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ANALYSIS OF VERBAL PREPOSITIONAL STRUCTURES
OF AND TO

DOCTORAL DISSERTATION

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Analýza verbálno-predložkových štruktúr OF a TO

Dizertační práce

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Abstract

Analysis of Verbal Prepositional Structures OF and TO

The dissertation presents empirical research of verbal prepositional structures OF and TO. These prepositions belong to the most frequent in English language. The study is based on comparison of English and Czech sentences containing verbs and prepositions that are followed by the object. Material was taken from the electronic databank Prague Czech-English Dependency Treebank 2.0. The structures were examined and analysed from morphological, syntactical and semantical point of view. The aim of dissertation is to create English –Czech verbal prepositional counterparts; to create verbal prepositional groups on the ground of the similar semantic, syntactic features; to identify the features that are the same for each verb group and generalize them; to identify trends and tendencies for verbs when they collocate with a certain preposition. Findings are presented in several charts and tables. The study can be a good starting point for broadening the research on the other verbal prepositional structures, including other prepositions or incorporate the structure: predicate and adverbials as a part of the individual research or the research can continue in more detailed translation analysis of verbal prepositional structures or even complete sentences.

Key words: verbs, prepositions, verbal prepositional structures, semantic group, valency, equivalency

Abstrakt

Analýza verbálno predložkových štruktúr OF a TO

Dizertačná práca prezentuje empirický výskum verbálno- predložkových OF a TO štruktúr. Tieto predložky patria medzi najfrekvencovanejšie v anglickom jazyku. Štúdia je založená na porovnaní anglických a českých viet, ktoré obsahujú sloveso a predložku, po ktorej nasleduje predmet. Materiál na výskum bol prevzatý z elektronickej databázy Prague Czech- English Dependency Treebank 2.0. Štruktúry boli skúmané a analyzované z morfológického, syntaktického a sémantického hľadiska. Cieľom dizertačnej práce je vytvoriť anglicko- české verbálno predložkové ekvivalenty, vytvoriť verbálno predložkové skupiny na základe podobných sémantických a syntaktických vlastností; identifikovať vlastnosti, ktoré sú rovnaké pre každé sloveso v skupine a zovšeobecniť ich; identifikovať trendy a tendencie pre slovesá, ktoré sa viažu s určitou predložkou. Výsledky sú prezentované v niekoľkých grafoch a tabuľkách. Štúdia môže predstavovať dobrý začiatok na rozšírenie výskumu iných verbálno- predložkových štruktúr, zahŕňajúc iné predložky alebo obsiahnuť štruktúru: predikát a príslovkové určenie ako časť individuálneho výskumu, ktorý tiež môže pokračovať ešte detailnejšou translačnou analýzou verbálno predložkových štruktúr alebo aj celých viet.

Kľúčové slová: slovesá, predložky, verbálno-predložkové štruktúry, sémantická skupina, valencia, ekvivalencia

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INTRODUCTION

Prepositions are words frequently used in both English and Slovak. English is a typical analytical language, while Slovak belongs to the group of inflected languages. This typological difference may be one of the reasons why this part of speech causes many problems for learners of English. Students are accustomed to transfer their mother language perspective onto the foreign language. Due to the interference, mistakes may arise.

Another problem is the meaning of prepositions. If we want to describe the function or the meaning of the individual prepositions, it is in some cases very difficult or impossible. We think that prepositions are words that cannot be dealt with in isolation from other parts of speech. That is why they are analyzed here together with verbs.

There are 83 simple prepositions in English. A comparison of English and Slovak prepositions requires their context. For this study, two of the most frequent prepositions were chosen: OF and TO, each to be analyzed with the verbs with which they collocate. Taken into account were such types of verbs as: *to fall to*, *look at*, *to insist on*, etc. Phrasal verbs were excluded. In the sentence, the verbs require an object. Verbs with adverbial complementation were omitted. Thus the criteria were defined for distinguishing the objects in the sentence.

I found the topic of the research very interesting and challenging, too. When I started to collect relevant material, I only came across publications that dealt with the topic of verbs and prepositions separately or examined only phrasal verbs, i.e. verbs and the particle that can stand in the function of an adverb.

The aim of my dissertation study is: to devise English- Czech verbal prepositional counterparts. To create verbal prepositional groups on the ground of similar semantic and syntactic features. To identify the features those are the same for each verb group and generalize them. To establish the trends and tendencies for verbs bound to particular prepositions.

Chapter 1 presents major studies in the field of prepositions. There are mentioned many well-known grammarians who made a contribution to this field of study.

Chapter 2 treats prepositions from the morphological aspect. They are classified according to the following criteria: dependency on other words, meaning, and stylistic value. This chapter includes a sample analysis of the Slovak preposition NA and its English counterparts.

Chapter 3 provides syntactical aspect, the verb as a determinant of the clause type. It offers criteria for distinguishing prepositional and phrasal verbs. In the last section, there are presented prepositional constructions in the function of an object.

Chapter 4 deals with semantic point of view, especially verbal semantic classification and the case as a distinguishing criterion of the verbs.

Chapter 5 defines valency, its terminology, valency and linguistic system. One part presents valency, its definition in functional generative description, and the individual description of the verbal valency frame in Prague Dependency Treebank.

Chapter 6 introduces the practical part and methodology of the research.

Chapter 7 provides an analysis of verbal prepositional OF structures, the methodology applied in the research, with the use of charts and tables. This Chapter contains Levin's analysis of the semantic groups.

Chapter 8 analyses verbal prepositional TO structures and provides the semantic classification of the structures. It describes Czech prepositions as counterparts to the English preposition TO. The findings are presented in the form of a chart and tables.

Chapter 9 closes the study with a discussion, prospects of the study and sums up the theoretical contribution of the dissertation.

1. IMPORTANT STUDIES IN THE FIELD OF PREPOSITIONS

Prepositions are frequently used words in English language. The theory of prepositions reveals that many linguists dealt with prepositions as independent words uninfluenced by other parts of speech. Kubišová (1976, 1983), Ružičková (1989, 1990), Bázlik (1985), Votruba (1983).

Bázlik (p.11, 1985) did a contrastive analysis of the Slovak prepositional constructions with the Accusative and their English equivalents. As he appropriately noted, “it is necessary to distinguish between instances with the Accusative as the only case of combining with a preposition and those in which a preposition combines with several cases.” It should be taken into account that many prepositions are polysemous. The aim of his study was to examine from morphological point of view prepositions in prepositional phrases consisting of a preposition and a noun phrase.

Kubišová (1976) offered in her book *Anglické predložky v teórii a praxi* a contrastive study of spatial prepositions in both languages. She examined morphological and syntactical criteria that are enriched by a semantic description of each preposition. The author followed the methodology of Hill (1968) in his book *Prepositions and Adverbial particles*. Each preposition or adverbial particle is semantically described and illustrated by examples and typical patterns. Hill (p. 14, 1968):

“above” meaning ‘directly over’, ‘vertically up’/from/, or ‘upstairs /from/.

V-P The people under us are very pleasant, but a student lives above, and he is very noisy.

V-P-N Some nice people live above us in our building, but they have a very loud gramophone.

Ružičková (1989, 1990) presented in the collection of papers *Studia Academica Slovaca* a contrastive study of the system of Slovak and English temporal prepositions. This study is based on the independent meanings of prepositions.

Horák (1989) presented in his papers the theoretical principles for the confrontation of the Slovak prepositional system with that in other languages. It was a new start in the research of prepositions because Slovak linguists used lexicographical description with confrontation of two prepositional systems. Such a description represents the summary of contextual meanings

of certain prepositions. Horák offered a structural systemic description. The meaning of the preposition is identified in paradigmatic relations (a similar principle as in the phonological description of phonemes). The meaning of the preposition „NA“ can be identified in the context *a book is on the table* in opposition to other contexts, e.g. *a book is under the table* or *a book is near the table*, etc.

Klégr (1996) presented in the collection of papers the preposition-noun combinability patterns. He confirms that a complementation of the valency type can be found only in nouns derived from verbs and adjectives- *need for, dependence on, etc.* It is important to be acquainted with the process of word formation and with the etymology of the words. The author uses a paradigmatic approach in a large- scale description of preposition- noun collocability. His conclusion is that “the actual use of prepositions is dependent on the interplay of four factors: the meaning of the noun, the meaning of the preposition, the situational context and the linguistic (verbal) context. “(p.176). In the monograph *English Complex Prepositions of the Type In spite of and Analogous Sequences*, Klégr broadens his previous studies on prepositions and offers a compact study on English complex prepositions. The book contains the A-Z dictionary and two appendices: Semantic categories of the preposition- noun- preposition sequence and the alphabetical list of the preposition- noun- preposition sequence. For translators, interpreters and anyone interested in the English language, the index of the Czech equivalents of the English complex prepositions and analogous sequences is very useful.

Tryml (2001) in his exercise book *Anglická frázová slovesa, předložky a příslovce* prepared many exercises on each simple preposition with a short explanation as well as exercises on verbal collocations and phrasal verbs. The book contains many examples and keys to exercises that are convenient for self- study.

Kudrnáčová (2008) contributed to the semantico-syntactical analysis of the selected groups of verbs, i.e. motion verbs. The author postulated that “the number and types of complements (and their possible combinations) are not associated with individual verbs but with verbal classes. A certain set of semantic features is shared by all members of the given verb class. These features then represent those components of the verbal lexico-semantic content that are syntactically relevant, i.e. that determine the verbal syntactic behaviour.”(p.8)

Klégr, Malá, Šaldová (2012) offered in the study *Anglické ekvivalenty nejfrekventovanějších českých předložek* the analysis of the three most frequent Czech prepositions *v/ve*, *na* and *s*, *se*. The data were taken from Czech-English and English-Czech parallel corpora in Intercorp. The aim was to find English equivalents of these prepositions through a quantitative and qualitative analysis. The analysis starts with important studies in the field of English and Czech prepositions and continues with the project of Czech-English contrastive study. The analysis itself is based on the databank of the parallel Czech English texts by Czech writers Klíma, Kundera and Viewegh, which contains 200 consecutive occurrences of each preposition. In the finer analysis the authors described the type of equivalent, such as prepositional, lexical-structural or implied. The function of the English equivalent is described as adverbial, objective or modifying. At the end of the analysis of each preposition, the authors produced their own lexicographic description of each preposition. The authors sum up the tendencies in translation of Czech prepositions and are not content with merely giving the English counterparts.

2. CHARACTERISTICS OF PREPOSITIONS FROM THE MORPHOLOGICAL ASPECT

2.1. Division of Prepositions

Prepositions can be examined from a morphological point of view and studied as individual words. They may be divided into many groups using different criteria. Small dictionaries give a word for word translation, e.g. preposition *at* is translated as *u, v, na, pri* (see *Anglicko-Slovenský, Slovensko – Anglický vreckový slovník*, p.30). Here only morphological guidelines are followed. In the following chapters some classifications are presented.

2.1.1. Simple and Complex Prepositions

Prepositions can be divided in both languages, Slovak and English, into two large groups. Those that consist of one word are **simple**, e.g. *by, to, in, at*, etc. When consisting of two and more words they are **complex**, e.g. *because of, instead of, in common with, in spite of*. Complex prepositions were formed from other parts of speech. The following categories may be distinguished:

- a) adverb / preposition+ preposition: *along with, away from, out of, up to*
- b) verb / adjective/ conjunction + preposition: *owing to, due to, because of*
- c) preposition + noun + preposition: *by means of, in comparison with, in front of*

In the research, only simple prepositions are discussed. One of our criteria was their frequency. The most frequent prepositions are the simple ones.

2.1.2. Free and Bound Prepositions

Free prepositions have an independent meaning. The choice of the preposition does not depend on other sentence elements. The meaning of a bound preposition depends on the preceding word, e.g. verb, adjective or noun, etc.

Some prepositions belong into both groups. In the following examples, the same preposition is used as free or bound.

1. Free preposition: *I was born in June.*
 I would like to travel with you.
 His report is on your desk.
2. Bound preposition: *For a week he lived on vegetarian food.*
 Are you interested in reading Rowling?
 She is pleased with a wedding invitation.

Complex prepositions are usually free prepositions. They can be distinguished according to the last word of the two-word preposition:

- *As : such as*
- *For : as for, but for, save for*
- *Of : ahead of, because of, inside of*
- *From : apart from, aside from*
- *On : depending on*
- *To : according to, close to, due to*
- *With : along with, together with*

Three-word prepositions consist of simple prepositions + noun + simple preposition of the type:

- *For : in exchange for, in return for*
- *From : as distinct from*
- *Of : by means of, in case of, in front of, in spite of, on grounds of*
- *To : as opposed to, by reference to, with respect to*
- *With : at variance with, in accordance with, in compliance with, in conformity with*

There are English four-word prepositions that are similar to three-word prepositions. They contain a noun with a definite or indefinite article. The last fourth word is usually the preposition *of*, .e.g. *in the light of, as a result of, at the expense of, for the sake of, in the case of, in the event of, on the part of*.

Pauliny et al. (p.305, 1968) divided prepositions according to their origin into primary and **secondary**. In the Slovak language primary prepositions are used in word formation in the function of prefixes, e.g.: *vy-skúšať, na-variť, do-písať, etc.*

Secondary prepositions are by origin simple prepositional cases or adverbs that are used as prepositions in prepositional patterns. In other cases they can have their independent meaning and function as adverbs or nouns, e.g. *hore, dolu, okolo, mimo..*

2.2. Classification of Prepositions according to their Meaning

Prepositions can express different meanings with the words they collocate with. The primary meanings are place and time. These two are the most frequent in communication. The other meanings are reason, way, aspect, means, etc.

2.2.1. Meaning of Place and Direction

Place relationships are expressed by prepositional constructions indicating:

1. place – result, the action is completed
2. movement - direction, the action is in progress, e.g. collocation with verbs *go, move, fly*.

1. Prepositions can express place in relation to:

a/ point (it means a place or an event: at the theatre- v divadle, at the party- na večierku, from Trnava - z Trnavy).

The mother stood at the window and waited for the son.

b/ straight line (it means a place in the intension of length, e.g. *across, along, on a border - cez, popri, na hranici*).

There is a fast food shop across the road.

c/ surface (it means a flat surface, e.g. *across, off, on a table – cez stôl, zo stola, na stole*).

I stared at a fly on the wall.

d/ volume (interior, exterior, e.g. *into, out of an envelope – v obálke, z obálky*).

Space may be described from various angles, consequently different prepositions are used.

We swim in the sea.

Plávame v mori.

Children made a sandcastle at the sea *Deti stavajú hrad z piesku pri mori.*

The river flows to the sea.

Rieka sa vlieva do mora.

He works at sea.

Pracuje na mori.

2. Direction is expressed by means of the following prepositions: *to, towards, into, along, through, across, by, before, over, round, under, out of, from.*

Lucy has gone to school.

Lucy has returned from Australia.

Our dog is playing under the table.

There is an ice cream stall round the corner.

Some prepositions can express place as well as direction, e.g. *on, under, round, through, among, near, behind, in front of, across, against, between*. In the examples below, in the first sentence the preposition *on* expresses place, in the second it refers to direction. Meaning of certain prepositions is influenced by collocating, usually a verb.

Place: *My dictionary is on the desk. (a)*

Môj slovník je na stole.

Direction: *Can you put my dictionary on the desk? (b)*

Môžeš dať môj slovník na stôl?

There is a group of prepositions with comparative forms, e.g. *near, near to, and close to* (Collins Cobuild English Grammar p. 299, 1990):

New lockers had been installed nearer their workplace.

Venus is much nearer to the Sun than the Earth.

The judge's bench was closer to me than Ruchell's chair.

2.2.2. Meaning of Time

Many prepositions that express “time“ preserve their primary meaning, e.g. *to the house, to Monday*. The meaning of time develops from the original meaning transmitted into a temporal level. This meaning is expressed by means of prepositional constructions denoting:

a) Point or period

Here are some prepositions that belong to this group: *in, at, on, of, by, near, before, after, past, aver, beyond, between, within, during, for, though, etc.* The question is formed by using the question word WHEN? Kedy?

We went skiing during the spring holiday.

Počas jarných prázdnin sme sa šli lyžovať.

We will meet at 10 o'clock.

Stretneme sa o desiatej.

*At is used with clock time, e.g. *at seven o'clock, at midnight, at noon, at tea time.**

*On refers to days, e.g. *on Sunday, on June 18th, on Easter Monday, on your wedding day.**

*In denotes a longer period, month, year, season, etc.: *in August, in the morning, in 2002, in autumn, in the 21st century.**

b) Point or period expressing the beginning or the end.

Questions are formed with How long? The following prepositions belong to this group: *from, since, till/ until, etc.*

We stayed at the party till 3 a.m.

Zostali sme na večierku do tretej.

2.2.3. Other Meanings of Prepositions

Time and place are two basic meanings of prepositional constructions. Other meanings have developed from them. The prepositional constructions can also express all meanings of adverbs. Here are some of them:

a) Meaning of manner

“Manner” is expressed by English prepositions like, *with, in...manner, etc.*; Slovak prepositional constructions synonymous with the preposition *podľa* are the following: *v súlade s, v zhode s, podľa vzoru, etc.*

Knižky boli uložené podľa veľkosti.

The books were arranged from below upwards according to bulk.

b) Meaning of means and instrument

“Means” and “Instrument” are expressed by English prepositions *by, with, without, like, as, in, etc.*; Equivalent Slovak prepositions are *s, bez, pomocou, etc.*

Someone has broken the window with a stone.

Niektó kameňom rozbil okno.

c) Meaning of accompaniment

“Accompaniment” is expressed by the preposition *with / s* when it is followed by an object formed by an animate noun or pronoun. The opposite of the preposition *with* is *without / bez*.

They played outside with our children.

Hrajú sa vonku s našimi deťmi.

d) Meaning of reason

English prepositions *because of, for, on account of, at, from* refer to the meaning of reason. Slovak prepositions with a similar meaning are: *v dôsledku, na základe, kvôli* atd’.

He will do it for money.

Urobí to pre peniaze.

2.3. Classification of Prepositions according to their Source and Stylistic Use

Prepositions may be distinguished according to their source and classified as:

a) Native prepositions (they are English by source, e.g. *from, among, beside*)

b) Foreign prepositions (they are taken from other languages, especially during the Middle English period, e.g. French *à la, de, apropos of, chez, vis-à-vis*; Latin, e.g. *circa, cum, pro*).

Klégr (p.9, 2002) mentioned classification of prepositions according to varieties. Prepositions may be marked as **standard** and **dialectal/regional** (British, such as *forment*, American or Scottish, e.g. *agin, bating, forbye, outwith*), stylistically **neutral** and **marked** (in term of formality: informal *'cept*, formal-*save, bar, respecting*; in terms of specific diction: poetic, biblical, rhetorical, etc.

From the previous division it is clear that we use the first group to form prepositional constructions, the third group to form adverbial constructions. The second group is special because these particles are acceptable in both constructions-prepositional as well as adverbial.

Compare:

Prepositional construction	Adverbial construction
1. <i>We must fight against injustice.</i>	* <i>We must fight against.</i>
2. <i>Amy fell down the hill.</i>	<i>Amy fell down.</i>
3. * <i>We must not look back the past.</i>	<i>We must not look back.</i>

* This is a symbol for not acceptable constructions.

Before analysing the differences between prepositional verbs and phrasal verbs, their main categories will be described.

