschool along with **healthy children**.

Small classes were perfectly normal in Canada, attended jointly by both **healthy** and **blind children**; besides the gym, they could enjoy themselves in the swimming pool, and the older ones used to go to school-sponsored canoeing trips.

Unfortunately, the excerpts found in the corpus, especially those abstracted from publications, show that the phrase *healthy child* is still used in opposition to a child with a physical handicap such as hearing loss (see the juxtaposition *TP children vs. healthy children*). Special pedagogy suggests to recognize students with and without specific (educational) needs, or to differentiate between ordinary student population and students with special educational needs (cf. <http://www.ped.muni.cz/wsedu/index.php?p=vy-zkumny-zamer-predmet-a-cile>).

In less than 1000 (but more than 500) documents, the word *healthy* combines with abstract nouns *healthy development*, *healthy life*. There were no school-oriented texts containing references to *healthy life*, but several texts speak about *healthy life of children* or about the conditions for *healthy life of children*, for example discussing the need for relaxation, the danger of accidents, warning against addictive substances or urging vaccination against major diseases:

Mastering the art of relaxation is very important for a **healthy life** of both children and adults.

Healthcare and **healthy life**: Doctors warn that serious injuries of children are on the rise, especially in sports.

Parents increasingly refuse to vaccinate children. Healthcare and **healthy life** in The Highlands. In spite of the risk that their offspring may contract a serious disease, the number of parents who persistently refuse to have their children inoculated is growing.

“We have handed out 987 questionnaires in the city to track the moods, the attitudes, the opinions and the behavior of different social groups with regard to smoking and alcohol drinking by persons under 18 years of age” Švejdová explained. The survey results serve as a basis for a project aspiring to reduce the harm caused by tobacco, alcohol, and drugs. The program for a **healthier life** of children and young people in the Frýdlant area is part of a health policy of the Liberec region, and it is financially supported by that city.

In a relatively large number of documents, the word *healthy* is linked to things epitomizing healthy life or healthy lifestyle: *healthy diet*, *healthy movement*, *healthy food*, including those practiced in Czech schools (about children learning to cook healthy

meals and healthy food exhibitions with tasting, in reaction to the problem of childhood overweight and obesity):

The children in some schools are switching to a **healthy diet**. Most children conceded that there were vending machines for milk and yoghurt in their schools. “You got a credit card for about 70 CZK, with about twenty items on it.”

In the elementary school at Bystřice pod Hostýnem, the leadership is keenly aware of the children’s increasing chubbiness. “Students have the option of two dishes in the dining room. We cook a lot of fish, legumes and vegetables. The children will find a **healthier dish** here practically every time” asserts the headmistress.

Participating in the preparations for Day of Health is the Intermediate School of Trades and Services in Velke Meziříčí, which will prepare a selection of **healthy meals**. It would not be complete without tasting.

Reminders of some relevant foreign experiences are here too.

In the US, school cafeterias aroused such resentment that experts on healthy nutrition succeeded in obtaining a guarantee on a children’s diet document, that they will sell only the food not in conflict with the principles of **healthy nutrition**.

Eighteen U.S. states have gradually increased the tax on sweet beverages, a few are pondering a tax on fat. Bans on soft drinks and hamburgers at schools are spreading, **healthy meal** cooking classes are being reinstated.

It is surprising that healthy movement is mentioned only sporadically in materials featuring the words *school, education*, and the like.

Kindergartens are designed for **healthy movement** of children. Thanks to the sponsors from Kněžnice, the preschool in that town has a new equipment. / We are a one-class kindergarten, located in a nice and picturesque area of Bohemian Paradise.

The Sokol Athletic Association invites children of both preschool and school age that enjoy **healthy movement** in a friendly team, to stop at our stand. Here you can learn how to do handstands, flips, or somersaults, and play soccer, basketball, floorball, volleyball and other sports.

From the combinations of the word *healthy* and ecology-related nouns, the most frequent are *healthy tree, healthy forest*, as well as healthy air, healthy environment (although not necessarily the natural one; the word *nature* itself is not among the words most frequently associated with the adjective *healthy*). Of the terms denoting parts of a living organism, the following most often combine with the adjective *healthy*: *tissue, cell* (could be vegetable, too), *tooth, dentition*. Only a few documents mentioned *healthy environment* and *healthy air* in connection with schools, some pertaining to natural environment (schools in nature, the need to eliminate dust, the vicinity of a school...):

“School children should exercise in a **healthy environment**”, said the mayor, referring to the dust on the cinder track.

