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DIFFERENCES BETWEEN THE ENGLISH AND CZECH PAST TENSE
Bakalářská práce

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Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jsem pouze uvedenou literaturu.

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Podpis
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Introduction

“When I had 10 years I am went with my parents to Spain and it liked me very much.” This sentence was written by a Czech student of English in her school essay and sentences like the one in the example led to the topic for my final work: “Differences between the English and Czech Past Tense”.

As a Czech learner of English I can say that during the time, I have been studying this language, I have faced a lot of problems with the use of English in different situations. I am sure that many troubles have been caused especially because of quite big differences between Czech and English and therefore I decided to choose the topic of the differences between these two languages, exactly the differences in the field of the past tense, for my final work, because in my point of view realizing the differences is one of the possibilities that will help me, and the other learners too, to master the English language better. It can help to avoid making some mistakes and to prevent misunderstanding that can be caused due to the differences, which are between our native language and English if a Czech learner does not realize them.

The first part of the work will contain mainly theoretical studies of the both languages, it will pay attention to detailed description of the past tense in both languages and it will compare the basis of their structure in the fields of syntax and morphology. It will introduce the verbs generally, then the morphological and syntactical bases in both languages and the structures of utterances, it will pay attention to the meaning and the key structure for comparing will be English simple past tense. The items of knowledge and information from this part will be used as the starting points for the second part.

The second part of the project will be the research based on reading a contemporary British fiction book narrated in the past tense and comparing it detail with its Czech translation. Both texts will be studied on the basis of similarities and differences in the original text and its translation. The notes will be sorted according to categories resulting from reading, all important occurrences will be counted and the surveys based on the data collected from the text will lead to the final conclusion of which the aim is to find out, how can the the differences between the languages cause problems to Czech students, who study English.
1 Verbs

1.1 A description of Czech and English verbs

A brief general description of verbs in Czech and English will help to clarify the topic. According to the definition of “verb” in Etymology dictionary (2013) a word verb was created from a word of Latin origin verbum.

Different sources offer various definitions of verbs. The Quirk’s definition of English verbs is based on a function of verb within the clause structure. The clause elements are subject, verb, object, complement and adverbial, while the verb element follows the subject and is the central element of the clause (Quirk et al. 1985, p.24). Quirk et al. state that the verb element is represented by the verb phrase, which can be one verb or more verb constituents. Verbs as a word class within a verb phrase constitute three main functions, which are full verbs, primary and modal auxiliary verbs, while full verbs belong to an open class and the others to the closed class (Quirk et al. 1985, p.96). Nordquist (2013) describes them as a word class that can express an action, state of being or occurrence. All of them belong to two main classes: the open class of lexical verbs, which is a large group of main verbs that are not dependent on other verbs and the closed class, which is a small group of helping verbs. Hais (1991, p. 112) points out that unlike some other word-classes verbs can be modified from the base form to change in tense, aspect, mood and voice, while a small group of verbs belongs to synthetic forms, which are formed by inflection and many verbs are in their analytic forms that are formed with the help of auxiliary verbs.

Cvrček (2010, p.235) defines Czech verbs as words that belong to a full-meaning flexible word class that differs from other word classes in three things – in the way of creating their form, it is in their formal character, then in their function within the sentence and in the content. The formal view is characterised especially by the conjugation of verbs, where the forms of verbs are created with the help of a special set of suffixes dedicated only for verb formation. The division dependent on meaning of Czech verbs is similar to English - they can express state, changes of state, action or process.

1.2 Differences between Czech and English verbs

Czech verbs have similar semantic qualities to the English ones, and as Dušková (2012, p.165) says, verbs in both languages represent a word class that is determined by its
morphological categories and syntactical functions. Person, number, tense, mood and gender belong to both English and Czech morphological categories, while Czech verbs use one more, which is aspect (Czech aspect – “vid”)\(^1\). Dušková (2012, p.213) also adds that both person and number are considered only as a concord category, it means that they express an agreement of the verb and the subject, but tense, mood and voice (genus verbi) are basic verb properties. Čechová (2000, p.161) adds that some verbs are impersonal in both languages, it means that they are only used in the third person, like a verb rain (it rains, it rained) – pršet (prší, pršelo). Agreement (person and number) of these impersonal verbs is neutralised in both languages. Dušková (2012,p.165) points out that some verb forms can and others cannot express all morphological categories and therefore they are according to it divided into finite and non-finite forms. She also adds that the finite forms can be syntactically used only as the predicate and non-finite can have even different function within the clause.