Phrasal verbs

1. Intransitive phrasal verbs

The phrasal verb consists of a verb plus an adverb particle, such as:

I hope you'll get by.

How are you getting on?

The plane has now taken off.

2. Transitive phrasal verbs

They may take a direct object, and may therefore be described as transitive, such as:

We will set up a new unit.

Shall I put away the dishes?

Someone turned on the light.

The particle can either precede or follow a direct object.

Someone turned on the light. *or* *Someone turned the light on.*

Prepositional verbs

1. Prepositional verbs without a direct object

A prepositional verb consists of a lexical verb followed by a preposition with which it is semantically and, or syntactically associated. The preposition always precedes its complement and belongs to the first group of particles.

Look at these pictures.

Can you cope with the work?

2. Prepositional verbs followed by two noun phrases

In this type the prepositional verb is followed by the direct and the prepositional object, such as:

The gang robbed her of her necklace.

They plied the young man with food.

Phrasal-prepositional verbs

Phrasal-prepositional verbs contain, in addition to the lexical verb, both an adverb and a preposition as particles. They are used only in informal English:

He thinks he can get away with everything.

He had to put up with a lot of teasing at school.

The particles from the second group may cause problems because they are used to form prepositional verbs of the first type and transitive phrasal verbs.

Compare:

She called on her friends. (prepositional verb)

She switched on the light. (phrasal verb)

1. the position of the particle

One of the reasons why it is a prepositional verb is that the particle in the prepositional verbal phrase cannot be moved to a position after the following noun phrase.

She called on her friends. * *She called her friends on.*
She switched on the light. *She switched the light on.*

2. Stress

In the transitive phrasal verb, the stress falls on the adverb particle unlike in the prepositional verbal phrase, where the stress normally occurs on the verb:

She 'called on her friends.
She switched 'on the light.

The same combination unit consisting of the lexical verb and particle may function as a phrasal verb or as a prepositional verb. Compare the following sentences:

He turned 'on his supporters. (phrasal verb)
He 'turned on his supporters. (prepositional verb)

3.2.1. Guidelines for Distinction between Prepositional and Phrasal Verbs

We will compare the verbs *call on-visit* (prepositional verb), *call up-summon* (phrasal verb):

Quirk (p.1167, 1985) gives the following criteria for distinguishing phrasal and prepositional verbs:

1. The particle of a phrasal verb can stand either before or after the noun phrase following the verb, but that of the prepositional verb must precede the noun phrase

They called on the dean. * *They called the dean on.*
They put off the meeting. *They put the meeting off.*

2. When the noun phrase following the verb is a personal pronoun, the pronoun precedes the particle in the case of a phrasal verb, but follows the particle in the case of a prepositional verb.

They called on him.

**They called him on.*

They put it off.

**They put off it.*

3. An adverb (functioning as an adjunct) can often be inserted between verb and particle in prepositional verbs, but not in phrasal verbs.

They called angrily on the dean.

** They put angrily off the meeting.*

4. The particle of the phrasal verb cannot precede a relative pronoun at the beginning of a relative clause.

The man on whom they called.

**The man up whom they called.*

5. The particle of a phrasal verb cannot precede the interrogative word at the beginning of a wh-question

On which man did they call?

** Up which man did they call?*

6. The particle of a phrasal verb is normally stressed, whereas the particle of a prepositional verb is normally unstressed.

Which man did they 'call on?

Which man did they call 'up?

Here are more examples of phrasal and prepositional verbs taken from the article: “Foreign workers will not cure auto industry labour gaps. “ (The Slovak Spectator, October 1 / 2007)

1. One carmaker has already **brought in** up to 100 foreign workers from the Balkans.

bring sb. In

1. to employ sb. **phrasal verb**

2. The company has **wrapped up** its main recruiting department.

Wrap up, wrap it up - used as an order to tell sb. to stop talking or causing trouble, etc.

phrasal verb

Wrap sth. up -to cover sth. completely in paper or other material

He spent the evening wrapping up the Christmas presents. **prepositional verb**

3. So far we have **focused on** Slovak candidates...

Focus on- to give attention, effort, etc. to one particular subject, situation or person rather than another **prepositional verb**

The visit helped to focus world attention on the plight of the refugees. **prepositional verb**

4. They **went through** the same training process as the Slovak employees.

Go through sth. -to experience. **phrasal verb**

5. We would not **rule out** employing foreigners.

Rule out- exclude, rule sb; sth out or rule out sb. sth. **phrasal verb**

6. The company **is aware of** the growing labour problems.

Be aware of - to know or realise sth. **multi-word verb**

7. The problem of qualified labour is a complex one and **bringing in** foreign labour is not the right solution.

See above

8. These positions we are **talking about** require knowledge of the Slovak language.

Talk about-to talk about sb; sth- to speak in order to give information or to express feelings, ideas, etc.-**prepositional verb**

9. If the problem is not addressed soon, it will get worse, and possibly complicate Slovakia's Prospects of **catching up with** the more developed countries.

I. Catch up with – catch up (with sb); catch sb. up- **phrasal verb**

1. to reach sb. who is ahead by going faster:

Go on ahead. I'll catch up with you.

2. to reach the same level or standard as sb.who is better or more advanced:

After missing a term through illness he had to work hard to catch up with the others.

II. catch up with sb.

1. to finally start to cause problems for sb.after they have managed to avoid this for some time

She was terrified that one day her past problems would catch up with her.

2. if the police or authorities catch up with sb; they find and punish them after some time

The law caught up with him years later when he had moved to Spain.

10. They have **settled in** Slovakia.

settle in, settle into sth.- to move into a new home, job, etc. and start to feel comfortable there- **phrasal verb**

11. Our company has a development centre where Slovaks also have a chance to **break through**.

break through- to make new and important discoveries- **phrasal verb**

12. The share of models will **depend on** market developments.

depend on sth.- to be affected or decided by sth.- **phrasal verb**

We tried to detect transitive prepositional verbs and showed guidelines for distinguishing them from phrasal verbs and multi-word verbs. It is important to examine each verb in the context of the sentence, because we take into account semantic point of view as well as phonetic and syntactical one.

3.3. Prepositional Construction in the Function of Object

It is a known fact that prepositions can have several meanings. It was important to narrow our field of study. We decided to analyse prepositional constructions that serve as object and excluded all examples of adverbials. That is, we analysed only those verbs with prepositional constructions that form a syntactical structure predicate – the object. Criteria were established how to determine objects and exclude adverbials. Oravec (1967) followed these criteria:

1. Prepositional construction in the function of object expresses extra linguistic reality more refined from grammatical point of view.
2. Weak members of the syntagm determine the whole expression, not only one word.
3. Weak members of the syntagm can be bound to different governing words. By the strong relation in the syntagm the changed word order does not disrupt dependence of the object and the governing verb.
4. Weak members of the syntagm can be divided from the governing word, in the function of the adjunct. It is not typical for strong relation between the members of the syntagm.

The object is the member of the sentence bound to the governing verb. Oravec (p. 317, 1967) distinguishes five groups of the semantic object. “The object of relation expresses a being that the action concerns (e.g. after verbs *ache*, *irk*, and *itch*). The object of contact expresses a thing affected by the action of the verb. The object of result expresses a thing resulting from the action. The object of aim expresses a thing that the action reaches or may reach. The object of contents expresses the contents of the action (speech, thought and perception in a wide sense). “

We analysed equivalencies of the English preposition *with* from the same data bank as the previous sample survey of the preposition *na*. In the novel *Riders* and in the *Cambridge Advanced Learner's Dictionary* equivalency was sought of the English preposition *with* and the Slovak preposition *s* in sentences that include verbs and prepositional objects. Together 19 examples have been detected. According to Oravec (ibid) we distinguished the type of object. There are only two types from the five objects, e.g. the object of content and aim that has in many examples meaning of relation.

examples	equivalencies	object
<p>At the age of nine, he had the death of both parents to contend with. Vo veku deväť rokov sa borila so smrťou rodičov. The government is wrestling with difficult economic problems. Vláda zápasí s ťažkými ekonomickými problémami He had many arguments with Granny. Mal spory so starou mamou. Two officers grappled with the gunman. Dvaja úradníci zápasili s ozbrojeným mužom. Like a lot of young men, he flirts with danger. Ako mnoho mladých ľudí, aj on sa zahráva s nebezpečenstvom If you meet with any difficulties, just let me know. Ak sa budeš potýkať s nejakými ťažkosťami, len mi daj vedieť.</p>		1. CA-LM
<p>His version of events does not accord with witnesses' statements Jeho verzia výpovede sa nezhoduje s výpoveďou svedka. Before buying a pram, make sure that it conforms to the official safety standards. Predtým ako kúpíte kočík, uistite sa, či jeho normy sú v súlade s bezpečnostnými normami. The party is under pressure to align itself more closely with industry. Strana je pod tlakom, aby sa viac stotožnila s priemyslom. Many women of normal weight feel unable to identify with the super-thin models in glossy magazines. Mnoho žien s normálnou váhou sa nevedia stotožniť so super štíhlymi modelkami v módnych časopisoch. Her account of the accident jibes with mine. Jej opis výpovede sa zhoduje s mojou. Her story doesn't quite square with the evidence. Jej príbeh sa nezhoduje s dôkazmi. A uniform contrasted with the wild wantonness beneath. Uniforma ostro kontrastovala s kyprými vlnami</p>		2. MR
<p>Take time to acquaint yourself with the rules. Nechaj si čas oboznámiť sa s pravidlami.</p>		3. CA-MR

We spent a few minutes **familiarizing ourselves with** the day's schedule.
Strávili sme čas **oboznamovaním sa s** denným rozvrhom.
We're trying to tie our holiday in with Simon's lecture tour.
Snažíme sa **skoordinovať dovolenku so** Simonovým prednáškovým turné.

I don't **agree with** hunting.

Nesúhlasím s poľovaním.

I'm afraid I have to **disagree with** you (on that issue).

Obávam sa, že v tomto prípade **nesúhlasím s** tebou.

I think we can **go with** the advertising agency's suggestions, don't you?

Myslím, že môžeme **súhlasiť s** tou reklamnou agentúrou, však?

If ever there was any sort of argument, she'd always side with my father against me.

Ak sme mali niekedy nejaké hádky, vždy držala s otcom proti mne.

I know it's her that made the error, but I don't want to **confront her with** it in case she breaks down.

Viem, že je to ona, kto urobil chybu, ale nechcem ju **s tým konfrontovať** v prípade, že porušila zákon.

This wine **goes** particularly well **with** seafood.

Toto víno **sa** dobre hodí k plodom mora.

The cancer risks **associated with** smoking have been well documented.

Riziko rakoviny **spájajúce sa s** fajčením je dobre zdokumentované.

I can't change the situation so I'm going to have to learn to **live with it**.

Nemôžem zmeniť situáciu, tak sa musím naučiť **s tým žiť**.

She has **lived with** that man for five years.

Žila s tým mužom spolu päť rokov.

Did he ever **go with** anyone else while they were living together?

Šiel s niekým iným pokiaľ žili spolu?

He found out that his wife had been sleeping with his best friend.

Zistil, že jeho žena spávala s jeho najlepším priateľom.

I wanted to take two weeks' holiday, but had to **content myself with** one.

Chcela som si zobrať dva týždne dovolenku, ale som **sa** musela **uspokojiť s** jedným.

I like to **keep in with** him; you never know when you might need a reference.

Rád by **som udržoval priateľský kontakt s** ním, nikdy nevieš, kedy budeš potrebovať odporúčanie.

She's used to **dealing with** difficult customers.

Je zvyknutá **vyjednávať s** problémovými zákazníkmi.

I am going to have a word with Joyce.

Chcem si o tom pohovoriť s Joyce.

He trifled with her affections.

Laškoval s jej citmi.

Have you **finished with** that magazine?

Skončil si s čítaním časopisu?

She **finished with him** when she discovered he was having an affair.

Skončila s ním, keď zistila, že mal aférku.

At the time the decision was **met with** a barrage of criticism.

4. OR

5.CA-MR

6. CA

7.CA-MR

8.OC

9.CA-MR

V tom čase sa rozhodnutie **stretlo s** paľbou kritiky
I got into drugs because I was **hanging around with** the wrong people.
Dal som sa na drogy, lebo **som sa potákal so** zlou bandou.

It's cruel the way she just **dallies with** his affections.

10.CA

Je to kruté akým spôsobom **sa pohráva s** jeho citmi.

I'm **flirting with** the idea of taking a year off and travelling round the world.

Pohrávam sa s myšlienkou, že si urobím rok voľno a budem cestovať okolo sveta.

We've been **playing around with** ideas for a new TV show.

Pohrávali sme sa s myšlienkou o novej TV šou.

She was just playing with her food - she didn't eat a mouthful.

Len sa hrala s jedlom,nejedla poriadne.

We're toying with the idea of going to Peru next year.

Pohrávame sa s myšlienkou ísť do Peru budúci rok.

She just toyed with her salad.

Hrala sa so šalátom.

Vezmú Fenn so sebou.

11.CA

They take Fenn with them.

Symbols

CA-object of aim

MR-meaning of relation

OC-object of content

In Slovak sentences we can distinguish the case- Instrumental which is typical of adverbials. We avoided any examples of adverbials and worked only with examples of objects. According to Oravec (ibid) Instrumental represents the meaning of the object especially in cases where the transitive verb has got only one complement. In the Slovak language, the main criterion is the synonymity with the Accusative case, e.g. *potiahnúť motúz- potiahnúť motúžom*. The Instrumental occurs with transitive verbs that are bound with the Accusative.

Dušková (1988) classified objects into three groups: direct, indirect and prepositional. We will analyse examples of prepositional objects. We agree with Dušková (p. 439, ibid.) that “it is better to speak of the object of prepositional verbs as of the sole prepositional object because the verb forms with a preposition unity, lexical as well as formal. “ The prepositional object is expressed by nouns or pronouns and can have the same form as the adverbial. Dušková (ibid.) offers the following criteria how to recognize objects and adverbials:

The first important feature is relation.

The relation between the verb and the object is closer, whereas the relation between the verb and adverbial is freer.

The second important feature is position of the member in the sentence.

Object is an obligatory member of the sentence in contrast to the adverbial, which is an optional member of the sentence.

The third feature is independence of the form.

The form of the object depends on verbal rection, whereas the form of adverbial is independent from the verbal rection.

Both Oravec (1968) and Dušková (1988) agree that there is no sharp boundary between objects and adverbials, there is a smooth transition. Semantics of postverbal members as well as semantics of verbs play an important role in distinguishing these two sentence elements. This is the reason why it is important to include semantics, especially semantics of verbs into our analysis.

4. SEMANTIC ASPECT

In this chapter, different classification of verbs from semantic point of view is described. It is inevitable to define certain semantic terms that are used in this section. It must be born in mind that reality being described is a continuum – any discreteness is an artefact of the definitions. (Cruse, 1986). The term “sense“is defined according to Cruse (ibid.) as „ the meaning aspect of the “lexical unit“. Some verbs are general with respect to sense distinction, i.e. easily distinguished meaning and incorporation into verb groups. The meaning is general when the two meanings are associated with the same lexical unit. The meaning of some verbs is ambiguous, e.g. *enter*: 1. *enter the room*; 2. *enter the competition*. i.e. these two meanings represent two distinct lexical units. A scale exists between general and ambiguous meaning. Linguists try to find finer criteria how to divide verbs according to their meaning.

Panevová (1974), Levin (1993), Anderson (1971), Wierzbicka (1988) and Jackendoff (1990) claim that syntactic and semantic level is very closely related. For detecting specific features of the verbs and prepositions it is inevitable to study both levels of the linguistic system. A lot of studies have been written about the interplay of both levels. As it was mentioned in the previous chapters, Katz (2003) for analyzing verbal-prepositional structures, the effective analysis should reveal specific features of such structures. As a key can serve decomposition of the verb.

Quirk et al. (1992), Dušková (1988) offered classification of the verbs according to semantic criteria, i.e. certain semantic features that are common for a certain group of verbs. Levin (1993) claims that syntactic properties are semantically determined and searched to what extent the meaning of a verb determine its syntactic behaviour. Her classification is based on the interplay of semantic and syntactic level. What is really important is to find the effective method how to identify relevant components of verbal meaning. Many studies on verbal meaning failed because the authors were not able to detect relevant components of the meaning.

4.1. Verbal Semantic Classification

Quirk et al. (1992) divides verbs into 83 semantic groups. There are different groups that are ordered alphabetically, such as:

agentive, attitudinal (here belongs verbs: *intend, wish, want, like, dislike*, etc.) being, belief, bodily sensation (e.g. *hurt, ache, tickle, itch*, etc.), causative, coercive, cognition, communication, comparison (e.g. *exceed, equals*), completion, continuing, declarative (e.g. *certify, declare, proclaim*, etc.), direction, durative, emotive, ending, event, existential, expecting, factual, frequentative, general evaluation, goings-on, gradable, having, hearing, hypothesis, inception, influencing, intellectual state, liking, locative, making, measure, mental state, momentary act-event, motion, negative meaning, nonagentive, nonconclusive, no gradable, observational, opinion, owning, perception, permission, placing, posture, process, public, quality, remaining, result, retrospective, saying, seeming, shared knowledge, speaking, speech act, state, thinking, transitional act- event, volitional and wanting.

The authors do not analyse semantic categories in detail. There are some examples of verbs that belong to certain category or a short definition of the group, e.g. the group: *accomplishment* is defined as “*an action takes place over a period and has accomplishment a goal or an end point.* “ The group: *transitional events, acts* is defined as “*the group that has little or no duration, involves a consequent change of state.* “. The *stance* group represents intermediate between the stative and dynamic categories, e.g. *live, sit, lie*, etc. The *arranging* group expresses verbs of saying, expecting, or wanting, where the predication has future reference. The *intellectual state* group includes verbs such as: *know, believe, think, wonder, suppose, realize, understand, imagine*, etc.

The quantity of groups is too big and it is difficult to classify certain verbs because they can be part of several groups due to the fact that some definitions are too general or none. The verb *believe* can be found in the group *belief* as well as in the group *intellectual state*.

Dušková (1988) divides verbs into two categories, both of them include subcategories:

1. Dynamic

- a) events, activities that can be observed, e.g. *move, hurry*
- b) mental processes, e.g. *think, wonder*
- c) developing acts, events or changes of states, e.g. *develop, grow*
- d) momentaneous verbs, e.g. *bang, hop, jump*

2. Nondynamic

- a) physical state, e.g. *feel, hurt*
- b) sensual perception, e.g. *see, hear*
- c) verbs expressing intellect, emotions, attitudes, e.g. *know, understand, love*
- d) verbs expressing relations and states except of human object or verbs that express appearance, e.g. *contain, include, matter, signify*

The classification of verbs according to Dušková is systemic; there is main classification into two large groups: dynamic, nondynamic verbs. Each of these groups contains further classification. For finer analysis of the verbal prepositional structures it is necessary to determine the best size for verb classes, i.e. to find classification that is neither too general nor too specific. In the further research the complementation of the verbal prepositional structures come into practice.

Czech grammar books *Mluvnice češtiny III* (1987) and *Příruční mluvnice češtiny* (1996) classify the semantic classes of predicates according to basic semantic features of the verbs:

- participants are included ↔ participants are not included
- static ↔ dynamic
- mutational ↔ no mutational
- action ↔ no action

Wierzbicka (1988), Jackendoff (1990) and Anderson (1971) have drawn attention to systematic differences in meaning between sentences with the same items in slightly different constructions, i.e. the change of the preposition. Anderson (ibid.) observed that the following sentences also differ in meaning:

- a) *I loaded the truck with the hay.* (it implies that the truck is entirely filled with hay.)
- b) *I loaded the hay onto the truck.* (no such implication exists.)