Large, colorful classrooms with a plethora of modern toys, a large garden with attractions. Such is the pre-school located in a **healthy environment** next to a forest. It encourages hiking in these natural surroundings.

Others pertained to social environment (the social climate at school and in the education system in general):

From the beginning of the school year, we are systematically trying to create a **healthier environment**. This means the environment that is conducive to mental hygiene, to harmonious social and psychological relations between the students themselves, and between the students and teachers. Even the methodology of instruction and education has changed, as did the school position, now considered an open system.

Several texts expound on the *Healthy Teeth* contest/program:

The objective of this competition is to improve the dental health of children and adolescents while motivating all younger schoolchildren to visit a dental office. And the competition rules? Each first-grader will get a **Healthy Teeth** record card at school, to be rubber-stamped by the dentist after a preventive dental exam.

The nouns associated with the adjective *healthy* in more than 100 instances signify the following:

– Ideas related to social environment: *society, spirit, competition, business, family, school*. The phrase *healthy school* is predominantly used in the documents only as the name of a project:

The development of an institution covered by the **Healthy School Network** rests on three foundations: peaceful environment, pleasant learning (by introducing new methods and elements), and an open child-educator partnership.

LIBEREC is stress-free. Eleven primary schools in the CR belong to the European network of healthy schools, 24 to the national one. **Healthy schools** differ from the ordinary ones by offering the children a creative fulfillment in a prevailing friendly and relaxed atmosphere.

- Terms related to commercial and economic environment: *economy, commerce, economic growth/development, enterprise*.
- Human relationships and character traits: *relationship, rivalry, competition, competitiveness, respect, arrogance, self-confidence, judgment*.
- Things related to eating and nutrition, in addition to the most frequent mentioned above: *eating, food, menu, beverage, weight loss*.
- Words applicable to people, the most common being *individual, person, woman, man, peer, boy, toddler*.
- Identification of living organs: *organism, body, hand, heart, eye, kidney*.
- Designation of life processes: *movement, sleep, weight control*.

The situation is different for the adjective *unhealthy*. From the available materials, we could conclude that no one thing written or spoken about as unhealthy is as frequent as some of those considered healthy. Only three nouns -- (*life*) *style, way of life* and *food* -- registered that way in more than 100 documents, as compared to more than 500 documents alluding to all of them as healthy (i.e. usually more than 3x more often). Given the small number of documents, there were also few school-oriented texts which mentioned *unhealthy lifestyle, unhealthy way of living, or unhealthy foods*.

The person that the British children hate the most is not an authority of any kind, but the well-known

chef Jamie Oliver, who is trying to eradicate **unhealthy food** from school kitchens. Per Daily Mail, that is the conclusion of a survey conducted among the ten-year olds.

The schools in France usually opt for the Golden Mean. They do serve **unhealthy foods**, but with healthy side dishes like fruits and vegetables.

American Institute of Medicine prepared a study for Congress, which indicates that massive advertising of mostly caloric and **unhealthy foods** targeting children correlates directly with an increase in childhood obesity.

Our texts mentioned *unhealthy lifestyle* most frequently in connection with children's mobility problems and the risk of obesity:

While children do sports for an average of four hours a week, they spend about fourteen hours a week watching television, and even much more in some individual cases. There are several reasons for the increase in poor posture. One of them is an **unhealthy lifestyle** of the student, who sits a few hours every day in the classroom, in an after-school club, doing the homework, and in front of a computer or television screen.

The principal adds that obesity in schoolchildren is rising due to **unhealthy lifestyles** that favor sitting at the computer and passive entertainment over physical activities.

More than 50 papers contained the phrases *unhealthy diet, unhealthy environment, unhealthy food, unhealthy sign*. In the 'unhealthy' category, they are the most frequent, but of course many more documents portrayed them as 'healthy'. Comparable counts were noted for juxtapositions *healthy habit - unhealthy habit, healthy aggressiveness - unhealthy aggressiveness*. The word *healthy* coupled with nouns describing qualities and attitudes apparently connotes 'proper' and *unhealthy* 'improper' as pointed out before.

From the beginning of the year, the principals of primary schools launched a massive attack on multi-year high schools. They claim that the selectivity of Czech schools is unparalleled in the world and that it creates an **unhealthy environment**. There are selective high-schools on one side and special schools on the other, and, in the middle, elementary schools bereft of the most talented pupils.