### 1.2.1 Syntactical division

Hais (1991, p.114) recognizes two main different groups of verbs in the Czech language, they are object and non-object verbs. The first group involves verbs that must be supplemented by an object to express their full meaning and an object is dependent on that verb in any grammatical case. There belong verbs like for example: “nesl dříví” (he was carrying wood), “myslela na tebe” (she was thinking about you) and others. The verbs control the case of dependent object and they are usually connected with simple cases (genitive, dative, accusative and instrumental) or prepositional cases. Czech object verbs connecting with simple accusative case are called transitive (přechodná), and other verbs are called intransitive (nepřechodná). The article Slovesa (2010) states that transitive verbs are for example “poslouchal rozhlas” (he was listening to the radio), “vyrobili stroj” (they manufactured a machine) while intransitive are “psal perem” (he wrote with a pen), mluvil o úspěchu (he spoke about a success). Except object there are non-object verbs that do not require an object or the object is not dependent on them like a verb “žil”(he lived) and state

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\(^1\) Sochorová (2009, p.89) describes Czech “aspect” or “vid” as the ability of a verb to express the same action from different views of its process, it means that there are two forms of a verb of the same meaning that differ from each other in the finality of the action. It is morphologically-lexical category, which influences both grammar form of the verb and its meaning. In Czech language there are recognized two kinds of verbs – perfective (dokonavá) and imperfective (nedokonavá) verbs. Čechová (2000, p.166) simply says that “vid” is a typical feature of Slavonic languages which enables to express various kinds of process or continuity of the action in combination with tense forms – category of aspect influences the category of tense. Czech verbs in different aspect usually differ in semantic view, due to the suffixes or prefixes that change together their aspect and meaning.
verbs or verbs expressing changes like “vyrostl”he grew up), “zestárnul”(he got old) (Slovesa, 2010).

On the other hand Hais (1991, p.114) says that English language places verbs according to their condition to the object into two groups: transitive and intransitive, where the transitive verbs are similar to the Czech object verbs that are connected with a direct accusative case like “I saw him well” or “He left the book somewhere”, or to object verbs that are connected by a prepositional case to the object, like in “Who were you waiting for?” or “I didn’t think about it”. Intransitive verbs correspond to non-object verbs like ”he slept, she came, they sat, you stood, he died”. There is a fluent transition between transitive and intransitive verbs in English, in fact they can function as both of them, so transitive verbs in sentences “He left home.“ or “She washed my trousers.” can work also as intransitive “He left five minutes ago.” “These trousers wash well.” and vice versa: “He walked him off. The passengers were flown to Prague ” (1991, p.114)

In comparison, Dušková (2012, p.207, p.208) recognizes two simple structures of verbs from syntactically-semantic view. They are linking verbs, where semantic meaning is very low and full meaning verbs, where the strength of the meaning depends on the necessity of any complementary word. The full-meaning verbs are then divided into intransitive, which are principal verbs that need only the subject (like shudder - otřást se, cough - kašlat or groan - sténat) and transitive verbs that need an object or more objects.

The thing that is different in Czech and English is in Dušková´s opinion (2012, p.208) the ability of most English verbs to be used in the same form for both transitive and intransitive function, while Czech verbs change in their form like in the following examples: bend – ohnout or ohnout se, fill – plnit, plnit se, gather – shromáždit or shromáždit se etc. There are only some English verbs that express transitivity in a comparable way as the Czech verbs, like in Dušková’s (2012, p.209) examples of reflexive verbs – distinguish oneself – vyznamenat se or hurt oneself – ublížit si or reflexive verbs used with the own body – he shaved or he shaved himself, where the reflexive form is expressed by the verb itself, but can be also expressed by a reflexive pronoun, what is not very common, but possible. Unlike Czech, where the reflexive particle can have various functions, in English there is the only reason for their use and it is combining the transitive verb and the reflexive object. Dušková (2012, p.210) adds that only exceptionally the use of the reflexive pronoun can express also
something more, like an action, for which it is necessary to make an effort as shown in an example *dry oneself* – *usušit se* but *dry* – *oschnout, uschnout*.

### 1.2.2 Semantic division

Dušková (2012, p. 211) semantically divides English verbs into telic and atelic verbs, where telic are aimed at some target and the process must be completed to reach it (*lose* – *ztratit*, *leave* – *odejít*, *bring* – *přinést*) while process of atelic verb does not need reaching any point (*see* – *vidět*, *admire* – *obdivovat*, *play* – *hrát*). Some verbs can be either atelic or telic predicate, it depends on the way they are supplemented, for example an atelic verb *sing*: atelic process – *she sings beautifully*, but telic process – *she sang a song*. In Czech there is also possible to recognize whether the process has been completed or not, because there can be used different aspect, where simple conjugation translates telic process as completed and progressive as uncompleted. Dušková (2012, p.213 - 214) further divides English verbs into dynamic and non-dynamic. Dynamic verbs express action, activity and process and non-dynamic express state, relationship and attitude. Some verbs belong to both classes, for example *think* can be both dynamic (*přemýšlet*) and non-dynamic (*myslet*). The classification of these verbs depends on their meaning unlike Czech, where the verb has a different form – *přemýšlet* or *myslet*.