4.2. The Case as a Distinguishing Criterion of the Verbs

Oravec, Bajžíková in *Syntax* (1982) divide cases into two categories:

- dynamic cases (Accusative, Genitive, Dative)
- static cases (Instrumental, Locative)

The above classification comes from analogous classification of the verbs into dynamic and static groups. The grammatical category of the case fulfils its function only with the words with that is related, i.e. verbs, nouns, adjectives, etc.

Oravec (1967) in his monograph *Vázba sloviés v slovenčine* divides verbs into several semantic groups according to collocability with prepositions. Oravec included a case; grammatical category as a main distinguishing criterion. The groups of the verbs that are connected with the same case and the same preposition are divided into smaller semantic groups on the ground of the semantic criteria. Disadvantage is that the group of verbs that is included into his study is limited.

Fillmore (1968) used the grammatical category of the case to create a new branch of the grammar called the case grammar. Semantic complementations of the verbs, that are the representation of the surface case form, are marked as the semantically defined in-depth cases, e.g. Agentive, Instrumental, Dative, Factitive, Objective and Locative.

In Slavonic languages, e.g. Slovak, Czech, the complementation of the verb with its object is bound to the specific form of the object that is expressed by the case and expressed by the means of the specific suffixes.

4.3. Verb Classes by Levin

Levin (1993) created semantic verb classes by the assumption that the behaviour of a verb, particularly with respect to the expression and interpretation of its arguments, i.e. expressions that help complete the meaning of the predicate, is to a large extent determined by its meaning.

Verb meaning is a key to verb behaviour. Knowing the meaning of a verb helps to know its behaviour. The differences in verb behaviour can be explained if the diatheses alternations, which involve a change in a verb's transitivity, are sensitive to particular components of verb meaning. Alternation means that the verb can occur with a range of possible combinations of arguments and adjuncts in various syntactic expressions.

Some verbs of the similar meaning should belong to the same semantic class. After examining them by alternations, the result is that on the syntactic level, they behave in a different way. To take into account only semantic criterion on its own is insufficient.

A verb's behaviour (Levin, p.11, *ibid.*) arises from the interaction of its meaning and general principles of grammar. Thus, the lexical knowledge of a speaker of a language must

include knowledge of the meaning of individual verbs, the meaning components that determine the syntactic behaviour of verbs, and the general principles that determine behaviour from verb meaning.

Verbs are classified according to diathesis alternations. The alternations are subdivided into 3 main groups on the basis of the syntactic frames involved. These major groups are followed by a variety of other types.

1. Transitivity Alternations.

Here belong alternations involving a change in a verb's transitivity. These alternations take the form 'NP V NP' alternating with 'NP V' or else 'NP V NP' alternating with 'NP V PP'. The transitivity alternation group involves *object of transitive = Subject of intransitive alternation*. i.e. the semantic role of the subject of the intransitive use of the verb is the same as the semantic role of the object of the transitive use of the verb, *unexpressed object alternation*, *conative alternation*, and *preposition drop alternation*. Classifying criteria are mostly of the syntactic feature.

One of the alternations is *middle alternation*. The intransitive variant of this alternation, the middle construction, is characterized by a lack of specific time reference and by an understood but unexpressed the Agent. The middle alternation is described as being restricted to verbs with affected objects, e.g. (Levin, p. 26, *ibid.*):

- a. *The butcher cuts the meat.*
- b. *The meat cuts easily.*

- c. *Janet broke the crystal.*
- d. *Crystal breaks at the slightest touch.*

Middle alternation group corresponds with the so-called medio-passive introduced by Poldauf (p. 15, 1969): "Transitive verbs are sometimes used without an object verb, because the subject is logically their direct object (goal, acted upon), the subject not being expressed because of its indefiniteness. Active verbs are notionally passive though formally active. "

2. Alternations involving Arguments within the VP.

All of these alternations are displayed by transitive verbs taking more than one internal argument and arise because these verbs allow more than one way of expressing these

arguments. This group of alternations includes *Dative, Benefactive, and Locative alternation*. Distinguishing criteria are based on the cases with that the verbs are bound.

The Dative alternation is characterized by an alternation between the prepositional frame 'NP1 V NP2 to NP3' and the double object frame 'NP1 V NP3 NP2'. :

a. *Bill sold a car to Tom.*

b. *Bill sold Tom a car.*

The group arises from the semantic criteria, the following alternations belong to this group: *creation and transformation, fulfilling, image impression, blame, search, body – part possessor ascension, etc.*

3. “Oblique“ Subject Alternations.

The alternations (Levin, p. 79, 1993) involve a change in the number of noun phrases found with the verb: the verb is found with one less noun phrase in one variant than in the other. These alternations involve verbs that have “agent“ subjects, but that alternatively may take as subjects noun phrases that can be expressed in some type of prepositional phrase when the verb takes its canonical “agent“ subject. Such subjects have been referred to as “oblique“ subjects because certain prepositional phrases, particularly those expressing nonsubcategorized arguments, are sometimes referred to as oblique phrases.

Following Levin, verb classes are sets of semantically-related verbs sharing a range of linguistic properties, such as: possible realizations of arguments and interpretation associated with each possible argument realization. Classification is realized in two ways:

- according to their **semantic content**: manner of motion verbs, sound verbs, change of state verbs, perception verbs, verbs of gestures and signs, weather verbs...
- according to their participation in **argument alternations**: causative, conative, dative, locative, with/against alternation.

5. VALENCY

The term **valency** is not used in British linguistics and it is not put as an entry in *The Oxford Companion to the English Language* (1992). This term is used in *The Cambridge Encyclopaedia of Language* by David Crystal in the section on Schools of Thought in the connection with Dependency Grammar. In *Oxford English Dictionary* the term *valency* is explained as a chemical term: “the combining power of a chemical element, as measured by the number of hydrogen atoms it can displace or combine with. “ (p.847).

Valenční slovník českých sloves is based on the theory of Function Generative Description and used data from Prague Dependency Treebank. (Lopatková et al., 2008)

The valency lexicon *Slovesa pro praxi* (Svozilová et al., 1997) analyzed 767 most frequent Czech verbs. The authors used the theory by Daneš and Hlavsa on sentence patterns in the valency lexicon.

5.1. Insight into Valency

Valency as a term in linguistics was introduced by Tesnière (1959) and used in the context of syntactic analysis of a sentence. He divided the surroundings of the verb into two groups: actants and circumstants and defined valency as the ability of the verb to bind the highest number of the actants and a certain number of the circumstants. This definition comes from the similarity to features of the atoms to create bounds.

Slovak linguist Eugen Pauliny (1943) introduced the term „intention“ of the verb into grammar on the ground of the features of the verb and presence of the agents and patients.

Kačala (p. 86, 1989) defines intention as a semantic relation on the level of the meaning and intentional values, valency on the level of the form.

Panevová (p. 18, 1980) differentiates rection and intention. Rection is a feature to demand that a dependent word should have a certain morphematic form.

Any given verb can occur in infinitely many sentences, but we believe that the description of its valency can be discrete and finite. Therefore it is clear that the study of valency requires the ability of a huge generalization over the language performance.

5.2. Valency and Linguistic System

If we would like to speak about valency, we should decompose language system into several subsystems. There are different approaches how to do that. Allen (1995) offered the following levels: (1) phonetic and phonological, (2) morphological, (3) syntactic, (4) semantic, (5) pragmatic, (6) discourse.

Meaning-Text Theory (abbrev. MTT) Kahane (2003) offered the following levels of the language system: (1) surface-phonological, (2) deep-phonological, (3) surface-morphological, (4) deep-morphological, (5) surface-syntactic, (6) deep-syntactic and (7) semantic.

Traditional linguistic system is divided into the following subsystems:

- Phonetic level
- Grammar level (includes morphological and syntactical level)
- Lexical level

Daneš (1964) is convinced that the interrelations of semantic and grammatical levels must necessarily be stated in order to give a full account of an overall linguistic system. The semantic structure of the sentence is based on that kind of relations that is sometimes called logical, these relations are derived from nature and society, e.g. actor and action; the bearer of a quality or of a state and a state; action and an object resulting from the action or touched by it, etc. The grammatical level is an autonomous and not one-sided dependent on the semantic content. Thus, the grammatical categories such as subject etc. are not based on the semantic component, but on the syntactic form only.

Oravec, Bajzíkóvá in Syntax (1982) argue that the syntactic level stands above the others because of its best representation of the complexity of the language and its narrow relation with thinking. All of these levels are related and influenced each other. The syntactic level has many common features with the lexical level. Syntactic constructions are created on the lexical meanings of the words that are present.

Dowty (1979), Gazdar et al. (1985) claim that the relation between a syntactic expression and a semantic representation is straightforward and direct. The semantic rules of combination with other words must directly reflect the syntactic rules of combination.

Semantic features of the head percolate upward to the phrasal level; in particular, semantic features of the verb are assumed to percolate upward to influence the semantic features of the sentence. (Snieber in Jackendoff, 1990)

Daneš (1994) followed the thoughts of the Prague Linguistic Circle of marked and unmarked acts that enables to distinguish the centre of the linguistic system and the periphery

of the language. Thus the semantic structure of the sentence is not a mere combination of particular syntactic meanings: it displays a hierarchical order. This hierarchy has two parameters:

- (1) some semantic items belong to the centre of the sentence, others are peripheral;
- (2) the central semantic elements are differentiated according to their position in the network of syntactical (grammatical) dependencies.

Lexical meaning of the verb, especially its element, i.e. *intention* determines the number of the clause elements. Oravec, Bajžíková in Syntax (1982), Jackendoff (p. 9, 1990) claims the same: It is widely assumed, and I will take for granted, that the basic units out of which a sentential concept is constructed are the concepts expressed by the words in the sentence, that is, lexical concepts.

Oravec (1967) claims that one complementation form does not belong only one verb but is common for the whole group of the verbs with similar meaning, e.g. one semantic group has the same complementation form. The results in the research will prove or disapprove this claim.

5.3. Valency in Functional Generative Description

Functional Generative Description (FGD) is a system of the description of natural language developed in the Prague group of mathematical linguistics that works with the following subsystems: tectogrammatical representation, surface syntactic representation, morphological representation, morphonological representation and phonetic representation as it was described by Sgall (1967). This theory was elaborated especially at tectogrammatical level by Panevová (1974, 1980). „The question of verbal frames must be viewed from a standpoint distinguishing two levels of the structure of the sentence- in the terminology of the Prague group of algebraic linguistics these are the semantic (tectogrammatical) and the surface (phenogrammatical) levels.“ (Panevová, p. 4, 1974). Tectogrammatical level represents semantic representation. In FGD they do not use the term semantic level because it is sometimes used in opposition to pragmatics and it is not clear how deep this semantics is and what it includes. Panevová argues that the syntactical level as the highest level in the description of the linguistic system is insufficient.

5.3.1. Characterization of the Valency Field in FGD

In FGD (Panevová 1980) complementations (dependents) are divided into two groups:

- inner participants
- free modifications

Both types of verbal complementation can be either **obligatory** that are semantically always present with a given verb or **optional** (not necessarily present). Only inner participants (obligatory or optional) and obligatory free modifications belong to the verbal valency frame.

Five inner participants are distinguished at the tectogrammatical level: Actor, Patient, Addressee, Origin and Effect. Inner participants are determined semantically, except for the Actor and for the Patient. The Actor always stands in the first position; the second position always takes the Patient. The Addressee (ADDR) is the semantic counterpart of an indirect object. As a rule, ADDR is animate (*give something to somebody*). Effect (EFF) is the semantic counterpart of the second object or the verbal attribute (*appoint somebody as somebody*). Origin (ORIG) also comes from the second (or third or fourth) object, describing origin or something that is being transformed by the verb into something else (*expect something from somebody*).

The dialogue test was introduced to distinguish obligatory and optional dependents. The answer is not acceptable in case the complementation is semantically obligatory. On the other hand for the functor DIR 3 (directional where to) with the verb to *come* the answer “I do not know“ is acceptable and that is the reason why the complements are optional.

The second criterion for distinguishing inner participants and free modifications is **the concept of shifting of cognitive roles**. The principle of shifting requires that if a verb has only one inner participant, it is always the Actor and if there are two inner participants of the verb, they are always the Actor and the Patient, no matter of their semantics. Only if there are three or more inner participants, semantic criteria come into play.

The relation between the dependent and its governor at the Tectogrammatical Representation is labelled by a functor.

Valency frame in a narrow sense, i.e. the verbal valency frame captured in the lexicon Prague Dependency Treebank (PDT) contains only actants and those free modifiers which are obligatory for the given verb. The verbal valency in the wider sense concerns also all of its optional free modifications.

There are approximately 50 distinct free modifications. The list comprises modifications, such as *local, directional, temporal, manner, intention* or *causal*.

5.3.2. Individual Description of the Verbal Valency Frame in PDT

It is necessary to describe the verbal valency frame for each verb because it is related with its lexical and syntactical features. Linguists in the FGD introduced 33 valency frames.

For each verb, the appropriate functor as well as its surface realization (surface- syntactic and morphological form) is recorded in every slot of its valency frame. The surface realization through the morphemic case, preposition and morphemic case, and subordinate sentence with a conjunction is the most common. (Urešová, p.4, 2004):

For instance: *snížit*

-valency frame: ACT (.1) PAT (.4)? ORIG (z+2)? EFF (na+4)

- example: *snížit nájem u 8 na 6 tisíc*

(lit. Lower the rent from 8 to 6 thousand)

The question mark in front of the valency member in the above example denotes optionality, the other valency members are obligatory. For shortening the realization in the most common case (which is the requirement for a preposition and a certain morphological case) an abbreviation „preposition+case“ instead of „preposition [.case] “ can be used.

For instance: *volat*

- valency frame: ACT (.1) PAT (.4) i.e. the Actor in Nominative, the Patient in Accusative

- example: *volejte telefonní číslo 205338 (vytáčet)*

(lit.: call the phone number 205338) (to dial)

In our initial research, which contains verbs from the Cambridge Advanced Learner's Dictionary, many of them have different meaning.

- look at sth(OPINION): to consider something in a particular way:

If I'd had children I might have looked at things differently.

- look at sth (READ): to read something in order to check it or form an opinion about it:
Can you look at my essay sometime?
- look at sth (EXAMINE): if someone, usually an expert, looks at something, they examine it:
Did you get the doctor to look at your knee?

In the PDT, verbs with different meaning are taken into account. Such verbs can have the same morphological realization of the valency frame; this is used just when a clear distinction between the meanings (senses) exists.

For instance: **zakládat**

- verbal frame: ACT (.1) PAT (.4)

- example: *zakládat sukni (zkracovat)*

(lit.: to shorten a skirt by folding)

- verbal frame: ACT (.1) PAT (.4)

- example: *zakládat stránky v knize (označovat)*

(lit.: to mark the pages in a book)

Abstract and concrete meaning of a verb is distinguished by the Origin and Directional functors. For the abstract meaning of the verb Origin functor is preferable and for the concrete meaning Directional functor is used.

For instance: **vymáčknot** (*squeeze, get out*)

vymáčknot z obyvatel ORIG dane (lit.: to get out from the dwellers the taxes)

vs.

vymáčknot z citrónu. DIR šťávu (lit.: to press from the lemon the juice)

6. ANALYSIS OF VERBAL PREPOSITIONAL STRUCTURES

AIM:

1. To create English –Czech verbal prepositional counterparts.
2. To create verbal prepositional groups on the ground of the similar semantic, syntactic features.
3. To identify the features those are the same for each verb group and generalize them.
4. To identify trends and tendencies for verbs when they collocate with certain prepositions.

HYPOTHESES:

1. Certain rules exist by verbal prepositional structures.
2. Occurrence of the “regular“ verbal prepositional connections prevail over “irregular coincidental“ connections.
3. Verbs with similar meaning belong to the same semantic group and collocate with the same prepositions.

METHODS:

quantitative and qualitative analysis, methods of contrastive analysis

Abbreviations Used in the Research according to Prague Dependency Treebank

ACMP- accompaniment

ACT-actor

ADDR- addressee

APP- adjunct referring to the person or a thing, something or someone belongs to

CAUS- cause

COMPL- complement

DESCR- non-restrictive attribute in postposition

DIFF- difference

DIR 1- where from?

EFF-effect

MANN- manner

MAT- material

MEAN- means

PAT- patient

PRED- predicate

REG-regard

RSTR- restrictive attribute and not unambiguously non-restrictive attribute

THO –how often?

6.1. Methodology of Research

Complete sentences with verbal prepositional structures were taken from Prague Czech – English Dependency Treebank 2.0. Subject to analysis were the most frequent verbal prepositional structures containing prepositions OF and TO in English and their equivalents in Czech (also registered in the full context). All examples of adverbials that contained the preposition OF were excluded as well as all Czech non-prepositional equivalents. Condition was that predicates should be followed by objects from syntactical point of view. Sometimes the preposition OF was bound to another word than the predicate, e.g. qualifier *having plenty of cash*. In this case the preposition is bound to the qualifier *plenty*, such examples were excluded. The verbs *get out of*, *cut off of* are phrasal verbs, they did not fulfil *the* criterion of the full lexical verb with one particle, i.e. preposition. Similarly, complex predicates such as *take control* were eliminated, because it should not be clear whether the preposition is bound to the verb or the noun.

The verbal prepositional structures are classified into groups of verb phrases devised for this particular dissertation study. A comparison with the classification of verbs by Beth Levin is made. A few new classes were devised because some verbs are absent in Levin's classification. In the following chapters, the verbal prepositional structures with the preposition OF and TO are analyzed.

Verbal prepositional structures that belong to the same semantic group are examined according to two criteria: syntactical relations and lexico-semantic relations. Next, the tendencies for each semantic group are sought. In the survey, qualitative and quantitative approaches are used and the method of contrastive analysis is applied.

Prague Czech- English Dependency Treebank 2.0 is a sentence – parallel manually annotated treebank. It is a manually parsed Czech- English parallel corpus sized over 1.2 million running words in almost 50,000 sentences for each part. The annotation includes also links to two valency lexicons, PDT- VALLEX for Czech and Engvallex, which contains 6 213 valency frames for 3 823 verbs for English. PDT- VALLEX holds 10 593 valency frames for 6667 verbs. The English part contains the entire Penn Treebank- Wall Street Journal section. The Czech part consists of Czech translations of all of the Penn- Treebank- WSJ texts. The corpus is 1:1 sentence aligned. I used PML- TQ open source search tool for parallel English-Czech treebanks.

7. ANALYSIS OF VERBAL PREPOSITIONAL “OF” STRUCTURES

7.1. Verbal Prepositional Structures with the Meaning “Communication”

The group consists of verbs with a similar meaning, denoting to communication and cognitive processes. The verbs *tell*, *say*, *talk* and *speak* represent oral communication and transmitting messages. These verbs collocate with other prepositions, e.g. the verb *talk* with prepositions *to*, *of*, *about*, *with* and *at*, with a difference in meaning. Here belongs the verbal prepositional structure *hear of* denoting getting information through an audio channel.