In fewer than 50 documents, the adjective 'unhealthy' was coupled with the words characterizing environment or ambiance like *atmosphere, environment, climate, conditions* with the names of personal traits like *self-confidence, competitiveness, dependence, obsession, optimism, anxiety*. The pairings *unhealthy atmosphere, unhealthy self-confidence, unhealthy competitiveness* appear only sporadically in writings dealing with schools or problems of children. *Unhealthy competitiveness and unhealthy self-confidence* do occur in sports-oriented texts (sometimes pertaining to child athletes). Even these combinations are -- per the documents in our corpus -- perceived more often as healthy than unhealthy, although the valuation, often contradictory, is surprising. In less than 10 documents, the word *unhealthy* is associated with the nouns *ambition, aspiration, behavior, euphoria*. Unexpectedly, *balance* and *ambition* is regarded as *unhealthy* in several documents.

Children should not feel the social differences among themselves. Designer clothing costing a bundle, expensive and often useless things brought to school create an **unhealthy atmosphere** and a degradation of values.

The following year, everything changed. The nice teacher had to stay home due to risky pregnancy and her place was taken by a ‘battleship’. That’s exactly how the I felt about the substitute. She imposed a totally different atmosphere on the class. The creative spirit gave way to **unhealthy competitiveness** and snitching. The students never knew that before (besides, the former teacher would not have tolerated something like that).

The aspiring soccer players should not reach the top during training but much later, on the men’s team. The more **unhealthy competition** and jostling for prestige there is – not among the children but their parents and coaches – the more likely is the player’s career premature culmination.

Ralf Wagner, like every other crazy journalist, always wanted to experience an exciting event that would put him on the front pages of all newspapers. But when he reached fifty, the **unhealthy ambitions** passed; he no longer wanted to be famous, he had no interest in showing his colleagues who is the best in the field.

“In the course of ten days in a beautiful environment, the students forge bonds of friendship devoid of **unhealthy competition**, said pianist Jaromír Klepáč, who is getting ready to go to Telč for the eighth time, just like the fellow musician Jan Talich, a violinist.

The number of nouns that combine with the adjective *pathological* in more than 100 documents (but always fewer than 300 documents) is relatively low. The most frequent are technical terms describing the *state of health* and *changes in the state of health* plus, in a broad sense, the noun *change* itself.

If thirst persists even after returning home, and it amounts to well over 2 liters, consult your pediatrician; it could be a **pathological condition** in isolated cases.

It is not unusual that life requires a minute amount of a trace element, but its accumulation in larger quantities causes a dysfunction in the organism, a **pathological condition**.

The danger of human exposure to noise is largely underestimated because the impact on health is usually somewhat delayed. It has been proven though that a long-term exposure to noise results in higher illness rates, including neuroses and **pathological changes** in blood pressure.

Also designated are two different states: *desire* and *fear* that occur also in large measure in medical literature, dealing primarily with phobias or pathological dependencies.

How do phobias arise? **Pathological fear** or phobic neurosis typically originates in childhood. It usually stems from an unfavorable situation. Phobias are often transmitted from parents to children. Fear may be instilled by pointing something out repeatedly.

Fear of storms exists especially in small children and persons suffering from astraphobia, or **pathological fear** of thunderstorms (from the Greek *asteropé*, a lightning).

Many of them do not eat much, they are young and worry about nothing else than their beauty. Sooner or later, sensible woman will eventually come to terms with it, more or less. It is worse in girls, some of whom must even be hospitalized in a psychiatric ward due to anorexia nervosa (a **pathological desire** to be thin).

People addicted to the Internet mania often suffer a host of mental disorders, inclusive of manic depression, anxiety, or alcoholism. Treatment of these problems can help them control the **pathological desire** to be constantly ‘on line’.

In relatively few documents, the adjective *pathological* is associated with mental qualities attributable to ‘pathology’ in normal communications,: *jealousy, dependency, ambition, obsession, hatred, fantasy*.

It was cold, winter time, and they all lived in it here, the real ones and the ones just emerging in the **pathological fantasy** of the jerky narrator, now confusing his story, people and years too, sitting in a Non-Stop over a glass.

The image of a South-Moravian town with tanks in the streets and washed-out colors of the once ‘painted’ region is a fitting background for the tightly composed story. Most characters are afflicted with **pathological caution**. The others do righteous deeds, secretly and silently. Too bad that the intriguing story line and the evocative atmosphere are degraded by spasmodic metaphors and excessive verbosity (a film review).