From the text above it is clear that both Czech and English verbs semantically express different syntactical forms, which can mean an action (*play, jump, write, call*) a state (*be, exist*) or an occurrence (*appear, happen*).

### 1.2.3 Morphological division

From the morphological view, as Hais (1991, p.115) says, the English verbs can be used in their finite or non-finite forms. In a finite form it is possible to recognize morphological categories like person, number, tense, gender, mood and aspect, while this is not fully possible in a non-finite verb form. Non finite forms are the infinitive and the gerund. Then the participle forms are non finite too even though they can express aspect and voice. In English the full infinitive form is preceded by a preposition to (*to live, to speak, to be*) while in Czech it is the matter of inflection and the verb ends with –*t* or –*ti* (*žít, mluvit, být* or *žíti,*
mluviti, býtí). Present participle finishes with –ing like living, speaking or in the passive form being spoken, past participle with –ed like lived or irregular spoken and perfect forms can be for example having lived, having spoken or passive having been spoken. Gerund forms are living, speaking or being spoken.

Hais (1991, p.114) claims that there are three verb stems in English and all verb forms are derived from them. The present stem, which is equal to the infinitive and for regular verbs it is the base for all their forms (regular – wish - he wishes, he wished, wishing, irregular – speak - he speaks, speaking), preterit (spoke) and perfect stem (spoken) that are used with irregular verbs.

Quirk’s (1985, p.96) morphological division is based on the regularity of the verbs. Regular full verbs have only four forms, they are the base form, the -ing participle, -s form and the past form that is equal to -ed participle, while irregular verbs differ in the number of forms, for example a verb be has eight forms and on the other hand a verb cut has only three. The forms differ in their function within finite or non-finite verb phrases, whereas the –s form and the past form belong to finite forms and the –ed and –ing participles are non-finite.

Quirk et al. (1985, p.97) claim that a form without any inflection can be sometimes finite, sometimes non finite. This base form appears as finite form in the present tense in all forms except the third person singular, in the imperative and in the present subjunctive. It occurs as the non-finite form as the full or bare infinitive (with or without to). The past form is finite in the past tense and non-finite in the –ed participle, which can be used in the perfective aspect, the passive voice or –ed participle clauses. Non-finite verb forms can appear in both non-finite verb phrases and non-initial positions in finite verb phrases.

Sochorová (2009, p.93) claims that In Czech language there are also distinguished finite and non-finite verb forms, while finite verb forms are those, where morphological categories are recognized and they are forms of indicative, imperative or conditional mood. Non-finite verb forms are the infinitive and all participles. The inflection of Czech verbs is dependent on the patterns that determine the change of a verbal stem and a correct suffix, which are different in present, past and infinitive.
2 Grammar

Černý (1998, p.101) defines grammar as the set of rules which are used for building words and sentences within one language and these rules are usually available in a literary form. He also points out that it is necessary to realize the fact that nobody invented them, but these rules and patterns are the result of a gradual and spontaneous development of each language within some society, and therefore he calls it “internal grammar”.

Some foreign learners can consider grammar rules as a complication in learning, but it is necessary to realize the difference between acquiring the mother tongue and learning a foreign language.

People manage learning all components of the mother tongue, so also the grammar, in a natural spontaneous way at a very young age and they use the language correctly without realizing some rules, but a foreign learner, on the other hand, is in a different situation. Everyone usually starts to study a foreign language in a later life, after the development of speech is completed, and what is more, this person is not exposed to the society and culture using this language twenty four hours a day.

Due to the differences between the languages, the knowledge of the grammar rules of a foreign language that someone learns is essential (Černý, 1998, p.101).

2.1 Grammar rules in the Czech and English language

The following text will deal with the differences between the grammar rules and patterns valid for the Czech and English past tense. They can be followed in two main fields, as Quirk et al. (1985, p.12) say, which are morphology and syntax, while it is necessary to take account to spelling and lexicology, which are not exactly considered the parts of the grammar.

Quirk et al. (1985, p.12) explain that the morphological view pays interest to the word formation that deals with inflection, syntax to the use of verbs in a correct form of the past tense within the sentence keeping the rules of the word order, using punctuation and other essentials properly. All is influenced by the semantic view with the respect to the meaning, because that is the stimulus which leads the speaker to his or her choice and the use of a correct tense. Everything is also connected with phonology, which is important especially in oral communication, and spelling, which plays an important role in written language.

In all these fields we can see some similarities but also completely different points in the two languages. The differences result mostly from the fact, that English, as Černý (1998,
p.61) states, is an analytic language, which uses a lot of auxiliary words, nevertheless it also uses inflections, while Czech, as Čechová (2000, p.20) explains, belongs to synthetic languages, where mostly inflections (prefixes and mostly suffixes) are used to express grammatical categories in the word forms.