The verbs *notify* and *inform* can be considered as synonyms. In Czech they collocate with the preposition *o* e.g. *upovědomiti o plánu*, *informovat o*; *already put warning labels in their catalogs informing customers of the one-party law/ již do katalogů zařazují varování informující zákazníky o zákoně o jednostranném souhlasu*. Together with the preposition *of* and the postponed nominal phrase, e.g. *notify of invitation*, *plan*, *plot*, *responsibility*, *transaction* they express the subject of the communication. The verb *warn* can be considered as a synonym to *notify* or *inform*, only with a stronger meaning *to inform someone of a possible danger or problem*.

The verbs *think*, *know* and *learn* can be classified as verbs denoting cognitive processes. The verbal prepositional structure *think of* was the most frequent in the group that is collocated with the preposition *of* in the research. It was translated into Czech as *myslet o*, *uvažovat o*, *vzpomenout si na* or *přijít na*. Translation of the verbal prepositional structure *think of* depends on the context of the whole sentence. Because the frequency of the verb is high, the options in translation are greater, too. The preposition *of* together with the nominal phrase that follows express the topic of the cognitive process – thinking, e.g. *think of commuter*, *cooperation*, *future*, *money*, *etc.*

The verbal prepositional structure *know of* belongs to the group of cognitive processes, too. It was translated by the Czech structure *vědět o*, e.g. *know of ambition*, *plan*, *risk*, *technology*, *use*, *etc.* The preposition *of/o* expresses together with the nominal phrase the result of cognitive process of thinking. The verb *know* collocates with other prepositions as well, e.g. *about*, like the verb *think*. Unlike in the verb *think*, the preposition *about* is not interchangeable with *of*. They have, like the verb *know*, different meanings, e.g. *know of* is defined in the Oxford Advanced Learner’s Dictionary as: “to have information about or

experience of somebody, something; *know about* is defined as: to have knowledge of something, to be aware of something. “

The last verbal prepositional structure that denotes cognitive processes is *learn of*, translated into Czech as *dozvědět se o*, e.g. *learn of development, infection, practice, etc.* The complete structure refers to cognitive process of getting information.

The meaning of the verbal prepositional structure *assure of* is defined in Oxford Advanced Learner's Dictionary as follows: “to tell somebody something positively or confidently, esp. because they may have doubts about it, “ e.g. *assure of paycheck*. Its Czech translation was *ujistiti se o platu*.

An oral communication is used to persuade somebody of something. The verbal prepositional structure *convince of* expresses this meaning. In the research material there were found expressions e.g. *convince of need, support or worthiness; to convince anti-abortion activists of his stalwart support/ aby přesvědčil aktivisty vystupující proti potratům o své věrné podpoře*. In all cases the structure was translated as *přesvědčit o*.

The reaction to persuasion can be an agreement. This is expressed in the verbal prepositional structure *approve of*, e.g. *approve of abortion/ souhlasit s potratmi*. The counterpart of *of* is *s*.

This structure is defined in the dictionary as: “to say that one is annoyed, unhappy or not satisfied. “ Here belong phrases *complain of loss and policy*. The second meaning of the verb *complain* was found in the expression *complain of moonlighting*. It implies suffering from something, usually some pain, etc.

The most frequent Czech preposition was *o*, e.g. *think of – myslet o*, *tell of – říct o*, *talk of - mluvit o*, *say of – říct o* and *inform of - informovat o*. The second most frequent preposition was *na*, e.g. *think of - vzpomenout si na*, *přijít na*, *warn of - upozornit na*. The preposition *před* occurred once, e.g. *warn of - varovat před*.

7.2. Verbal Prepositional Structures with the Meaning “Consist“

This is the second most frequent group that contains the verbs *consist*, *compose*, *make* and *come*. The verbs share a similar meaning: *to be made of* or *form from*. In the following sentence the verb *compose* was translated as *patří*. The translator translated the sentence to make it sound natural in Czech and the verb *patřit* is a better choice than the original *sestávat z čeho*, e.g. *and a third category is composed of disorders whose treatment is difficult or*

impossible if a person lacks adequate shelter./ a do třetí kategorie patří potíže, jejichž léčba je obtížná nebo nemožná, pokud osoba postrádá vhodné přístřeší.

The verb *consist* was translated as *sestávat z*, e.g. *consisting of \$100 million/ sestávající ze 100 milionů dolarů. The collateral consists of collateralized whole loans/ Záruka sestává ze zaručených půjček.*

The verbal prepositional structure *make of* occurred only in passive voice and expresses creation of a product from a raw material. e.g. *Cheerios and Honey Nut Cheerios are made of oats/ Řady Cheerios a Honey Nut Cheerios se vyrábějí z ovsa.*

The expression *come of* has a similar original meaning as the previous verbal prepositional structures. It expresses origin. *Ringers, she added, are "filled with the solemn intoxication that comes of intricate ritual faultlessly performed."/ Zvoníci, dodala, jsou "prodchnuti slavnostním opojením, které vychází z rafinovaného, dokonale provedeného obřadu".*

In all verbal prepositional structures that belong to this group occurs the preposition *z is the Czech* equivalent to the Czech equivalent to *of*. The preposition makes it clear that the product is made of certain material.

7.3. Verbal Prepositional Structures with the Meaning “Take away something from somebody“

The verbal prepositional structures *strip of*, *defraud of* and *deprive of* denote the definition of this group: to break principle. The verbs share the same meaning: “take away something from somebody. “ In the first case of the verb *strip* it is property or honours. In the second case, the verb *defraud* expresses taking something illegally from a person. The last verb *deprive* denotes taking something necessary or pleasant from someone. Translators used the preposition *o* in all verbal prepositional structures to specify what is being taken away, e.g. *...attempts to strip the president of his powers/ zkoušely připravit prezidenta o jeho moc; to defraud the Army of \$21 million/ připravit armádu o 21 milionů dolarů; deprive of right/připravit o právo.*

7.4. Verbal Prepositional Structures with the Meaning “Be guilty of a crime”

There are two prepositional structures with the preposition *of* that express the meaning to be guilty of a crime, e.g. *accuse of*: “to say that somebody done something wrong, is guilty of something or has broken the law“ and *convict of*: “to decide in a law court that somebody is guilty of a crime. “ Both of them are translated by the preposition *z*, *accuse of – vinit z* and *convict of – uznat vinným z*. The preposition *of/z* expresses origin. e.g. *I'm not accusing insurers of dereliction of duty. /"Neviním pojišťovny ze zpronevření se povinnosti*. In the following example, the preposition *of/z* is used as the only preposition that collocates with the verbs *accuse* and *convict*, e.g. *when someone is convicted of a felony./... pokud je někdo uznán vinným ze zločinu*.

In the research expressions were found describing various kinds of crime that collocate with the preposition *of*, e.g. *convict of trespassing, allegation, crime, extortion, felony* or *kidnapping*.

7.5. Verbal Prepositional Structures with the Meaning “Purify“

The meaning of the verb *clear somebody of something* is: “to show a person’s innocence. “ Translation of this verb was identical with the verbal prepositional structure *cleansed of/ očistit od*. The verbs are used in a different meaning. By the verb *clear* the original meaning to purify is shifted into metaphoric or figurative meaning.

The verbal prepositional structure *cleansed of* is defined in the Oxford Advanced Learner’s Dictionary as follows: “to make somebody or something thoroughly clean. “ In the research there are two occurrences of this verbal prepositional structure. In the first case, the meaning is original, wash away dirtiness. e.g. *cleansed of muck*. In the second example the meaning is figurative, e.g. *cleansed of sin*. The preposition *of/od* with the verbs *clear* and *cleansed* expresses getting rid of something.

7.6. Verbal Prepositional Structures with the Meaning “ Ask“

There are two verbal prepositional expressions with the same fixed structure, i.e. *ask something of somebody* and *require something of somebody*. It can be said that the verb *ask* represents a mild form of request. Czech translators used the same Czech verb in both cases: *vyžadovat od*, e.g. *He says the big questions aren't asked of companies coming to market./ Říká, že odpovědi na hlavní otázky se od společností, které přicházejí na burzu, nevyžadují. It is required of me that I give evidence./ Vyžaduje se ode mně, že podám důkazy.*

The Czech counterpart of the preposition *of* is again *od*, which expresses an administrator of the request.

7.7. Other Verbal Prepositional Structures Taking the Preposition OF

Some verbs were not put into any group because of their different semantic features. The following verbal prepositional of structures were found in the research material and classified with this last group, e.g. *remain of*, *partake of*, *relieve of* and *dream of*.

Prepositional structures are translated into Czech by using different prepositions that are connected with verbs. The verbal prepositional structure *remain of* was translated into Czech as *zůstat z*, e.g. *what remains of the oil tycoon's once-vast estate/ co pak zůstane z kdysi obrovského majetku olejového magnáta.*

The verbal prepositional structure *partake of*, synonymous with the verb *take part* means “to become involved or take part in something. “ It is interesting that this verb with the previous meaning collocates in English with the preposition *of*, which expresses mainly the partitive meaning, not sharing or involvement. In Czech or Slovak it collocates with *na*, which denotes involvement, e.g. *domestic franchisees apparently didn't partake of the improvement. / domácí provozovatelé licence se zjevně na tomto zlepšení nepodíleli.*

The verbal prepositional structure *relieve of* expresses the meaning “to release somebody from a duty or task by taking their place or finding somebody else to do so.“ It was translated e.g. as *relieve of duty/ uvolnit z funkce*. The Czech counterpart, *z*, denotes, together with the nominal phrase *duty*, a partitive object.

The third verbal prepositional structure *dream of* was translated as *snít o*. The preposition *of/o* expresses together with the object the topic of dreaming, e.g. *It's one more, too, for the fans who dream of a season that never ends./ Je to také další příležitost pro fanoušky, kteří sní*

o sezóně, která nikdy neskončí. The verb *dream* may collocate with *about*, interchangeable with *of*.

In all three cases, a different Czech counterpart of the English preposition *of* was used. The verbal prepositional structures from the last group occurred once or twice. It is therefore difficult to analyze semantic features which they might have shared.

7.8. Discussion of the Verbal Prepositional OF Structures

The most frequent was the verbal prepositional structure *think of*, which occurs 34 times. In the second place ended the prepositional structure *make of* with 30 occurrences. *Consist of* with 27 structures came third. Among the 20 most frequent structures, 12 belong to the group with the meaning “communication and cognitive processes“, e.g. *think of, say of, notify of, know of, approve of, inform of, warn of, learn of, tell of talk of, convince of* and *speak of*. It means that more than the half of the structures collocating with *of* expresses different ways of communication or knowledge. The group of structures representing the meaning “consist“ , “take away something from somebody“ or “to be guilty“ is relatively small with 3 or 2 occurrences. The group “communication and cognitive processes“ is the largest group and moreover, the most frequent verbs belong to it. It can be said that communication itself is vitally important in human society. Therefore the way how to communicate and express the ways of communication is so variable. This may be the reason why the verbs of this type occupy the first places.

The preposition *of* with the nominal phrase that follows express in the first most frequent group “communication“ mainly the topic of communication, e.g. *say of resignation* or the result of a cognitive process: getting information, e.g. *know of technology*. The meaning of the preposition *of* in the second group “consist“ represents together with the nominal phrase the partitive object.

Chart 1: Number of Occurrences of Verbal Prepositional OF Structures

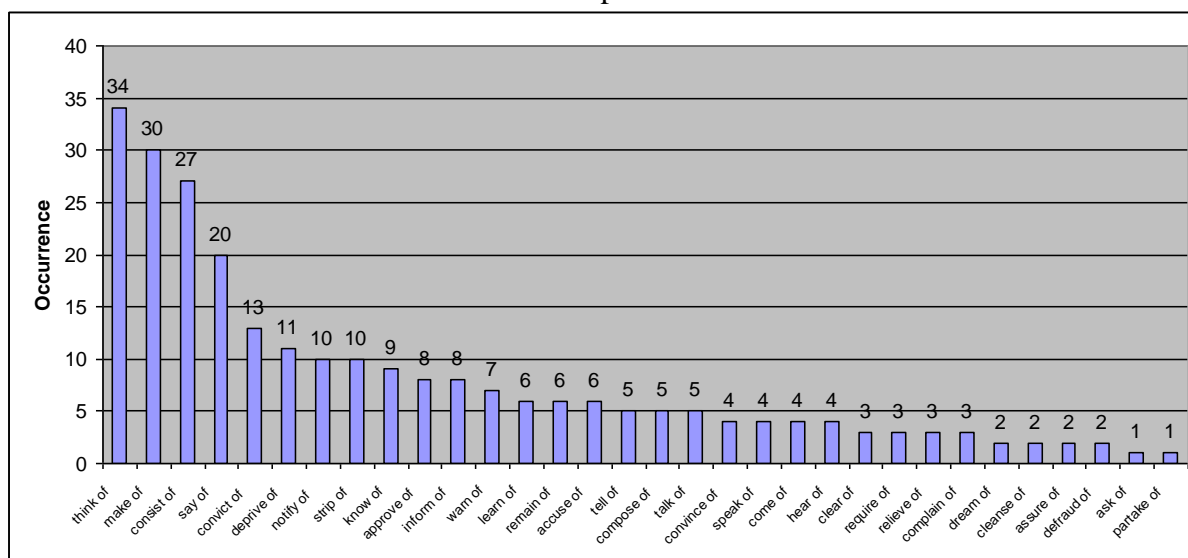


Table 1: English Verbal Prepositional OF Structures and Their Czech Equivalencies with Number of Occurrences

think of	myslet o, uvažovat o, vzpomenout si na, přijít na	34
make of	vyrábět z, vytěžit z	30
consist of	sestávat z	27
say of	říct o, uvádět o, prohlásit o	20
convict of	uznat vinným z	13
deprive of	připravit o	11
notify of	upovědomiti o	10
strip of	připravit o	10
know of	vědět o	9
approve of	souhlasit s	8
inform of	informovat o	8
warn of	varovat před, upozornit na	7
learn of	dozvědět se o	6
remain of	zůstat z, zbýt z	6
accuse of	vinit z	6
tell of	říct o	5
compose of	sestávat z	5
talk of	mluvit o	5
convince of	přesvědčit o	4
speak of	svědčit o	4
come of	vycházet z	4
hear of	slyšet o	4
clear of	očistit od	3
require of	vyžadovat od	3
relieve of	uvolnit z	3
complain of	stěžovat si na	3
dream of	snít o	2
cleanses of	očistit od	2
assure of	ujistiti se o	2
defraud of	připravit o	2

ask of	vyžadovat od	1
partake of	podílet se na	1
Total		258

Table 2: Occurrence of Czech Equivalent Prepositions in Semantic groups

Group “communication“	O/106; NA/15
Group “consist“	Z/ 72
Group “take away sth. from sb.“	O/23
Group “be guilty of a crime“	Z/19
Group “purify“	OD/5
Group “ask“	OD/4

The results reveal that each semantic group is represented by one preposition. In one case, in the most frequent group “communication“ by two prepositions, whereas preposition O represents 88% of all occurrences and preposition NA 12%. It was caused by a shifted meaning of the verbal prepositional structure *think of* which was translated according to the context as: *přijít na*.

The most frequent equivalency was OF/O. It can be found in the connection with the verbs expressing the topic or subject of communication. The second most frequent equivalency is OF/Z that can be found in the semantic group “consist“ detecting the origin or material from which the product is constructed.

Occurrence of one preposition confirms the hypothesis 2 that “Occurrence of the “regular“ verbal prepositional connections prevail over “irregular coincidental“ connections. “ In the research there were 28 “regular“ verbs that collocate with the preposition *of*, it means verbs that can be classified and put into semantic group together with the verbs with similar semantic features. There occurred only 4 “irregular“ verbs which stand individually because cannot be put into any semantic group.

It also confirms the hypothesis 3 that “verbs with a similar meaning belong to the same semantic group and are bound with the same preposition. “ The most frequent group contains many verbs expressing communication, e.g. oral communication represents the verbs *say*, *tell*, *talk* and *speak*.

7.9. Semantic Classification of Verbs Taking Preposition OF by Levin

The verbal prepositional of structures are classified in the following paragraphs by Beth Levin. She divided verbs according to several criteria, the most important was the semantic criteria and grouped together verbs that share a kernel of meaning and explored in detail the behaviour of each class.

7.9.1. The group 10.6. Verbs of possessional deprivation: cheat verbs

The verbs describe “depriving someone, something of an inalienable possession in a broad sense. “ (Levin, p. 129). The direct object (the Patient in Engvallex) is said to receive the “holistic“ interpretation found in the *of* variant of the locative alternation as manifested by the clear verbs.

There are three verbs which belong to this group: *cleanse*, *deplete* and *defraud*. All of them belong to the group of verbs with a negative meaning. After comparison of the valency frame according to Engvallex, it was found out that the verbs *defraud* and *deplete* contain the same valency members: ACT, ADDR, PAT. The valency frame of the verb *cleanse* does not contain the Addressee, but the Origin. In all cases the predicate is bound to three inner participants.

According to Levin (1993) locative Alternation is possible.

OF-O

[en] Last November, a federal grand jury indicted GE on charges of fraud and false claims in connection with an alleged scheme to defraud the Army of \$21 million on a logistics computer contract.

[cs] Minulý listopad vznesla federální velká porota proti společnosti GE obvinění z podvodných a lživých tvrzení v souvislosti s údajným plánem připravit armádu o 21 milionů dolarů na logistickém počítačovém kontraktu.

Valency slot:

to defraud/ the Army of/ \$21 million on /a logistics computer contract
PAT ADDR PAT MEANS

There are two examples with the verb *strip*, which belong to this group.

1. OF-O

[en] *The 1990 appropriations legislation attempts to strip the president of his powers to make certain appointments as provided by Article II.*

[cs] *Zákonodárné pokusy z roku 1990 týkající se dotací zkoušely připravit prezidenta o jeho moc realizovat určitá setkání, jak mu umožňuje druhý článek.*

Valency slot:

attempts to strip / the president / of his powers

PRED ADDR PAT

2. OF-O

[en] *Although the action removes one obstacle in the way of an overall settlement to the case, it also means that Mr. Hunt could be stripped of virtually all of his assets if the Tax Court rules against him in a 1982 case heard earlier this year in Washington, D.C.*

[cs] *Ačkoli opatření odstraňuje v tomto případě jednu překážku na cestě k celkovému urovnání sporu, znamená rovněž, že Hunt může být připraven takřka o všechna svá aktiva, pokud daňový soud rozhodne v jeho neprospěch v případě z roku 1982, který se projednával začátkem tohoto roku ve Washingtonu D. C.*

Valency slot:

could be stripped of / virtually / all / of his assets

PRED PAT DIR1

The first example is in an active voice, the second is in a passive voice. Two participants are bound to the predicate in each example. In both cases the valency slot contains the Patient.

7.9.2. The group 14. Learn verbs

The verbs describe the acquisition of information. There are two examples of the verb *learn*. In both of them the meaning of the verb *learn* is shifted from the basic meaning *gain knowledge of or skill in something through study or experience or by being taught* into *get information* when it is followed by the *of-* particle. The verb is directly followed by the Patient in both examples.