In a small number of documents, the adjective *pathological* is associated with *imagination* and the properties considered negative: *suspiciousness, hypersensitivity, insomnia, curiosity* (in less than 20 documents), possibly *shyness, melancholy, kleptomania, feature, distrustfulness* (in less than 10 texts). In our texts, the positive traits like *diligence, prudence, confidence, tidiness* are rarely considered pathological:

The house should serve its inhabitants, not the inhabitants to become its servants. The Drndálekš were the latter case. Mrs. Drndálková, a nurse by profession, was obsessed with an almost **pathological tidiness**. Her only domestic hobby was house cleaning.

Work junkies. It’s a dependency like any other. But to get rid of it is really tough, because complete withdrawal is impossible. Work is simply a must. The beginning of workaholism, or **pathological diligence**, tends to be inconspicuous but usually with the same ending: a wailing ambulance.

Disturbance of the immune system function leads to various pathological conditions. It could be **pathological hypersensitivity**, i.e. allergy to certain chemical substances, or one of those strange situations when the immunity turns against the cells in one’s own body, i.e. an autoimmunity disease.

It may be surprising to see the characteristics like *distrust, ambition, obsession, dependency* and even *suspiciousness* used in combination not only with the adjectives *unhealthy, pathological* but also with the adjective *healthy*. Can there really be a *healthy distrust, healthy obsession, healthy addiction, healthy suspiciousness*?

The representative corpus of the contemporary Czech language displays the richness of our native tongue in the usage of terms related to health and sickness. It offers a plethora of possibilities how to employ these expressions and how to combine them with other words. However, the scholastic practice places considerable demands on both the teachers of educational modules surrounding the ‘Man and Health’ theme, and those teaching the Czech language and literature, possibly even foreign languages (the translation of some of the nouns cited in connection with *healthy, unhealthy, and pathological* typically requires a deeper knowledge of the target language).

In discussing the meaning conveyed by the words like *health, healthy, or healthily, unhealthy, unhealthily, pathological, pathologically* with students at an elementary or an intermediate school, it is necessary to proceed with caution, especially when explaining why a given quality is perceived as *unhealthy, pathological* (i.e. inappropriate,

incorrect). The subjectivity of such expressions and a potential for exaggeration, especially when some properties are characterized as *pathological*, *pathologically*, should always be kept in mind. Caution is advisable even when using the adjective *healthy* and placing it in opposition to other expressions.

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The SYN Corpus quoted herein, consists of partial corpora SYN2000, SYN2005, SYN2006PUB, SYN2009PUB and SYN2010.

CO JE NEJČASTĚJI ZDRAVÉ, NEZDRAVÉ NEBO CHOROBNÉ (ZDRAVÝ ROZUM, NEZDRAVÁ STRAVA, CHOROBNÉ STAVY...)

Abstrakt: V dřívějších statích jsme sledovali, jak se uvažování běžného člověka o zdraví odráží v jazyce a jak se promítá i do vyjadřování, které čerpá z lidového jazyka – z frazeologie: např. v přirovnání vlastnosti (*být zdravý*) k objektu, u něhož se zdraví předpokládá (*zdravý jako býk, zdravý jako buk*), v chápání určité vlastnosti *zdravě, chorobně, nezdravě* (*zdravě sebevědomý, chorobně ctižádostivý*) nebo ve vnímání barev jako příznaků/symptomů zdraví nebo nemoci. V následujícím příspěvku se pokusíme ukázat, co je vlastně v běžné komunikaci psané i mluvené a v textech různých stylů a žánrů nejčastěji považováno za *zdravé, nezdravé, až chorobné*, ale především o čem se jako o *zdravém, nezdravém* nebo *chorobném* hovoří, a pokud to bude možné, zaměříme se hlavně na texty související se školou. Podkladem bude opět výzkum v korpusu českých textů, který má v současné době již 1,3 miliard slov. V něm budeme sledovat, která slova označující různé jevy konkrétní a abstraktní se v autentických textech pojí s přidavnými jmény *zdravý, nezdravý* nebo *chorobný*.

Klíčová slova: slovo *zdravý* a český jazyk, slovo *nezdravý* a český jazyk, slovo *chorobný* a český jazyk, *zdravý, nezdravý* a *chorobný* a školská tematika