The tense is a morphological category dependant on the category of mood. Čechová (2000, p.165) explains that the Czech verbs can express three tenses, present, past and future, while the time of speech is the default point for the determination of the temporal position of the action. The past tense is then the action that happened before the moment of speech.

Quirk et al. (1985, p.175) point out that the terms “present” and “past” are used in referring to tenses of verbs in English. He explains it on the time axis, where time is thought as a line, on which a moving point of the present moment is located and past and future can be interpreted on its sides. This threefold interpretation he calls the referential level. As this is not accurate, because the existence of present can stretch into the past or future, Quirk et al. (1985, p.176) prefer the semantic level of interpretation, where present is the most general category, that can be true for past, present and future, but past tense is more limited. Quirk et al. (1985, p.176) explains it in following examples: “John spends a lot of money.” (true for past, present and future) but “John spent a lot of money.” (true for past only).
3 Past tense in the Czech and English

3.1 Morphological – syntactical view

There is a different attitude to morphology and its importance within the language and different authors define this category in a different way, but in fact it is the part of grammar of any language. As Klimeš’s definition (1998, p.494) considers Czech morphology the discipline that deals with word classes, their forms and meanings and is of a great importance, Crystal (1990, p.87) speaks about English morphology as about the “study of the structure of words”.

The form of a verb in the simple past tense differs according to the kind of the verb. Both English and Czech verbs can be divided into two main groups: regular and irregular.

In English it is also important to know that there are different rules for the use of verbs in a positive or negative statement, a question or an imperative clause, or if it is only a short yes or no answer and as Kavka (2009, p.27) claims, the topic of morphology, phonology and syntax have no clear boundaries, therefore some syntactic properties play an important role in morphological view too.

3.1.1 Regular verbs

There are three kinds of sentences, where can be seen morphological differences in formation of the past tense verb phrases in Czech and English, they will be described in connection with positive and negative verb forms in the past tense and in the question (tab. 1,2 in the appendix).

A. Positive declarative sentences

- Regular verbs in English

Quirk et al. (1985, p.100) claim that regular verbs use the –ed form in the past tense and also in the past participle. The –ed form is created from the infinitive by inflection, it means by adding a suffix – ed or -d.. Sometimes it is necessary to double final consonant, delete or add final –e, substitute -i for –y or vice-versa and then add the suffix. For example: he worked; they invented, she loved, she stopped, they played, etc. Hais (1991, p. 132) points out the spelling differences between American and British English, that can lead to spelling mistakes (he travelled BrE – he traveled AmE). As Quirk (1985, p.100) explains, the regular
verb inflections can be pronounced in three ways: /t/ - after bases ending in voiceless sounds except /t/, /d/ after bases ending in vowels and other voiced sounds except /d/ or /id/ after basis ending in /t/ or /d/. For more details see the overview in the table 1 in the appendix. The above rules are equal for all persons, singular and plural, because English verbs in the past tense, unlike the Czech ones, do not change their forms depending on the gender, person or number.

- Regular verbs in Czech

Sochorová (2009, p. 93) explains the system of forming the Czech past verb form as following: it is necessary to use the past verb root and add the correct suffix, which depends on the number and gender of the subject. The suffixes are following: singular - -l for he, -la for she, -lo for it and plural -li for males, -ly for inanimate plural or neuter gender or females and –la for females. Most Czech verbs are regular, it means that their formation is dependent on the class and pattern that they belong to. Čechová (2000, p. 226, 227) claims that the Czech verbs belong to five verb classes and they are classified according to their ending in the third person singular in the present tense (1. –e, 2. –ne, 3. –je, 4. –í, 5. –á). According to their ending in the past tense and the third person singular they follow the patterns for verb formation (see tables 3, 4 by Čechová in the appendix). As Čechová (2000, p. 226) says, it is easier to describe the process of derivation when the verbs are sorted on the basis of the past/infinitive verb stem while the actual word formation is based on the five verb classes system of the present stem suffix.

In following examples there can be seen the basic differences between the two languages that result from the information above: the English infinitive to work inflects into the past using only one form: I worked, he worked, she worked, it worked, we worked, etc. but in Czech the infinitive pracovat inflects into different forms like pracoval /-a /-o (jsem), pracoval /-a /-o (jsi), pracovali jsme, jste, pracovali, pracovaly, pracovala. The subject can but need not necessarily be expressed and the past verb form can or need not be followed by a reflexive form of a verb be, which can be used with the first and second person, singular or plural. Reflexive be can be used also in a shortened form of spoken Czech: pracovala jsí – pracovalas etc.