OF- dozvědět se O

[en] *Mr. Bush even disclosed privately that one Reagan-era deal with Congress required him to notify the odious Panamanian dictator, Manuel Noriega, if the U.S. learned of a coup plot that might endanger his life.*

[cs] *Bush dokonce soukromě uvedl, že jeden zákon Kongresu z Reaganovy éry vyžadoval, aby prezident USA upozornil nenáviděného panamského diktátora Manuela Noriegu, jakmile by se Spojené státy dozvěděly o spiknutí, které by mohlo ohrozit jeho život.*

Valency slot:

U.S. / learned of / a coup plot

ACT PRED PAT

7.9.3. The group 26.1. Build verbs

These verbs describe the creation of a product through the transformation of raw materials.

Raw Material Subject Alternation is possible (Levin, p. 173) e.g. *Martha carved beautiful toys out of this wood. This wood carves beautiful toys.* The verb *make* occurs in 4 cases in the passive voice that implies from the meaning of the verb. The predicate is followed by the Origin according to PDT. Czech as well as Slovak counterpart is preposition *z*. In the second example the verb *make* is in the active voice and differentiates in the meaning that is metaphoric: *make of something- vyťažit' z niečoho.*

1. OF- Z

[en] *“Cheerio’s and Honey Nut Cheerio’s have eaten away sales normally going to Kellogg’s corn-based lines simply because they are made of oats,” says Merrill Lynch food analyst William Maguire.*

[cs] *“Řady Cheerios a Honey Nut Cheerio’s vyžraly tržby, které jsou obvyklé pro řady cereálií na bázi kukuřice vyráběné společností Kellogg, jednoduše proto, že se vyrábějí z ovsa,” uvádí potravinový analytik společnosti Merrill Lynch William Maguire.*

Valency slot:

they / are made of / oats

PAT CAUS ORIG

2. OF-Z

en] But by most accounts, he made little of the post and was best known among city politicians for his problems making up his mind on matters before the city's Board of Estimate, the body that votes on crucial budget and land-use matters.

[cs] Většinou se o něm říká, že z té pozice příliš nevytěžil a byl mezi ostatními lokálními politiky znám tím, že se těžko rozhodoval před finančním výborem, který schvaluje klíčová rozhodnutí týkající se rozpočtu a využití půdy.

Valency slot:

he / made / little of / the post

ACT PRED PAT ORIG

7.9.4. The group 26.4. Create verbs

This set of verbs of creation and transformation takes an “effected object“- an NP that refers to the created object. There are two verbs that belong to this group: *compose and consist*.

In the following two sentences the object, which is bound to the verb is the Origin (ORIG), e.g. example 1. In two sentences the argument is in the function of the Material (MAT) e.g. example 2. In the third example, the argument is in the function of the Patient (PAT).

1. OF-Z

[en] In a recent report, the Institute of Medicine pointed out that certain health problems may predispose a person to homelessness, others may be a consequence of it, and a third category is composed of disorders whose treatment is difficult or impossible if a person lacks adequate shelter.

[cs] V nedávné zprávě poukázal Lékařský institut na to, že jisté zdravotní problémy mohou někoho predisponovat k bezdomovectví, jiné mohou být jeho důsledkem a do třetí kategorie patří potíže, jejichž léčba je obtížná nebo nemožná, pokud osoba postrádá vhodné přístřeší.

Valency slot:

third category/ is composed of / disorders

PAT PRED ORIG

2. OF- Z

[en] *The second part, consisting of \$100 million of senior subordinated floating-rate notes, was priced at 99 3/4 to float 4.25% above the three-month London interbank offered rate.*

[cs] *Druhá část, sestávající ze 100 milionů dolarů v prioritních podřízených úpisech s proměnlivou úrokovou sazbou, byla oceněna na 99 3/4 s plánovaným nárůstem 4.25% nad tříměsíční londýnskou mezibankovní úrokovou sazbou.*

Valency slot:

The second part/ consisting of / \$100 million of senior subordinated floating-rate notes

PAT	DESCR	MAT
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3. OF-Z

[en] *The collateral consists of collateralized whole loans with a weighted average coupon rate of 11.08% and weighted average remaining term to maturity of 28 years.*

[cs] *Záruka sestává ze zaručených půjček s váženou průměrnou úrokovou sazbou 11.08 % a váženým průměrem zbývajících termínů do splatnosti v délce 28 let.*

Valency slot:

The collateral / consists of / collateralized whole loans

ACT	PRED	PAT
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7.9.5. The group 29.4. Declare verbs

The verb *think* with a bound particle *of* was found three times in the data translated by the particle *o* and three times with the particle *na*. It is caused by a different translation of the verb *think*. By Levin, this verb is included in the group that does not allow as *alternation*. But in the first two examples such alternation is possible. (e.g. *think of the seed as a marginal crop; think of us prospectively as a good partner*).

Czech translators used different verbs for English counterpart: *uvažovat o semenech- think of the seed, myslet o nás- think of us, myslet o myšlence- think of an idea, vzpomenout si na chudáky dojíždějící do práce- think of poor commuters*.

In the following example the meaning of the verb *think* is identical with the verb *hear*: *Inzerenti o tom nechtějí ani slyšet. / Advertisers wouldn't think of it.* In the last example the meaning of the verb *think* is shifted and expresses the meaning *resolve*: *Only two classes of minds would think of this. / Na to mohly přijít jen dva druhy intelektu.* In all examples the predicate is followed by the Patient.

1. OF- myslet O

[en] *Richard Driscoll, vice chairman of Bank of New England, told the Dow Jones Professional Investor Report, "Certainly, there are those outside the region who think of us prospectively as a good partner.*

[cs] *Richard Driscoll, místopředseda Bank of New England, uvedl ve Zprávě skupiny Dow-Jones o profesionálních investorech: "Jistě jsou i mimo tento region tací, kteří si o nás myslí, že budeme do budoucna dobrým partnerem.*

Valency slot:

think of / us /prospectively / as a good partner

PRED PAT COMPL

2. OF- vzpomenout si NA

[en] *The Ministry of Construction spreads concrete throughout the country and boasts in international conferences that Japan's paved roadway per capita is the longest in the world, but they seldom think of the poor commuters who spend so much time sitting in traffic.*

[cs] *Ministerstvo pro výstavbu pokrývá betonem celou zem a na mezinárodních konferencích se holoedbá tím, že délka vydlážděné vozovky na osobu je v Japonsku největší na světě, avšak jen zřídka si vzpomene na chudáky dojíždějící do práce, kteří musí strávit tak mnoho času v dopravních zácpách.*

Valency slot:

think of / the poor commuters

PRED PAT

3. OF- přijít NA

[en] *"Only two classes of minds would think of this -- very weak human players, and computers," said Edmar Mednis, the expert commentator for the match, which was attended by hundreds of chess fans.*

[cs] "Na to mohly přijít jen dva druhy intelektu - velice slabí lidští hráči a počítače," řekl Edgar Mednis, odborný komentátor pro tento zápas, který navštívily stovky šachových příznivců.

Valency slot:

Only two classes of / minds /would think of / this
ACT APP PRED PAT

7.9.6. The group 29.5. Conjecture verbs

According to Levin (1993) the verbs belonging to this group are found in the infinitival copular clause frame NP V NP *to be* NP. The verb *know* that belong to this group was found twice, in both cases it is followed by the Effect. *He knew of no recent changes* (Effect). *They or anyone else knew of any risks*. (Effect)

OF- O

[en] *The last of the measurements reported was in 1985, but recent conversations with Mr. Scotto indicated that he knew of no recent changes in the trend.*

[cs] *Poslední měření, které zpráva obsahovala, bylo z roku 1985, ale nedávné rozhovory se Scottem naznačují, že o žádných změnách této tendence neví.*

Valency slot:

he / knew of /no recent changes

ACT PRED EFF

7.9.7. The group 30.1. See verbs

Here belong certain verbs of a sensual meaning. The verb *hear* that occurs in the data with the particle *of* belong to this group and describes the actual acoustic perception. In the sentence, the perceiver is the Actor and what is perceived is the Patient.

OF-O

[en] *If there were such evidence, you can be sure you would have heard of it.*

[cs] *Kdyby takové důkazy existovaly, určitě byste o nich už slyšeli.*

Valency slot:

you/ would have heard of/ it

ACT PRED PAT

7.9.8. The group 31.1. Convince verbs

This group belongs to the main group of the verbs of psychological state. Only one verb was found in the data: *convince*. In the sentence the predicate is followed by the Addressee and the Patient.

OF-O

[en] *For most of the past nine years, he has striven to convince anti-abortion activists of his stalwart support for their position.*

[cs] *Po většinu z uplynulých devíti let usiloval o to, aby přesvědčil aktivisty vystupující proti potratům o své věrné podpoře jejich názoru.*

Valency slot:

he / has striven to convince /anti-abortion activists/ of his stalwart support /for their position

ACT PRED ADDR PAT PAT

7.9.9. The group 37.2. Tell

The verb *tell* that occurs once characterizes an individual group. Its meaning does not include any further specification, such as manner or instrument component.

Dative alternation and sentential complement with a goal object is possible. (Levin, p.204). The predicate is followed by two inner participants: the Addressee and the Patient.

OF- O

[en] *Representatives of the Inuit and Cree peoples living in Quebec and Labrador in northeastern Canada told the ministry of the planned action at a meeting, a ministry spokesman said.*

[cs] *Mluvčí ministerstva řekl, že zástupci národů Inuit a Cree, které žijí v provinciích Quebec a Labrador v severovýchodní Kanadě, řekli ministrovi o plánované žalobě na schůzce.*

Valency slot:

told / the ministry / of the planned action

PRED ADDR PAT

7.9.10. The group 37.5. Talk verbs

The meaning of the verb relates to speaking. The verb *talk* collocates with the particle *of* to express the topic of the communication; it does not take sentential complement. It frequently collocates with the particle *to in* order to express the goal that the communication is directed to, the particle *with* indicates another participant.

OF-O

[en] *The firm's new head of mergers and acquisitions under Mr. Newquist, B.J. Megargel, talks of the opportunity to "rebuild a franchise" at Kidder.*

[cs] *B. J. Megargel, nový vedoucí oddělení pro fúze a akvizice, jehož nadřízeným je právě Newquist, mluví o příležitosti znovu ze společnosti Kidder "udělat právoplatného obchodního partnera".*

7.9.11. The group 37.7. Say verbs

The verb *say* was found in five instances and the verb *notify* once. This group belongs to the verbs of communication and creates a specific group because "the verbs can take a *to* phrase to indicate the Addressee of a communication but they do not allow dative alternation. "(Levin, p. 210).

In all sentences the English particle *of* was translated by the Czech particle *o*. In all cases, the verb *say* was used in the indirect speech that introduced the direct speech. Into Czech, it was translated by the synonyms of the verb *říkat*: *prohlásit, uvést*. These verbs are interchangeable and do not change the meaning of the sentence, e.g.

a). ... *said Ian Harwood chief economist at S.G. Warburg&Co., of the resignations of Chancellor of the Exchequer Nigel Lawson/ prohlásil, řekl, uvedl Ian Harwood, hlavní ekonom společnosti S. G. Warburg & Co., o rezignaci ministra financí Nigela Lawsona.*

times. In all examples the verb takes two inner participants: the Addressee and the Patient. The Patient expresses the topic of the message. The Czech translation of the structure *inform of* is *informovat o*.

OF-O

[en] *Some marketers of surveillance gear -- including Communication Control System Ltd., which owns the Counter Spy Shop and others like it -- already put warning labels in their catalogs informing customers of the one-party law.*

[cs] *Někteří prodejci odposlouchávacích zařízení - včetně společnosti Communication Control System Ltd. vlastníci Counter Spy Shop a dalších podobných obchodů - již do katalogů zařazují varování informující zákazníky o zákoně o jednostranném souhlasu.*

Valency slot:

informing / customers / of the one-party law

PRED ADDR PAT

7.9.13. The group 37.8. Complain verbs

The verbs express the speaker's attitude or feelings on what is said. They only take finite sentential complements. (Levin 1993). When they are connected with a *to* phrase, this phrase express the person to whom the communication is directed to. In the following examples, which are connected with an *of* phrase, denotes to the topic of communication.

In the data there were found two occurrences of the verb *complain* with a particle *of* that was translated as *stěžovat si na*. It is typical that the predicate is followed by the Patient.

OF-NA

[en] *Federal Reserve critics used to complain of ``stop and go" monetary policies.*

[cs] *Kritikové Federální rezervní banky si opakovaně stěžovali na "nárazovou" monetární politiku.*

Valency slot:

used to complain of / ``stop and go" monetary policies

PRED

PAT

7.9.14. The group 37.9. Advise verbs

In the data there were five findings of the verb *warn* with an *of* phrase. In the Czech translation was used the verb *upozornit na* once, e.g. *vláda byla upozorněna na veškeré nebezpečí* / *the government was warned of any dangers* and *varovat před* six times. The verbs that belong to this group express giving advice or warning. The predicate is always connected with the Patient.

The second example contains double *of* construction. The first *of* particle is bound to the verb *warn*, the second is bound to the Patient, the noun respectively. Czech translation contains the verb *upozornit* that collocates with the particle *na* or the verb *varovat* that collocates with the particle *před*. In all examples the predicate is followed by the Patient that expresses an event.

In the third example, the valency slot contains the Addressee, who has not been present in the above examples. In such case, two inner participants are bound to the verb: the Addressee and the Patient.

1. OF-NA upozornit

[en] *In that decision, the high court said a company must prove that the government approved precise specifications for the contract, that those specifications were met and that the government was warned of any dangers in use of the equipment.*

[cs] *V tomto rozhodnutí soud nejvyšší instance uvedl, že společnost musí prokázat, že vláda schválila přesné technické podmínky dané smlouvy, že tyto podmínky byly dodrženy, a že vláda byla upozorněna na veškeré nebezpečí vyplývající z používání daného vybavení.*

Valency slot:

the government / was warned of / any dangers

ADDR PRED PAT

2. OF-PŘED varovat

[en] *Ten years ago, the newspaper El Espectador, of which my brother Guillermo was editor, began warning of the rise of the drug mafias and of their leaders' aspirations to control Colombian politics, especially the Congress.*

[cs] Před deseti lety začal deník *El Espectador*, jehož redaktorem byl můj bratr Guillermo, varovat před růstem drogových mafií a snahami jejich bossů převzít vládu nad kolumbijskou politikou, především nad kongresem.

Valency slot:

began warning / of the rise of / the drug mafias

PRED PAT ACT

3. OF- PŘED varovat

[en] So how did a good senator like this end up approving a policy that required the U.S. to warn Mr. Noriega of any coup plot against him?

[cs] Jak se tedy stalo, že tak dobrý senátor nakonec schválil taktiku, podle níž by měly Spojené státy varovat Manuela Noriegu před jakýmkoli komplotem plánovaným proti němu?

Valency slot:

warn / Mr. Noriega of / any coup plot

PRED ADDR PAT

7.9.15. The group 47.1. Exist verbs

According to Levin (1993) *there insertion* and *locative inversion* is possible for the group which is represented by the verb structure remain *of* that is translated into Czech as *zůstat z*. (7 occurrences). The meaning of the verb *remain* is “to stay in the same place or condition”. The predicate is followed by the Patient.

In the first example, in the English sentence, all modifiers precede the Patient *estate*, in the Czech sentence, some of them are pre-modifiers, some of them follow the Patient and function as postmodifiers.

OF- Z

[en] If the case is converted to Chapter 7, what remains of the oil tycoon's once-vast estate -- now believed to have a value of less than \$125 million -- would be sold off quickly with most of the proceeds going to the Internal Revenue Service, whose claim for \$300 million in back taxes has priority in the case.

[cs] Bude-li případ změněn na zákon 7, co pak zůstane z kdysi obrovského majetku olejového magnáta - nyní se má za to, že má hodnotu menší než 125 milionů dolarů - bude rychle

rozprodán, přičemž většina výtěžku dostane státní daňový úřad, jehož nárok na 300 milionů dolarů daňového dluhu má v tomto případě přednost.

Valency slot:

remains of / the oil / tycoon's / once-vast estate

PRED REG APP PAT

OF-Z

[en] Recently, a contractor saved her from falling three stories as she investigated what remained of an old Victorian house torched by an arsonist.

[cs] Nedávno ji jeden podnikatel zachránil před pádem z třetího patra, když zkoumala to, co zbylo z jednoho starého viktoriánského domu po útoku žháře.

Valency slot:

she / investigated /what /remained of /an old Victorian house /torched /by an arsonist

ACT THWHEN PAT PAT ACT

7.9.16. The group 48.1.1. Appear

The verbs that belong to this group describe the appearance of an entity on the scene. In the data it was represented by the verbal prepositional structure come *of* that is translated into Czech as *vycházet z*. The predicate is followed by the Patient.

OF-Z

[en] Ringers, she added, are ``filled with the solemn intoxication that comes of intricate ritual faultlessly performed."

[cs] Zvoníci, dodala, jsou "prodchnuti slavnostním opojením, které vychází z rafinovaného, dokonale provedeného obřadu".

Valency slot:

Ringers, /she / added, are filled with / the solemn intoxication /that comes of/ intricate / ritual

PAT ACT PRED PAT EFF PAT

faultlessly performed ."

MANN

7.9.17. The group Accuse, convict

The following groups do not belong to any group by Levin's classification. In the data there were found the verbs with a similar meaning: *accuse* (6 occurrences) and *convict* (13 occurrences). According to their meaning "criminal delicts" they are put into an individual group. The predicate is followed by the Addressee and the Patient (example1), or by the Patient only (example 2).

In the second example the verb *convict* was translated by the Czech verb: *uznat vinným ze zločinu*.

1. OF- Z

[en] *"I'm not accusing insurers of dereliction of duty," Robert Patricelli of the U.S. Chamber of Commerce told Mr. Waxman's panel.*

[cs] *"Neviním pojišťovny ze zpronevření se povinnosti," řekl Robert Patricelli z obchodní komory týmu pana Waxmana.*

Valency slot:

I /m not accusing / insurers of / dereliction of / duty
ACT PRED ADDR PAT APP

2. OF-uznat vinný ZE zločinu

[en] *The question, she said , is whether Drexel should be allowed to pay and move on, or whether you should -LRB-simply-RRB- revoke the license when someone is convicted of a felony ."*

[cs] *Je otázkou, zda by mělo být společnosti Drexel dovoleno zaplatit a pokračovat, nebo jak uvedla, "zda byste měli (jednoduše) odejmout licenci, pokud je někdo uznán vinným ze zločinu."*

Valency slot:

someone/ is convicted of / a felony
ADDR COND PAT

7.9.18. The group Partake

The meaning of the verb *partake* is "to participate in an activity. " There is only one occurrence of the verb structure *partake of* that represents this group. It was translated by the verb structure *podílet se na*.

OF-NA

[en] McDonald's Corp. said third-quarter earnings rose 14% on a hefty sales gain, but domestic franchisees apparently didn't partake of the improvement.

[cs] Společnost McDonald's uvedla, že její příjmy za třetí čtvrtletí vzrostly díky silnému nárůstu prodeje o 14 %, ale domácí provozovatelé licence se zjevně na tomto zlepšení nepodíleli.

Valency slot:

domestic franchisees /apparently /didn't partake of / the improvement

ACT

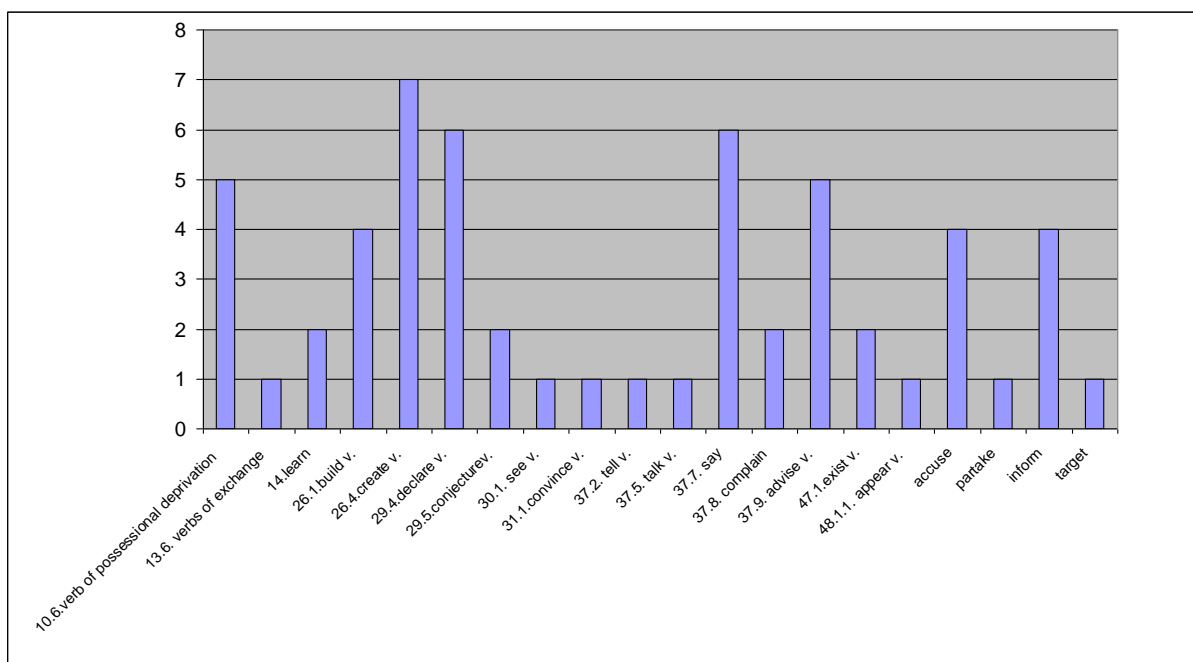
EFF

PAT

7.10. Discussion to Findings of Semantic Groups by Levin

The most numerous group is the group 37, Communicative verbs that contain 15 verbal prepositional structures. It is followed by the group 26.4 Create verbs that are covered by an umbrella term: Verbs of Creation and Transformation. In the third place there is the group 29 Verbs with Predicative Complements that contains subgroups: 29.4 Declare verbs and 29.5.Conjecture verbs.

Chart 2: Occurrence of Verbal Prepositional OF Structures in Semantic Classes by Levin



8. ANALYSIS OF VERBAL PREPOSITIONAL “TO” STRUCTURES

8.1. Verbal Prepositional Structure “Rise to”

The most frequent verbal prepositional “to” structure is *rise to*. It was found 238 times. In valency, the following patterns appear: actor, predicate, Patient, sometimes the Origin was added. The “to” phrase that follows the predicate corresponds with the function of the Patient, e.g.

[en] *Operating revenue rose 69% to a\$ 8.48 billion from a\$ 5.01 billion.*
[cs] *Provozní výnosy stouply o 69 % z 5.01 miliardy australských dolarů na 8.48 miliardy australských dolarů.*

Valency slot:

Operating /revenue / rose / 69% / to a\$ / 8.48 / billion / from a\$ / 5.01 /
RSTR ACT PRED RSTR PAT RSTR RSTR ORIG RSTR

billion.
RSTR

English *rise to* is the most frequently translated as *stoupnout na*. When comparing English and Czech sentences, it is interesting that English word order prefers in connection with the verb *rise* a higher value (more money, more percentage, etc.) that is followed by a lower value (less money, less percentage, etc.). In the Czech and Slovak traditions, it is preferred to start with a lower value that is increasing. That is why the word order in a Czech sentence after the predicate is different from English. See the example above.

The verb *rise* was translated by the Czech verbs with the meaning “to put higher“. There are verbs with the synonymous meaning, e.g. *stoupnout, vzrůst, zvednout, zvýšit, vyšplhat se, růst, posílit o určitou hodnotu*. All of these verbs can be used to express an increase from a lower position or level to a higher level. In English the structure *to rise to...from* is used. The Czech language uses verbs, e.g. *stoupnout, vzrůst z...na*. Sometimes the lower position, level is not defined and the verb *rise* is used to define only the higher position. Then, it collocates with the preposition *to*. The English counterpart is the preposition *na*, the only exception is the Czech verb *růst*, which collocates with *k*, which expresses the meaning close to a certain value,

position or level. This preposition was used because of the adverb *nearly*, which was used with the preposition *to* and together specifies the previous meaning. In English there is used a combination of the preposition and the adverb to define the meaning to be close to a certain value, while in Czech or Slovak this meaning is expressed by the preposition *k*. See example 15 below.

The following translations of the verb *rise* were found:

1. Stoupnout z ...na..

[en] Revenue rose 25%, to \$877.6 million, from \$702.4 million.

[cs] Příjem stoupl o 25 %, ze 702.4 milionu dolarů na 877.6 milionu.

2. Stoupnout o

Other examples: SNET common rose \$1.25 to \$85.50 / Kmenové akcie společnosti SNET stouply o 1.25 dolaru na 85.50 dolaru

3. Zvednout o ...na

[en] This means that the maximum yearly Social Security tax paid by workers and employers each will rise \$250.80 next year to \$3,855.60.

[cs] To znamená, že maximální roční daň na sociální zabezpečení, kterou platí zaměstnanci i zaměstnavatelé, se příští rok zvedne o 250.80 dolaru na 3855.60 dolaru.

4. Vzrůst o...na

[en] Sales rose 7% to \$3.8 billion.

[cs] Tržby vzrostly o 7 % na 3.8 miliardy dolarů.

5. Zvýšit o...na

[en] The National Restaurant Association says quick-service restaurant units in the U.S. rose 14% to 131,146 between 1983 and 1987, the last year for which figures are available .

[cs] Státní asociace restaurací uvádí, že počet restaurací s rychlou obsluhou se ve Spojených státech mezi lety 1983 a 1987, což je poslední rok, za který jsou dostupné údaje, zvýšil o 14 % na 131146.

6. Posílit o...na

[en] On the U.S. over-the-counter market, Jaguar's American depositary receipts rose 12.5 cents to \$11.125.

[cs] Na americkém mimoburzovním trhu posílily americké vkladní stvrzenky společnosti Jaguar o 12.5 centu na 11125 dolaru.

Data General rose $3\frac{3}{4}$ to $14\frac{1}{2}$ and Motorola gained $2\frac{3}{8}$ to $59\frac{1}{4}$. společnost Data General posílila o $\frac{3}{4}$ na $14\frac{1}{2}$

7. Zvýšit na

Other examples: about a 15% stake would rise to about 30%. /přibližně 15% akciový podíl by se nakonec mohl zvýšit až na 30 %.

8. Vzrůst na

[en] The 473 funds tracked by the Investment Company Institute, a Washington-based trade group, rose to \$356.1 billion, a record.

[cs] 473 fondů, které sleduje společnost Investment Company Institute, obchodní skupina sídlící ve Washingtonu, vzrostlo na rekordních 356.1 miliardy dolarů.

9. Vystoupit na

[en] Borrowed shares on the Amex rose to another record.

[cs] Vypůjčené akcie na Americké burze cenných papírů vystoupaly na další rekordní výši.

10. Vyšplhat se na

[en] Paramount Communications climbed $1\frac{1}{4}$ to $58\frac{1}{2}$ and MCA rose $1\frac{1}{2}$ to 64; both media companies have long been mentioned as potential acquisition candidates.

[cs] Společnost Paramount Communications se vyšplhala o $1\frac{1}{4}$ na $58\frac{1}{2}$ a MCA stoupla o $1\frac{1}{2}$ na 64; obě mediální společnosti jsou již dlouho uváděny jako potenciální kandidáti na akvizici.

11. Posílit na

[en] In New York Stock Exchange composite trading, Dayton rose \$1 to \$61.125.

[cs] Při kompozitním obchodování na Newyorské burze cenných papírů společnost Dayton posílila o 1 dolar na 61125 dolaru.

12. Stoupnout na

[en] Revenue rose to \$590.7 million from \$575.1 million.

[cs] Výnos stoupl z 575.1 milionu dolarů na 590.7 milionu dolarů.

13. Zvednout na

[en] THE MILEAGE RATE allowed for business use of a car in 1989 has risen to 25.5 cents a mile for the first 15,000 from 24 cents in 1988, the IRS says ; the rate stays 11 cents for each added mile.

[cs] POVOLENÉ NÁHRADY CESTOVNÍCH VÝLOH (podle počtu mil) se za rok 1989 zvedly do prvních 15000 mil na 25.5 centu na míli z 24 centů v roce 1988, přičemž za každou další míli zůstává sazba 11 centů.

14. Růst k

[en] That rose to nearly 18% during the Depression, and hasn't changed much since.

[cs] Toto číslo rostlo až k 18 % během krize a od té doby se mnoho nezměnilo.

Table 3:Translations of the verbal prepositional structure RISE TO

	NA	Z.....NA	O	O.....NA	K
Stoupnout	+	+	+		
Vzrůst	+	+		+	
Zvednout	+			+	
Zvýšit	+			+	
Posílit	+			+	
Vystoupit	+				
Vyšplhat se	+				
Růst					+

8.1.1. Other Verbal Prepositional Structures with the Meaning “Rise to“

The data were taken from the Prague-Czech- English Dependency Treebank 2.0. This bank is based on the texts from the Wall Street Journal that is a special newspaper on economics. Therefore, the core of the contents deals with this topic. Among the most frequent verbal prepositional structures collocated with the preposition *to* be the synonymous verbs with the meaning *rise to* or their antonymous verbs.

In the example (a) it is possible to substitute the Czech verb *zvedl* by its synonymous verbs: *vývoz vzrostl/ zvýšil se/ narostl/ stoupl o 4 % na 50.45 miliardy dolarů*. The change of the original verb in the sentence does not affect the meaning of the sentence, it remains the same. Similarly, it is possible to change the verb in the sentence (b) without the change in meaning.

Another verb that was frequent was the verb *grow to*. This was translated by the same Czech verbs as by the verb *rise to* or *increase to*. (*stoupnout, narůst, zvýšit na*). The valency slot is similar to the previous structures: Actor, Predicate, Origin, Patient, e.g.

[en] *For the third quarter, total operating revenue grew 2.6% to \$3.55 billion from \$3.46 billion.*

[cs] *Za třetí čtvrtletí stouply celkové provozní příjmy o 2.6 % z 3.46 miliardy dolarů na 3.55 miliardy dolarů.*

Valency slot:

total operating revenue / grew / 2.6% to \$3.55 billion / from \$3.46 billion.

ACT PRED ORIG PAT

The verb *raise to* was translated by the Czech verbs *zvýšit, zvednout na*, e.g. *raise its holding, its total loan reserves, oil production, wage, the amount of current, the ceiling, etc.* The usage of the verbs *rise* and *raise* depends on the other constituents that are connected with the verbs. According to Cambridge International Dictionary of English CIDE, a synonymous verb for the verb *raise* is *to lift* with the meaning “to cause something to rise or to become bigger and better“ (p.1170), and for the verb *rise* is “to increase. “ The valency slot consists of the following valency elements: Actor, Predicate, Patient, e.g.

[en] *PaineWebber repeated a buy recommendation on the stock and raised its 1990 earnings estimate by 35 cents a share, to \$5.10.*

[cs] *Společnost PaineWebber opakovala doporučení nákupu akcií a zvýšila svůj odhad výnosu za rok 1990 o 35 centů na 5.10 dolaru na akcii.*

Valency slot:

PaineWebber / raised/ its 1990 earnings estimate / by 35 cents a share, to \$5.10.

ACT PRED PAT EFF

It is interesting that *bring to* is a verb with higher frequency. The original meaning of the verb *bring* according to CIDE is “to take or carry (someone or something to a place)” (p.166). This is relevant to the meaning to put to a higher position, increase the amount. In the data the verb *bring to* was used to introduce the increasing quantity, e.g. *bringing the total number of such Canadian offices in the U.S. to 27. That will bring the total for the year to 10, from five during fiscal 1989.*

A figurative meaning of the verb *bring to* was found as: “to bring somebody to justice and bring to a halt. “

Other verbs: *lift, advance, boost, soar, gain* and *be* were found in a few examples with the same meaning as the verb *rise to*. When comparing the verbs *increase, rise* with the verbs *boost* and *soar*, it can be said that the verbs in the first group have a neutral meaning, while the verbs in the second group have the same meaning with a certain lexical shade, e.g. *soar*: “to rise very quickly to a high level.” (CIDE, p.1369). These verbs can be considered as synonyms involving a change in intensity. Higher intensity is connected with expressive or stylistic connotation.

A similar situation is in the group of verbs that express increase by jump. To this group belong the verb *spring* that occurs twice. There was found the verb *jump* as a verb with a neutral meaning and the verbs *leap and surge* with a marked meaning. The verb *leap* expresses “to make a large jump or sudden movement. “ (CIDE, p.805) and the meaning of the verb *surge* expresses “sudden and great increase forward. “ (CIDE, p.1469). Even when the verb had a certain lexical shade, translators used the same verbs as in the neutral meaning *vyskočit, stoupnout, poskočit*, e.g.

[en] *The biggest beneficiary was Northeast Bancorp, which surged 7 3/4 to 69.*
[cs] *Nejvíce získaly akcie společnosti Northeast Bancorp, které vyskočily o 7 3/4 na 69.*

There are three verbs *climb, come* and *inch* that were translated by the Czech verb *vyšplhat se, vyškrábat se*. It can be said that the verb *climb* expresses a neutral meaning and the verb *inch* expresses a certain lexical shade i.e. “to move very slowly. “ (CIDE, p.716). The verb *come to* was translated as *vyšplhat se*. The translator used an appropriate verb to express the English contents. e.g.

[en] *Sales in the first half came to 159.92 billion yen, compared with 104.79 billion yen in the four-month period.*

8.2. Verbal Prepositional Structure “Fall to“

The verbal prepositional structure *fall to* was the second more frequent structure in the data. It occurred 99 times and represented an antonymous meaning to the first most frequent verbal prepositional structure *rise to*. The frequency of this verbal prepositional structure is connected with the choice of the databank that is based on the texts on economics.

In all 99 sentences translated into Czech, the following Czech verbs were found: *klesnout na*, *poklesnout na*, *spadnout na*, *propadl na*, *znižil se na*. The choice of the verbs was influenced by the content of the sentence. The number of possible translations in comparison to the verb *rise is* lower.

The verbs collocated with the preposition *na* or the combination of prepositions *z...na*. The same situation occurred as in the verb *rise to*. The higher level, value preceded the lower level, value, e.g.

[en] Sales fell to \$251.2 million from \$278.7 million.

[cs] Tržby klesly z 278.7 milionu na 251.2 milionu dolarů.

Valency slot is similar to the verb *rise to*:

Sales / fell / to \$ 251.2 million / from \$ 278.7 million

ACT PRED PAT ORIG

Table 4: Translations of the verb *fall to*

	NA	Z...NA
Klesnout	+	+
Poklesnout	+	
Spadnout	+	
Propadnout	+	
Snížit se	+	

In one sentence the translation of the verbal prepositional structure was incorrect. In the English sentence there was used the structure *fell to*, which was translated as *klesl z*, the correct translation is *klesl na*. [en] Sales fell 20% to # 722 million. [cs] Obrat klesl ze 722

milionů liber o 20 %. The preposition *z* is used with verbs indicating an increase or decrease in collocation with the preposition *na*, in order to distinguish a lower and a higher level.

8.2.1. Synonymous Verbal Prepositional Structures with the Meaning “Fall to“

The verbs *drop*, *sink*, *dip* and *decline* are synonymous with the verb *fall*. There was a tendency to translate the verb *fall* as *padnout* and the verb *drop*, *sink* and *dip* as *klesnout*, e.g. *The average dropped 6.40 to 1247.87/ Průměr klesl o 6.40 na 1247.87./ The base metal price has dropped 30.3% from a year earlier to 78 cents a pound. / Základní cena za kov poklesla o 30.3 % z předchozího roku na 78 centů za libru*. The verb *sink* has more than one meaning. The first meaning is defined as “go down below the surface or to the bottom of a liquid, “the second meaning is a synonym to the verb *fall*.

Because of the fact that these verbs are synonymous, it is assumed that they have a similar valency slot: Actor, Predicate, and Patient. In the following example, the functor Difference (DIFF) is present that describes manner, e.g. *The average ACT/dropped PRED /6.40 DIFF /to 1247.87PAT /*

In the databank, there are verbs with a certain lexical shade and these were translated as *klesnout na*. The meaning of the verbs is lexically marked. Here belong the verbs *slide* and *slip*. Both have more than one meaning and the meaning in this context is defined as “to go into a worse state, often because of lack of control or care. “ (CIDE, p. 1352, 1353). The verb *slide* occurred only once and it was translated as *klesl na*. The verb *slip* occurred 11 times and was translated as *klesl*, *propadl*, *snížil se*, *sklouzl*. The last translation is influenced by the original meaning of the verb “to cause to move smoothly over the surface. “ (CIDE, p. 1352).

Another verb with a synonymous and marked meaning to the verb *fall to* is *collapse to* with the definition “to fall down suddenly because of pressure or lack of strength or support. “ (CIDE, p. 257).

The verbal prepositional structure *edge to* occurred only once and was translated as *klesnout na*. It expresses a gradual movement or a movement in gradual stages. Owing to the fact that it is a synonym *to fall*, the movement directs downwards. [*en*] *That decline was reflected in revenue for the GM Hughes unit, which edged down to \$2.58 billion from \$2.63 billion.*[*cs*] *Tento pokles se odrazil na příjmu jednotky GM Hughes, který klesl z 2.63 na 2.58 miliardy dolarů.*

The verb *downgrade* was found three times, e.g. *to downgrade B. notes to a single B-1*. In Czech or Slovak it is not translated by one-word verb but by the structure *snížit hodnocení, snížit hodnotenie*.

Other verbs synonymous to *fall* and translated as *klesnout* are: *ease to, plunge to, tumble to, and lose to*.

8.2.2. Verbal Prepositional Structures with the Meaning “Reduce to“

There is a group of verbal prepositional structures that describe a decrease of a value, position, level in a certain way, i.e. reduction. They are: *cut to, lower to and slash to*. All of them were translated as *snížit na*. The preposition *na* is repeated again to express reduction to a certain value, position, quantity, etc. In the valency slots for all these verbs there is a verbal inner participant: the Effect (EFF) which is the semantic counterpart of the second object or the verbal attribute (*appoint somebody as somebody*).

[en] *Jay Stevens of Dean Witter actually cut (PRED) his per-share earnings (PAT) estimate (PAT) to \$(EFF) 9 from \$9.50 for 1989 and to \$9.50 from \$10.35 in 1990 because he decided sales would be even weaker than he had expected.*

[cs] *Jay Stevens z Dean Witter ve skutečnosti snížil své odhady zisků z jedné akcie na 9 dolarů z 9.50 dolaru pro rok 1989 a na 9.50 z 10.35 dolaru pro rok 1990, protože došel k názoru, že tržby budou ještě nižší, než očekával.*

The verbal prepositional structure *cut to* was translated mostly as *snížit na*. There were some translations using synonymous Czech verbs *zrazit na (A)*, *zkrátit na (B)*. Both of them are interchangeable with the verb *snížit na*. Synonymous expressions are used to avoid repetition in the text, e.g.