Sparling (1990, p. 114) explains how the stable word order in English can lead to the mistakes in translation. The typical word order of the positive declarative sentence in English is following: a subject, a verb, an object and adverbials. To emphasize something in the sentence does not require the change of a word order as it is often used in Czech language. In
spoken language it is enough to stress some parts and change intonation or there can also be used important expressions like *It was...that* or *What...was* or inversion. Sparling (1990, p.114) states following examples: *I saw John at the library last week. It was John that... It was last week that I saw....It was at the library that I saw John last week*. Inversion is common after expressions *neither, nor* and *so*, very often in indirect questions and in introductory sentences of direct speech (“*Sit down!*”said he/he said.) or if there are adverbials of place at the beginning of the sentence, the verb is moved before the subject (*On the floor lay a man, obviously dead*). The last example is similar to common Czech word order.

**B. Negative statements**

- **Regular verbs in English**

  Quirk et al. (1985, p. 90) speak about the clause negation through the verb negation, it means that the negator *not* is inserted between the operator and the predication. In the definition by Hais (1991, p.132) the negative verb phrase in the past tense in English consists of the past auxiliary verb, the main verb in the infinitive form without *to* and the clause negator, like *he did not love* or *they did not hate*. Quirk (1985, p.776) points out that the operator is much more used in its enclitic contracted form *n´t*, like in: “*I didn´t pay the porter*”. Short negative forms are used in colloquial English but full forms in written or formal language. The uncontracted form is necessary when the negator is emphasised (*I did NOT say that*).

  There is one form used for all three persons and both singular and plural, as well as in the positive forms of the verbs.

- **Regular verbs in Czech**

  In comparison with Czech we will find some differences again. As well as the Czech positive verb forms, their negative opposites can again express number, person and gender, (the categories expressed by specific suffixes) and Čechová (2000, p.140) states that the negative is formed by inflection, using the prefix *ne-*, which is a modal prefix of not doing the action (*způsobová předpona neprovedení děje*). For example: *he didn’t love – nemiloval; he didn’t stop – nezastavil, nepřestal; she didn’t read – nepřečetla, he didn’t write – nenapsal, he didn’t come – nepřišel*. The suffixes keep the same rule as in the positive forms.

  Sparling (1990, p.62) explains why a lot of Czech learners make mistakes in English negative sentences and states three main problems: the forward-negative with verbs
like think, believe, appear etc. (“She supposed they wouldn’t believe her. /She didn’t suppose they would believe her.”) and in collocations every/all + negative verbs (“Everybody didn’t agree with me. /Not everybody agreed with me. That’s why all the people didn’t arrive in time/ That’s why not all the people arrived in time.”); then in using no and not in short answers (Was there any cinema where you lived? In my village not./No/Not in my village.) or in expressing an agreement (This play wasn’t very successful. Yes, it wasn’t./No, it wasn’t.).

C. Interrogative sentences

- Regular verbs in English questions
  Quirk et al. (1997, p.806) sort the English questions into three main types with the respect of what the speaker expects in the answer. They are:
  1) Yes/no questions. As Hais (1997, p.266) adds, the principle of the answer is Yes/no plus pronoun and auxiliary verb did/didn’t: Did you like it? Yes, I did./No, I didn’t.
  2) Those that expect an answer from an open range of answers.
  3) Alternative questions, that expect a replay containing some information said in the question.
  Other two kinds are described by Hais:
  4) Hais (1991, p.265) adds disjunctive questions, using question tags after an indicative sentence, like: He used to play the piano, didn’t he? They didn’t like it, did they?
  5) Hais (1991, p.267) points out special questions, which start with an interrogative word: who, which, what, whom, whose etc.

The verb phrase for a question in English is formed from the auxiliary verb did and the infinitive of the main verb with the respect to a correct word order, as Peprník (1992, p.67,68) states and shows in following examples: Did he love her? Did they hate it? Did she like the black dress or the blue one? Where did he work?

As Hais (1997, p.267) points out, it is necessary to remember, that if the expression who, which or what represents the subject (or asks about the subject) of the sentence, the rules using did and infinitive is not valid here and the sentence has the same arrangement and structure as the declarative sentence.

- Regular verbs in Czech questions
  The Czech question can be both positive and negative and the difference between the declarative statement and a question is only in the punctuation and phonology, especially in
the intonation of it, as Hais (1997, 268) writes, the intonation and melody of Czech question is different than English, especially with special questions, where Czech intonation is rising and English is falling. Punctuation is same in both languages with an interrogative mark at the end of the sentence.

For comparison, here are some examples of declarative and interrogative sentences: Did she love him? - Milovala ho? but She loved him. - Milovala ho. In this way we can face some problems caused by naturally experienced routine in speaking English and being Czech.