(A) *Brazílie srazila vývozní cenu svého džusového koncentrátu z 1.55 dolaru na zhruba 1.34 dolaru za libru/ Brazil cut the export price of its juice concentrate to about \$1.34 a pound from around \$1.55.*

(B) *zkrátit výdaje na polovinu/ to cut net financing spending by half.*

The verbal prepositional structure *lower to* occur 8 times and represents translation word for word with the identical meaning: *lower to-snížit na*. It is interesting that this verb occurs only

in a few sentences to describe decrease in the value, position, level, etc. In opposite to other synonymous verbs with the similar meaning. e.g. *fall* (99 occurrences), *drop* (32 occurrences), and *decline* (23 occurrences). It can be connected with the choice of verbs by the translator, his individual attitude to the context and the frequency of both verbs in communication.

The verb *slash to* that is used in informal register with a figurative meaning was found as a synonymous expression to the verb with a neutral meaning *cut to*. CIDE defines one of its meanings as “strongly reduce. “ It was translated as *snížit na (hodnotu)*, e.g. *He was able to slash the price of the company's least expensive mountain bike to \$279 from \$750./ Cenu nejlevnějšího horského kola společnosti dokázal snížit ze 750 na 279 dolarů.*

Because of the fact that the verb *slash* is a synonym to the previous ones, the valency slot is similar to these verbs, the valency member Effect is present: *to slash* (PRED) *the price* (PAT) *to \$(EFF) 279.*

There is a verbal prepositional structure with a similar meaning to the verbs *lower to*, *cut to* and *slash to*. It is the structure *slow to* that expresses reduction of a speed in the context, e.g. *to slow inflation to 4.5% / zpomalit inflaci na 4.5 %.*

8.2.3. Verbal Prepositional Structures with the Meaning “Limit“

The verbal prepositional structure *reduce to* and *trim to* are synonymous. The first one has a neutral meaning. The second one is used in a figurative meaning to its genuine meaning “to cut a small amount of something“ (CIDE), in the context of the sentence it defines reduction, e.g. *But Smith Barney's Mr. Doyle, who yesterday trimmed his 1990 Anheuser earnings projection to \$2.95 a share from \$3.10.*

Both of them have a valency slot where the Patient is followed by the Effect, e.g. *It* (ACT) *would reduce* (PRED) *its equity stake* (PAT) *to 15%* (EFF). The Patient as well as the Effect are valency members that are necessary and the context is not complete without one of them.

The verb *narrow to* occurred 7 times and belongs to the group of verbs with a marked meaning. Its genuine meaning is: “become less wide,“ e.g. *a dirt road narrows to a track of sand*, that is shifted into a figurative meaning: *to limit*, e.g. *Pinnacle's SunCor Development Co. real-estate unit's loss narrowed to \$13.8 million from \$78.4 million.* So the verbs *narrow to* and *limit to* are synonymous. The difference is only in the meaning: the verb *narrow to* is used in the figurative sense, while the verb *limit to* has a neutral meaning.

In all cases verbal prepositional structures express reduction to a certain level, value, etc. In all cases, translators used the Czech preposition *na*.

8.3. Verbal Prepositional Structures with the Meaning “Relate to”

This is the first group which expresses another meaning than rising or falling to a certain position, value, level, etc. There were found verbal prepositional structures in the databank with the similar meaning *relate to*. The individual verbal prepositional structure *relate to* is the representative of the expression with a neutral, basic meaning: connect to. There were found synonymous verbal prepositional structures, some of them can be considered as words with a close meaning, e.g. *tie to*, *link to*. They have a figurative meaning in the context. Some expressions can be considered as words which share some semantic features, e.g. *peg to*, and *apply to*.

The verbal prepositional structure *relate to* has more meanings and therefore was translated by several expressions:

- *souviset s*: *to be related to uncertainty (ADDR)*;
- *spojit s*: *some pharmaceutical shares were popular on rumors related to new products (ADDR) / Některé farmaceutické akcie byly populární díky zvěstem spojeným s novými produkty .*
- *vztahovat se na*: *The settlement relates to four contracts (PAT) / Vyrovnání se vztahuje na čtyři smlouvy.*

In the previous sentences the preposition *s* appeared which expresses the Addressee together with the nominal phrase. When the verb collocates with the preposition *na* expresses the Patient with a nominal phrase in the valency slot.

The verbal prepositional structures *tie to* and *link to* were translated as *souviset s*, *spojit s*. Because of the fact that they are synonymous expressions to the verb *relate*, they have the same valency slot that contains the Addressee. These verbs are interchangeable in sentences without the change in meaning.

The verbs *peg to* and *apply to* can be put into one semantic group with the meaning *fix*, *connect to*. The verb *peg* is used in informal register while the verb *apply* in the formal

register. The valency slot contains the Addressee, e.g. *The currency is pegged to the U.S. Dollar (ADDR).*

Other verbs that express the meaning relate to are *refer to* and *apply to*, e.g. [en] *The word dissemination, it decided, referred only to itself.*/[cs] *Toto šíření slova, rozhodla, se vztahuje jen na ni.*

Another meaning of the verb *refer to* is “to describe somebody as somebody.” It was translated by the Czech verb *označovat za* that is followed by the Effect. *One official newspaper, Legal Daily, even directly criticized Mr. Nixon, who is normally referred to here as an “old friend.” (EFF) /Jeden z oficiálních deníků, Legal Daily, dokonce Nixona, který zde bývá běžně označován za “starého přítele”, přímo kritizoval.*

There are some verbal prepositional structures, where the verb *refer* has another meaning: “mention” and was translated as *zmiňovat se o*. In the sentences with this meaning, the valency slot contains the Patient instead of the Effect, e.g. referring to *the victims (PAT)*. Other used verbs were chosen by the translator according to the context of the sentence, e.g. *vztahovat na/ odkazovat na/ odvolávat se na, narážet na (politiku)*.

The verbal prepositional structure *apply to* was translated by the Czech verbs: *vztahovat se na/ apply to elected officials*; *platit pro*: *Podle Delaneyovy klauzule, která platí pro zpracovávané potraviny/ Under the Delaney clause, which applies to processed food*. In the valency slot, the Predicate is followed by the Patient.

8.4. Verbal Prepositional Structures with the Meaning “React to”

The following verbal prepositional structures occurred in the databank: *react to*, *respond to* and *alert to*. Their meaning can be described by the definition from CIDE: “to act in a particular way as a direct result of something else.” (p.1177). The verb *alert* expresses even stronger action. Czech translation of the verbs *respond* and *react* is the same: *reagovat na*, e.g. *react to sharp rises*. The verb *alert to* was translated by a verb with a stronger meaning: *upozornit na*. There are only a few examples of the structures with the meaning *react to* in comparison to the group *rise to or fall to*. It implies from the topic of texts that was used in the research.

The verb *react* can collocate with a preposition *on* that changes the meaning of the verb and is defined as: “to have a bad effect.” (CIDE, p. 1177).

8.5. Verbal Prepositional Structures with the Meaning “Agree to“

The verbal prepositional structures *agree to*, *consent to*, *accustom to* and *acquiesce to* express the meaning *agree to something* in a narrow or a broad sense. The verb *agree* is more frequent in common speech than the verb *acquiesce*, which could be synonymous. It is defined in CIDE as: “to accept or agree to something, often unwillingly. “(p. 12). Another synonymous verb is the verb *consent* that is more formal verb but expresses a similar meaning: “give one’s permission or agreement. “ (CIDE, p. 289). The last verb put into this group is the verb *accustom to*, which can be defined in a broad sense as *agree with certain conditions*.

The verbs *agree*, *acquiesce* and *consent* were translated as *souhlasit*, which collocates with the preposition *s*. Only the verb *accustom* has a Czech counterpart *zvyknout si*, which is connected with the preposition *na*. In the Czech translation is used the structure with the copula verb be: *být zvyklý*, in English *be accustomed*. In the original sentence below is used the lexical verb *accustom*. In both languages there exist two verbal expressions with the same meaning but a different morphological structure: lexical verbs *accustom/ zvyknout si* and *be accustomed/ být zvyknutý*.

- [en] *In a forward-rate agreement, a client agrees to an exchange rate on a future currency transaction.*
[cs] *V dohodách s předem stanovenou sazbou souhlasí klient se směnným kurzem v budoucí peněžní transakci.*
- [en] *In times past, life-insurance salesmen targeted heads of household, meaning men, but ours is a two-income family and accustomed to it.*
[cs] *Kdysi dávno prodejci životního pojištění útočili na hlavy domácností, tedy na muže, ale u nás vyděláváme oba a jsme na to zvyklí.*

In all sentences that belong to this group the valency slot is the same. The Predicate is followed by the Patient that represents the matter of agreement, e.g. *client* (ACT) *agrees* (PRED) *to an exchange rate* (PAT).

8.6. Verbal Prepositional Structures with the Meaning “Contribute to“

There are only two verbal prepositional structures *contribute to* and *lead to* that were found in the databank and have a similar meaning in the examined sentences, i.e. *to help to cause something*. Czech translation is *přispět k* or *podílet se na*. The typical valency structure contains the Predicate that is followed by the Patient.

- [en] *Indeed, the earthquake could contribute to a turnaround in the insurance cycle in a couple of ways.* / [cs] *Zemětřesení může skutečně přispět k obratu v cyklu pojištění různými způsoby.*
- [en] *it was just another one of the risk factors" that led to the company's decision to withdraw from the bidding, he added .* / [cs] *byl to prostě další z rizikových faktorů", které vedly naši společnost k rozhodnutí stáhnout se z nabídkového řízení, dodal.*

The verb *lead* was translated only by one Czech verb *vést*; in contrast to the verb *contribute*, where translators used various synonymous verbs to express more meanings of this verb. One of the senses was *to help financially* that was translated as:

- *přispět do* e.g. [en] *The Providence, R.I., financial services group...contributed \$30.6 million to net.* / [cs] *Společnost The Providence se sídlem ve státě Rhode Island, skupina finančních služeb přispěla do čistého příjmu 30.6 milionu dolarů.*
- *přispět na* [en] *Options Clearing Corp. contributed \$20 million to the guarantee/* *Společnost Options Clearing Corp. přispěla na záruku 20 miliony dolary.*

Another sense is “to write material for publication, TV or radio programme. “ (Oxford Advanced Learner’s Dictionary, p.252). Because the sentences for this research are taken from the newspaper, this sense occurred 18 times. It is translated as *přispět do*, e.g. [en] *Laurie McGinley contributed to this article.* / [cs] *Do tohoto článku přispěla Laurie McGinleyová.*

The difference between these two verbs can be seen in the variability of translations of both verbs. The verb *contribute* was translated by several similar Czech verbs, on contrary to the verb *lead* where only one verb was used: *vést*. The verb *contribute* belongs to the three most frequent English verbs that collocate with the preposition *to*. The more occurrences there are, the more varieties of translation are found. The verbal prepositional structure *lead to* occurs in 99 sentences. The Czech translation was only one: *vést*.

8.7. Other Verbal Prepositional Structures with the Preposition “TO“

This is a group of verbs that collocate with the preposition *to* and each has a different meaning. The verbal prepositional structures *assign to/previesť na*, *allocate to/ vynaložiť na* and *attribute to/ pridelit' na* can be put into one semantic group with the meaning *to give something (to somebody)*. In the databank, the matter was frequently money, e.g. [en] *About \$490 million of that would be allocated to the buy-back.* / [cs] *Z toho bude zhruba 490 milionů dolarů vynaloženo na zpětné odkoupení.* The typical valency member is the Addressee: the semantic counterpart of an indirect object. (to give something to somebody). In all cases the preposition is translated by the Czech preposition *na*.

The verbal prepositional structure *appeal to* occurs in this group with the meaning “to formally request that esp. a legal or official decision is changed. “ (CIDE, p.55). In the databank, it occurred in the structure *to appeal to the jury* that was translated as *působit na porotu*, which is a collocation, a fixed expression. The translation is influenced by the context. It can be compared with the same verbal prepositional structure but different translation, e.g. *to appeal to the High Court* that was correctly translated as *odvolat se k Soudu nejvyšší instance*.

The verbal prepositional structure *talk to* can share a similar meaning with the previous verb: *communicate with somebody*. This verb was translated as *jednat, mluvit, hovořit s někým*. In all cases, the verb collocates with the preposition *s*, followed by the recipient of a speech act. This preposition is interchangeable with the preposition *with*. In the valency structure, the Predicate is followed by the Addressee, e.g. *The system is so hierarchical that only the assistant manager can talk to the manager* (ADDR) and *the manager to the general manager*/ [cs] *Systém je tak hierarchický, že s vedoucím může mluvit jen asistent vedoucího a s generálním ředitelem jen vedoucí.*

The verbal prepositional structure *happen to* occurs in 5 instances. In Czech the verb *stát se s něčím něco* is used, e.g. [en] *What will happen to dividend growth next year?* / [cs] *Co se stane s růstem dividend příští rok?* This verbal prepositional structure can be translated into Czech only by a verb *stát se*, without preposition, e.g. [en] *This seems to be happening now to limited partnerships.* / [cs] *Zdá se, že se to nyní stalo společností s ručením omezeným.*

The difference is not only in the translation: prepositional versus non-prepositional structure, but in the semantic meaning of the verb. When it is used with the preposition *s*, the nominal phrase is in the Instrumental that expresses „temporary participation in action“, when it is used without the preposition, it is translated with a Dative that has “marginal participation

in action“or represents “a non-active target participant“(Sokolová: 1995 in: Insight into Czech and Slovak Corpus Linguistics, p.195).

The meaning of some verbs is influenced by the preposition that follows the verb. In the databank, there occurred the verbal prepositional structure *cater to*, which means “try to satisfy a need, esp. an unpopular or generally unacceptable need. “ (CIDE, p. 205). It was translated into Czech as *pečovat o*. The preposition *o* occurred for the first time as a counterpart of the English preposition *to*. The nominal phrase that follows the preposition expresses the recipient of the service. [en] *The loudest of these reformers are money managers who cater to smaller investors.* / [cs] *Nejhlasitější reformátoři jsou finanční poradci pečující o drobné investory.* The verb *cater* can collocate with the preposition *for*, together it expresses “to provide what is wanted. “ (CIDE, p. 205).

The verbal prepositional structure *aspire to* was translated into Czech as *usilovat o*. The same preposition as in the previous verbal prepositional structure. Using this preposition with the nominal phrase that follows it is expressed the object of desire, e.g. *to aspire to the job of chief executive*. This preposition is interchangeable with the preposition *after*.

The verbal prepositional structures *close to* and *add to* have in common one element, i.e. position, level that should be reached (closed or added). [en] *the Dow Jones Industrial Average closed down 3.69 to 2659.22.* / [cs] *Dow Jonesův průmyslový index o 3.69 níž na 2659.22.*

The verbal prepositional structure *add to* was translated as *přidat k* and *posílit o* depending on the context of the sentence. There are used different verbs that collocate with different prepositions. Although these verbs can be considered as synonymous, they differ in prepositions which have different meaning, i.e. *k* addition and *o* degree. e.g. [en] *health costs add \$700 to the price of each of its cars.* / [cs] *náklady na zdraví přidají k ceně každého vozu 700 dolarů.* [en] *In Tokyo, the Nikkei index added 99.14 to 35585.52.* / [cs] *V Tokiu index Nikkei posílil o 99.14 na 35585.52 bodu.*

The verbs *bind* and *challenge* belong to the group of dynamic verbs and collocate with the preposition *to*, which was translated as *k*, e.g. *zavázat se k dohodě (legal expression)* and *vyzvat k souboji*. Both expressions can be considered as fixed expressions. As a figurative expression can be defined the structure *bent to the will/ sklonit se před přáním* that contains Czech preposition *před*. This preposition can express reason in the previous structure.

The verbal prepositional structure *switch to* was translated as *přejít na*, e.g. [en] *a decision to switch to more economical production techniques.* / [cs] *rozhodnutí přejít na ekonomičtější výrobní techniky.* The verb *switch* expresses informal register.

The verb *cling* is followed by the preposition *to* and expresses “close following“ in the figurative sense, e.g. *cling to traditional face-to-face dealings*.

8.8. Discussion of the Verbal Prepositional TO structures

The most frequent verbal prepositional structure was the structure *rise to* that occurs 238 times, in the second place is *contribute to* (116 times), in the third place *fall to* with 99 occurrences. Among 30 most frequent structures were found 20 relating to increasing or decreasing. This meaning is prevailing in our corpus. Reason can be the source of the structures, Wall Street Journal with main topic on economics that represents a base for Prague English Czech Dependency Treebank. In the research there were found several synonymous verbal prepositional structures of the verb *rise to* and *fall to*. They were put into semantic groups, according to the features they share. Semantic groups were formed on the basis of synonymous meaning: *contribute to*, *agree to*, *react to*, *relate to*, *reduce to*, *fall to* or they share certain meaning, e.g. *rise to / increase size*, *put to a higher position*, etc.

There can be found other verbal prepositional structures which share a similar meaning, i.e. the group *to give something (to somebody assign to/previest' na, allocate to/ vynaložit' na and attribute to/ pridelit' na*. There are verbs, which occur only once, e.g. *inch*. Their occurrence can be found in their analyses. The verbs that are found at least 4 times are displayed in the charts.