3.1.2 Irregular verbs

As there is a group of irregular verbs in both languages and their irregularity influences morphological differences in comparison with regular ones, it is necessary to view the system of their formation and use. The differences appear especially in their positive form, as shown in the following text.

The use of auxiliary verbs and the word order within the negative and interrogative sentences is the same as its use with regular verbs that were described in a part 3.1.1.

- English irregular verbs

Quirk et al. (1997, p.104) write that English irregular verbs represent a wide group of about 250 verbs. They can be both auxiliary and full meaning.

- Full verbs

As Quirk et al. define them, the full irregular verbs “differ from regular verbs in that either the past inflection, or the –ed participle inflection, or both of these are irregular” (Quirk et al., 1997, p. 103) and add that three major differences are following:

a) They do not have the regular –ed inflection or have this inflection, but /d/ is devoiced to /t/ like burn-burnt and a regular burned alongside.

b) There often appears a phenomenon called gradation or ablaut, which is typical but not necessary feature of irregular verbs. It means the variability of the base vowel: write - wrote – written.

c) Irregular verbs have a different number of different forms that have to be listed. The principle forms are the base form, the past and the –ed participle, marked V,V-ed_1 and V-ed_2 and the situation can be following:

- All three forms alike (cut, cut, cut)
- V-ed_1=V-ed_2 (meet, met, met)
Quirk et al. (1997, p. 104) claim that English irregular verbs are classified on the base of their similarities and differences and the main criteria for the decision whether the verb is irregular or not and for setting up the classes is pronunciation. The criteria are used in three fields:

a) Suffixation of past and past participle form, including alveolar and nasal suffixes
b) Suffix identity like in met =met
c) Vowel identity, where the principal parts do not show any difference of the base vowel.

The three criteria that Quirk et al. (1997, p. 104) state are the base for the division of irregular verbs into seven classes.

- Class 1 - burn - burned/burnt - burned/ burnt – used suffix, V-ed1 and V-ed2 are identical, vowel is the same in all forms
- Class 2 - saw - sawed - sawed/sawn - suffix used, V-ed1 and V-ed2 are or are not identical, vowel is the same in all forms
- Class 3 - bring - brought - brought - suffix used, V-ed1 and V-ed2 are identical, vowel is not the same in all forms
- Class 4 - break - broke - broken - suffix used, V-ed1 and V-ed2 are not identical, vowel is not the same in all forms
- Class 5 - cut - cut - cut - suffix not used, V-ed1 and V-ed2 are identical, vowel is same in all forms
- Class 6 - strike - struck - struck - suffix not used, V-ed1 and V-ed2 are identical, vowel is not the same in all forms
- Class 7 - swim - swam - swum - suffix not used, V-ed1 and V-ed2 are not identical, vowel is not the same in all forms

- Czech irregular verbs

Czech language unlike English has only a few irregular verbs. Čechová (2000, p.241) states four frequently used irregular verbs in Czech language, they are být, chtít, jíst and vědět

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2 Some more examples are introduced in the table 5 in the appendix.
(be, want, go and know). They differ from the regular verbs, because they are very old and they either retained old original forms or use forms that are different from present verb types. Therefore they cannot be classified within the verb classes and patterns.

Czech irregular verbs do not differ only in their past forms, but also in present and future forms as Čechová (200, p.241) claims. For example the inflection of the verb byt (be) uses three stem basis, out of which by- is used for the past forms (byl, byla – was, byly – were), but also for conditional mood (bych, bys, bychom), as a part of conditional conjunction (aby, abych) and a part of prefix verbs (dobytl, ubyl) and all compound verbs.

The text above makes clear that the irregularity of verbs is on completely different bases in both languages.

- Auxiliary verbs

As the English auxiliary verbs do not keep the same rules as the other verbs, although they belong to the group of irregular verbs, they will be described separately.

Quirk et al. (1997, p.129) state two main groups of English auxiliary verbs - they are primary and modal verbs.

According to Quirk et al. (1997, p.129) the primary auxiliary verbs differ from the modal verbs in their semantic association with the basic grammatical categories of tense, aspect and voice while modal verbs are associated with the expression of modal meanings like possibility, obligation or volition.

There are three kinds of auxiliary verbs that play an important role in expressing the past events: be, do and have. Dušková (2012, p.174) describes them as the separate verb class characterised by their specific features that are negation, which is done by adding the negator not, then they can be placed before the subject as the instrument of inversion and they can represent the whole predication. Dušková (2012, p.174) adds that they lose their semantic meaning, which they have as the lexical verbs. Their past forms can be found in a dictionary (2009, p. 1563-1564), they are had for have, did for do and two forms for a verb be – was, were, while was is used in the first and the third person singular and were for the others (see tab.6 in the appendix). All of them can function as both the auxiliary verbs and the lexical verbs.

a) BE

Dušková (2012, p.175) claims that a verb be can appear as an auxiliary verb, but also as lexical, copular or modal verb, and it uses the same forms in all kinds of use. Quirk et al. (1997, p.129) state how a verb be can be used as the lexical and the auxiliary verb:
- Ann was a happy girl. Was that building a hotel? – a verb be as a copular verb and the main verb in the sentence.
- Ann was learning for two hours. – a verb be as an aspect auxiliary verb
- Ann was awarded a prize. – a verb be as a passive auxiliary

In comparison, Čechová (200, p.241) states the Czech verb byt – be (described in part “1) Czech regular verbs”) can appear within the past tense in its present form byl jsem – I was, viděli jsme – we saw, what can lead to mistakes, as described the in the previous part of the text ”Regular verbs”.

In the context of a verb be it is worth noting the use of the passive voice. Quirk et al.(1997, p.159) state that voice is one of the major verb categories that distinguishes active and passive verb phrases from each other.”Voice is a grammatical category which makes it possible to view the action of the sentence in either of two ways, without change in the facts reported: The butler murdered the detective.(active) or The detective was murdered by the butler.(passive)” (Quirk et al. 1997, p.159). As an example shows, Quirk et al. (1997, p.159) explain that the passive voice differs from the active in addition of the auxiliary be followed by –ed participle of the main verb. The use of past be forms within past passive expressions corresponds with the rules of was and were forms.

b) DO

Quirk et al. (1997, p.133) write about the use of do as about the use of an “empty operator” which is required for the construction but has no semantic meaning. As Dušková (2012, p. 178) states, the verb do can work as an operator for question and negative formation within the past tense. It has a form did for the positive utterance in the past, did not or a contracted form didn’t in negative expressions. Quirk et al. (1997, p.133) divide the uses of do as an auxiliary as following:

- “I didn’t like maths at school.” – negation in indicative clauses, using not
- “Did he stay late? They didn’t make any mistakes, did they? Never did he think the book would be finished so soon.” – question or structures that need subject-operator inversion
- “Michael did say he would be here at nine, didn’t he?” – the emphatic construction
- “Did you watch the game on television? No, but my brother did.” – ellipsis of a predication
Quirk et al (1997, p.134) add that do as the main verb can use many forms. It can combine with a pronoun object (demonstrative, interrogative or indefinite) to act as a predication which refers to an unspecified action like A: “What did you do on holiday?” B: “We didn’t do anything. I didn’t know what to do so I did nothing.” (Quirk et al.,1997, p.134). Quirk et al (1997, p.135) points out that a verb do can be widely used as an agentive transitive verb, mostly in informal speech, where can be replaced by any verb of more specific meaning: *He did the dishes. (he washed and dried the dishes) etc.*

c) HAVE

Within the past tense a verb have plays more important role as the main verb, Quirk et al (1997, p.130 - 131) state it expresses possession or other meanings combined with a direct object (They had a daughter.) or it can express health condition (He had a headache.). In this case question and negative uses did and did not/didn’t as an operator.

Dušková. (2012, p.178) points out other meanings, that can lead to mistakes in translation. It is a modal phrase had better, where had does not express the past tense, but it is a part of the phrase with bare infinitive and the meaning is different: *We had better go.* The meaning is like: *It would be better to go.* Then it has causative meaning in phrases with past perfect verbs like: *He had his pocked picked. I had my room painted.* In both had better and had something done phrases the operator do must be used. Dušková. (2012, p.178) adds that the word order plays an important role, like in: “*He had the roof repaired. He had repaired the roof*”. However sometimes the sentence can be translated in more ways like: “*She had clothes brought from abroad.*” “(1) Dávala si šaty vozit z ciziny. (2) Šaty jí byly dováženy z ciziny. (3) Měla šaty dovezené z ciziny.*” In addition the verb have is the instrument of modality, where it is combined with infinitive and expresses meaning of a modal verb must, as Dušková (2012, p.177) states. That will be described later in the text.

Czech verb mít - have is not irregular and is used as the full verb and except similar meaning, as the English have has, it can work as a modal verb shall (described later in the text).

d) Modal verbs

Dušková (2012, p. 180-181) introduces English modal verbs as a closed group of nine verbs (can, must, may, shall, will, ought to, need, dare and used to) that have some similar formal features as auxiliary verbs, then some specific features and they are completely different from the main verbs.
Dušková (2012, p. 181) states that the specific features are following: They have only finite forms – present and preterit and only a verb can uses the preterit form in the past meaning – could/could not/couldn’t.. For expressing other missing forms there are used periphrastic forms: can - be able to, may – be allowed to, must – have to, then be obliged/forced/compelled to etc. Dušková (2012, p.182) claims that unlike auxiliary verbs, the modals have their own meaning, but in comparison with the full meaning verbs the meaning is not independent, they must be followed by a lexical verb. On the other hand Czech modal verbs can stay on their own and it is possible to say: Musel jsem domů. On uměl německy..while this is impossible in English (I had to home. He could German.).