Chart 2: Number of Occurrences of Verbal Prepositional TO Structures (Part 1)

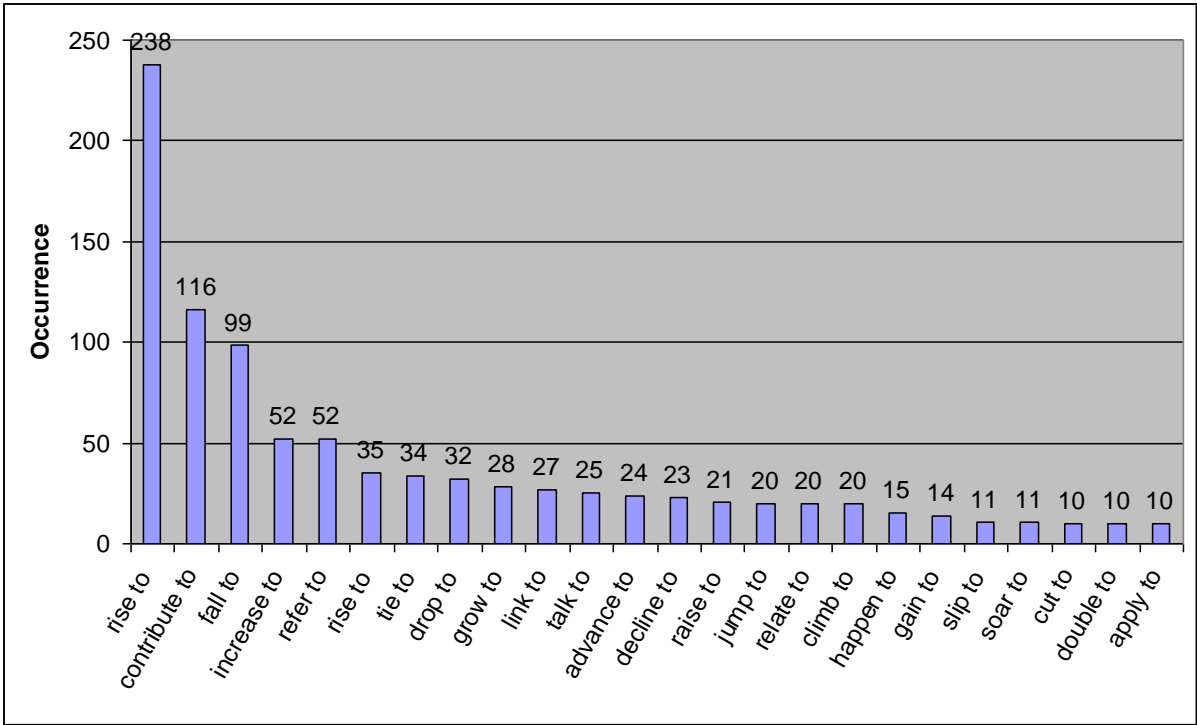


Chart 3: Number of Occurrences of Verbal Prepositional TO Structures (Part 2)

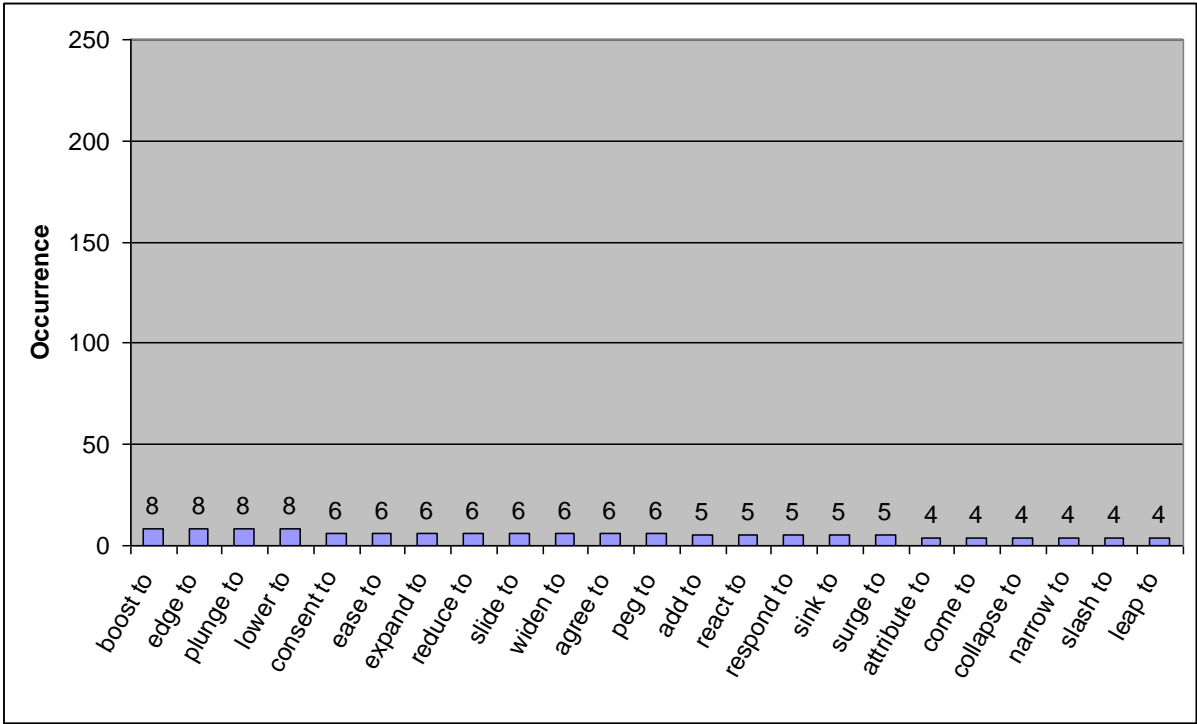


Table 4: English Verbal Prepositional TO Structures and Their Czech Equivalencies with Number of Occurrences

rise to	zvýšit, vzrůst na, stoupnout o, na, vyšplhat se na, posílit o	238
contribute to	příspěť na, k, do	116
fall to	(s)padnout na, poklesnout na, propadnout na, snížit na	99
increase to	vzrůst na, zvýšit na, zvednout na, narůst na	52
refer to	označovat za, zmiňovat se o, vztahovat se na,	52
rise to	stoupnout na	35
tie to	spojit s	34
drop to	klesnout na, spadnout na, propadnout na	32
grow to	stoupnout na, narůst na, zvětšit na, zvýšit na	28
link to	spojit s	27
talk to	jednat s, mluvit s, hovořit s	25
advance to	vzrůst na, zvýšit na	24
decline to	klesnout na	23
raise to	zvednout na, zvýšit na	21
jump to	vyskočit na, stoupnout na, vzrůst na, poskočit na	20
relate to	souviset s, vztahovat se na	20
climb to	vystoupat na, navýšit na, vyšplhat se na	20
happen to	stát se s	15
gain to	zvýšit na, vzrůst na, stoupnout na	14
slip to	klesnout na, sklouznout na	11
soar to	vyletět na, stoupnout na, vzrůst na	11
cut to	snížit na, zkrátit na	10
double to	zdvojnásobit na	10
apply to	vztahovat se na	10
boost to	zvýšit na	8
edge to	klesnout na	8
plunge to	prudce klesnout na	8
lower to	snížit na	8
consent to	přistoupit na	6
ease to	poklesnout na	6
expand to	rozšířit na, rozrůst na	6
reduce to	snížit na	6
slide to	klesnout na	6
widen to	zvýšit na, vzrůst na, rozšířit na	6
agree to	souhlasit s, dohodnout se na	6
peg to	vázat na	6
add to	přidat k, posílit na	5
react to	reagovat na	5
respond to	reagovat na, odpovědět na	5
sink to	klesnout na	5
surge to	vyskočit na	5
attribute to	přidělit na	4
come to	vyšplhat se na, dospět k(dohodě)	4
collapse to	klesnout na	4
narrow to	zužovat se na, spadnout na, snížit na	4
slash to	snížit na	4
leap to	vyskočit na	4
Total		1076

Table 5: Occurrence of Czech Equivalent Prepositions in semantic groups

Group “rise to“	NA/303; O/ 30; K/ 10
Group “fall to“	NA/ 234
Group “contribute to“	NA/ 88; DO/20; K/8
Group “relate to“	S/ 71; NA/ 26;
Group “react to“	NA/ 10
Group “agree to“	NA/6; S/ 6

8.9. Examined Prepositions in Verbal Prepositional “TO” Structures

1. The preposition NA was the most frequent equivalent of the English preposition TO.

The verbal prepositional structures with verbs indicating rising, falling or reduction collocated with the preposition *to and were* translated by the Czech preposition *na*. These prepositions in both languages express the same meaning: direction, getting to a certain level, position, etc. This meaning of the preposition is close to the meaning of the verbs that collocate with it. The verbs belong to the group of dynamic motion verbs. The meaning to have a connection with something can be expressed by the preposition *na* in the structure *refer to* with the translation *vztahovat se na*.

The verbs *react, respond and alert* mean to respond to a certain impulse together with the preposition *to* and its Czech counterpart *na*.

Certain types of verbs collocate with a certain type of preposition.

The preposition *na* can express the same meaning as the preposition *k* with the verbs denoting contribution of money or some other help. A complete verbal prepositional structure with the postponed nominal phrase can express aim or purpose of help, e.g. *contribute to the guarantee/přispět na záruku*. The meaning of purpose is also seen in the examples *allocate to the buy-back / vynaložit na zpětné odkoupení; attribute money to a restructuring/přidělit peníze na rekonstrukci*. The focus on a certain subject or a person can be expressed by the verbal prepositional structure *appeal to the jury/působit na porotu*, i.e. turn to somebody with

something. The preposition can express certain position, level or value that was seen in the verbal prepositional structures, e.g. *fall to, rise to, drop to, triple to, raise to*, etc. In the verbal prepositional structure *switch to* the preposition expresses the change of interest, i.e. *switch to another business*.

2. The preposition S was the second most frequent preposition in the corpus. One of the meanings of the preposition *to* is *in the connection with* (CIDE, p. 1531) that is complementary to the meaning of the verbs occurring in the research *relate, tie* and *link*. The preposition *to* can express the focus on a certain object or person together with the appropriate verbs, e.g. the group of verbs “agree to“ (souhlasit s). The Addressee is expressed by the preposition *s* in the examples as: *talk to*.

3. The preposition O ended in the third place. It collocates with the verbs expressing rising. The structure *rise to* was translated as *posílit, zvýšit, stoupnout o*. The preposition expresses a degree: *rise to 20 per cent* and collocates with the verb *refer* in the meaning to mention somebody, e.g. *refer to the victims*. The recipient of the service is expressed by the Czech preposition *o*, i.e. *pečovat o někoho-cater to somebody*. In the verbal prepositional structure *aspire to this job* the preposition helps to express the object of the desire.

4. The preposition DO ended in the fourth place. This preposition is used to define a border; in this case it deals with a financial border: *přispět do čistého příjmu*. It collocates with the verb *contribute*.

5. The preposition K collocates with verbs expressing rising and contribution. The structure *add nearly to* was translated by the Czech preposition *k*, which expresses the meaning “to be close to a certain value, position or level. “

The preposition *k* can express aim, purpose of financial help or other way of contribution. In Czech it was also expressed by the preposition *na*: *přispět na záruku*.

8.10. Semantic Classification of Verbs Taking Preposition TO according to Levin

In the previous chapter, verbs collocating with the preposition *of* were classified according to semantic groups that were created by Beth Levin. Similarly, verbs that take the preposition *to* were put into semantic groups. Although the number of verbs that Beth Levin examined is amazing, it is still limited number. There are some verbs in our research and the databank that were not found in any group, e.g. *boost, consent, reduce, respond, attribute, switch, limit, downgrade, spring, cater, aspire, accustom, etc.* There is a number of verbs that could not be put to any group because their meaning was different, e.g. the verb *lead* in the meaning “causing” is missing and the only meaning that is present is “accompany,” similarly the verbs *trim* and *bring*.

9.4. Verbs of Putting with a Specified Direction

These verbs relate to “putting an entity somewhere, typically by moving it in a specific direction.” (Levin, p.114). Here belong the verbs: *lift, lower* and *raise*.

9.3. Funnel Verbs

The verbs relate to “putting an entity in some location in some manner; usually they involve putting entities in spatially confined locations.” Levin says that these verbs are not connected with the preposition *to*. In my corpus 3 examples were found with verbal prepositional structures containing the verb *dip* and the preposition *to*.

11.2. Slide Verbs

These verbs are described as verbs causing a change of position. The verb that represents this group from the research is *slide*.

13.2. Contribute Verbs

The verbs express the change of possession and are characterized by taking a prepositional phrase. Our research also confirms this fact. Here belong the verbs: *contribute* and *extend*.

13.3. Verbs of Future Having

These verbs express the change of possession that will take place in the future, e.g. *allocate*.

21.1. Cut verbs

The meaning of these verbs involves notions of motion, contact and effect. Here belongs the verb *slash*.

22.1. Mix verbs

Levin introduces the verbs *add*, *connect*, *join*, *link* and *network* in this group, which collocate with the preposition *to*. Our corpus contained the verbs *add*, *connect* and *link*.

22.3. Shake Verbs

The verbs describe the manner in which things are combined, rather than the result of the combining. The verb *bind* is included in this group.

22.4. Tape verbs

The meanings of these verbs denote the manner/ means in which things are combined. The only representative is the verb *tie*.

22.5. Cling Verbs

The verbs describe attachment of one entity to a second. Here belongs the verb *cling*.

23.2. Split verbs

There is only one representative of this group, the verb *slip*.

26.5. Knead Verbs

The verbs describe “the bringing about of a change of shape in an entity,” the verb *bend* is included in this group.

31.3. Marvel Verbs

The members of this set of psych-verbs are intransitive verbs. Each takes “an experiencer subject and expresses the stimulus/ object of emotion in a prepositional phrase headed by one of a variety of prepositions.” (Levin, p.193). The verb *react* collocates with the preposition *to*, which is confirmed by our research.

31.4. Appeal Verbs

The group includes intransitive verbs “taking the stimulus as subject and expressing the experiencer in a prepositional phrase headed by one of a variety of prepositions.” (Levin, p. 193). Here belongs the verb *appeal*.

37.5. Talk Verbs

The verb *talk* belongs to this group and denotes speaking. The verbs that belong to this group collocate with a to phrase to express the goal that the communication is directed to.

37.9. Advise Verbs

The verbs denote giving advice or warnings, the verb *alert* belongs to this group.

45.4. Other Alternating Verbs of Change of State

The verbs express externally caused changes of state. The following verbs were put by Levin in this group: *collapse, close, double, ease, expand, narrow, quadruple, sink, swell, triple, tumble, slow* and *widen*.

45.6. Verbs of Calibratable Changes of State

Verbs in this group describe “positive or negative changes along a scale.” They involve entities that themselves have a measurable attribute. (Levin, p.248). Here are classified the following verbs from the research: *climb, decline, decrease, drop, fall, gain, grow, increase, jump, rise* and *soar*.

47.8. Verbs of Contiguous Location

The verbs describe “a spatial relation between two entities that are contiguous in space.” (Levin, p. 257). The verb *edge* represents this group.

51.1. Verbs of Inherently Directed Motion

The meaning of these verbs includes a specification of the direction of motion. Here belong the verbs *advance* and *plunge*.

51.3.2. Run Verbs

Most of the verbs express the manner of moving, e.g. *inch*.

The groups in Levin are created on the basis of mainly semantic but also syntactic criteria. In some groups prevail verbs grouped together only by semantic criteria, i.e. *run verbs*, *advise verbs*, etc. In other groups syntactic criteria prevail and semantic criteria are not taken into account. The result is the group of verbs that have different semantics. When the classification of the verbs in the research is compared with the classification by Levin, there are differences. In the research the main criterion was semantic, which semantic features the verbs share. The groups in the research were named after prevailing semantic meanings. Therefore there are differences between the two classifications.

9. DISCUSSION, THEORETICAL CONTRIBUTION, PROSPECTS OF STUDY

9.1. Discussion

The verbal prepositional structures collocating that are connected with the preposition TO numbered 1076, those collocating with the preposition OF 258. Thus the former were four times more frequent than the latter.

If frequency of the individual prepositions is compared, according to the British National Corpus, OF is the most frequent preposition and TO is the third most frequent. The preposition OF is used to express Genitive structures, so it collocates more with nouns or pronouns. The preposition TO is on the other hand used for Dative structures: to give something to somebody, etc. On the basis of the research, it can be said that the preposition TO is connected with verbal structures more often than the preposition OF.

Another reason of the disproportional frequency of the two prepositions may be the topic, the content of the articles from the Wall Street Journal. Due to the fact that the Journal contains news mainly on economics, the language, the vocabulary is connected with this topic. Many verbs that were examined by verbal TO prepositional structures express business English, e.g. *rise to*, *fall to* and their synonyms denoting an increase or decrease in the amount of money, property, asset, index, etc.

On the basis of the research and the findings, both examined prepositions are connected with different semantic groups. The preposition OF collocates with verbs belonging to the groups: communication, consist, take away sth. from sb., be guilty of a crime, purify and ask. The preposition TO collocates with verbs from the groups: rise to, fall to, contribute to, relate to, react to and agree to. No group is identical for both prepositions.

After closely analyzing semantic groups using the preposition OF, it can be said that the meaning of the preposition is in close accordance with the meaning of the verbs. The preposition combined with the verb represents one united structure. Therefore, it is possible to classify verbal prepositional structures into semantic groups. The semantic features of the verb influence the choice of the postponing elements, prepositions that should correspond semantically with the verb.

9.2. Theoretical Contribution

During my study and gathering material for the dissertation I found several classifications of the verbs into semantic groups and many classifications of prepositions according to different criteria. But I did not find any analysis both for verbs and prepositions which collocate with them (this structure is a type of collocation). Another criterion was that this verbal prepositional structure (predicate) should take only the object. If there is no difference whether the predicate takes the object or adverbial, the research won't bring effect. Certain verbs take only an object or only an adverbial. There are some verbs that can be connected with both types: object or adverbial. This classification of verbs depends on their semantics, too.

Therefore, the verbs that collocate with a certain preposition and take an object belong to other semantic classes than the verbs that collocate with an adverbial. Another reason why connections with adverbial were not included in this research is their loose connection with the predicate, in contrast to the object that is tied.

The dissertation contributes primarily to the classification of verbal prepositional structures with OF and TO. Complete structures were analyzed from morphological, syntactical and semantic point of view. They were put into semantic groups created on the basis of the semantic features they shared. The verbal prepositional structures were compared and analyzed with their Czech equivalencies. The comparison brought interesting results and helped to confirm the hypotheses. Certain semantic groups of verbs are connected with a certain semantic type of preposition. The meaning of the preposition is close to the meaning of verbs with which it collocates.

9.3. Prospects of the Study

The study can be a good starting point for broadening the research on other verbal prepositional structures, including other prepositions or incorporate the structure: predicate and adverbials as a part of the individual research. Also, a different databank could be used, with texts of another register, style or topic for gathering verbal prepositional structures. It can be interesting to compare the results and analyse semantic groups from another databank.

The research can continue in a more detailed analysis of the translation of verbal prepositional structures or even complete sentences. The advantage of the databank Prague

Czech- English Dependency Treebank 2.0. was that there exists a section that can produce English complete sentences with their Czech translation.

During the study I assembled a great deal of material on the topic presented in my thesis. I learned how to analyse different sources, attitudes, results and use them in my study. In my references, I mention publications relevant for my topic. As a matter of fact, I had read piles of publications in order to choose and use those that form the core of my study. Because the materials for analysis came from the databank, I had to learn how to work with corpuses. This knowledge can be useful in further research into Corpus Linguistics.

CONCLUSION

The Chapter 1 outlined major studies made in the field of prepositions and verbs. Noted grammarians that contributed to this field of study were referred to.

The Chapter 2 dealt with morphological features of the prepositions. They were classified according to various criteria: dependency on other words, meaning, and stylistic use. This chapter included a sample analysis of the Slovak preposition NA and its English counterparts.

The Chapter 3 provided syntactical information, verb as a determinant of the clause type. It offered criteria for distinguishing prepositional and phrasal verbs. The last section dealt with prepositional constructions in the function of object.

The Chapter 4 concentrated on the semantic point of view, especially verbal semantic classification and the case as a distinguishing criterion of verbs.

The Chapter 5 defined valency, its terminology, and the place of valency in the linguistic system. One part treated the place of valency in Functional generative description and offered the individual description of the verbal valency frame in Prague Dependency Treebank.

The Chapter 6 introduced the practical part and the methodology of the research.

The Chapter 7 provided an analysis of verbal prepositional OF structures, described the methodology of the research, the findings being accompanied by charts and tables. This was followed by an analysis of our semantic groups and those by Levin.

The Chapter 8 analysed verbal prepositional TO structures and provided their semantic classification. It described Czech prepositions as counterparts to the English preposition TO. Results and findings are summed up in charts and tables.

The Chapter 9 closed the study with a discussion, the prospects of the study, and its theoretical contribution.

The study also confirmed hypotheses stated at the beginning of the research. Results of the study can be seen in charts and tables.

The research data arrived at may be found useful by other linguists working in this field and stimulate them to do their own research project in order to confirm, supplement or refute some of the findings presented in this dissertation and further contribute to the linguistic comparison of English and Slovak.

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