Within the past tense the most important is the use of periphrastic forms, because they are different from their modal counterparts and it can lead to incorrect use.

Czech modals are used in a similar meaning. As Čechová (2000, p.256) states, the modality can express the attitude of the speaker within the expression, it can be modality of certainty (jistotní) that can be total or partial, evaluative (evaluativní) modality or modality where the speaker expresses his interest in an action (voluntativní).

Sochorová (2009, p.86) states the modal verbs used in the Czech language, they are chtít (want), mít (have to do something), moci/moc/smět (can, may), muset (must); a duty to do something (mám - shall, musím I must, I have to), possibility (mohu - can). They are combined with the infinitive of lexical verb and can be used in all their forms as well as the full verbs – it means they can form finite and non-finite forms, based on their infinitive.

3.2 Semantic view

Although some semantic aspects have already been mentioned in the text, because it is difficult to completely separate individual categories, it is still necessary to focus on some details within this field. As it has already been said, Quirk et al (1997, p.175) introduce the past in comparison with the present tense on the time line, on which the present moment is moving and the past is anything behind it. Similarly Sochorová (2009, p.88) describes the Czech past tense as the process that happened before the moment of the utterance.

3.2.1 Situation types

Quirk et al (1997, p.177) explain that the semantic category of the past applies mostly to happenings which take place in time and are denoted by verbs. The same notion can be expressed by both a verb and an abstract noun that can indicate effects that exist in time like states, events, actions, activities or processes etc., they are titled as situation types. Such
abstract nouns that can be singular or plural can supplement the verb meaning, for example pluralize the verbs through the use of adverbials of frequency: “The country was invaded many times.” – it means that there were a lot of invasions, so it is a plurality event. On the other hand a single event is expressed in the sentence “Vesuvius erupted in 77AD.”

In Czech language the plurality of the past tense verb can be, as Sochorová (2009. P. 90) states, expressed in the same way as in English or it can be expressed by the Czech aspect, that has already been described in the text (part 1.2, page 8), where the perfective verbs express one completed action – dokonavá slovesa or uncompleted, repeated action – the imperfective verbs - nedokonavá slovesa. Nedokonavá slovesa can be for example multiple verbs that are verb forms which show multiple actions. These verbs are divided into iterative (házel – he threw several times) and frequentative verbs (chodíval – used to go). As Čechová (2000, p.170) adds, some verbs appear as pairs of both forms (dokonavá and nedokonavá) and they differ only in their aspect but some Czech verbs like modals or some state verbs have only their imperfective form and there are also verbs that are only perfective, but not many of them (nadchl – he enthused, přiměl – he made him do st.).

Verbs with dynamic meaning can appear with preceding do in pseudo-cleft sentences, like in: “What she did was to learn Spanish.” Quirk et al (1997, p.178)

3.2.2 Meanings of the past tense with a reference to time in the past

As Quirk et al (1997, p.183) state, the past tense usually combines two functions of meaning:

1) Something what happened in the past and there is a gap between the end of the act and the present like in the following example: I stayed in London for several weeks – It means that I am no longer there.

2) The speaker has in mind the time when the event happened. Then adverbials like last year, last week, in 1987, yesterday, two weeks ago, etc. are used like in this example: John started school last year/in 2013.

Quirk et al (1997, p.184) add that it is not necessary to combine the past tense with an obvious indicator of time, but it is required so that the speaker should count with the listener’s presumption that he has a specific time in mind. In this case the meaning of definite past time in the verb phrase corresponds to the definite article used in the noun phrase, while the definite meaning can be connected with a knowledge of the local situation, a larger situation of general knowledge, earlier appearance of the information within the sentence or the text or what comes there later. The definite meaning can be also expressed by
demonstratives *this* and *that* referring to far and near and by deictic expressions that distinguish present from past such as *this/that, now/then* and *here/there.*

Both two points can be concerned in Czech language too, as Sochorová (2009, p. 100) states, there can be used adverbials like *loni* – last year, *před dvěma týdny* - two weeks ago, *včera* – yesterday, *v roce 1987* etc. but unlike English it is common to use adverbials like *recently* (Poslední dobou jsem s ní často nemluvil.) or *this year* (Letos jsem tam nebyla.) with the past tense while English uses more often present perfect form. Some deictic expressions are similar to English ones (*ted/tehdy for now/then*). Sochorová (2009, p. 100) adds the use of proverbial ligatures (*příslovečné spřežky*) with the past tense too (*dodnes – till today*).

### 3.2.3 The use of the past tense in relation to the instant situation


*“Did you lock the front door?”* – the case of situational definiteness – all the domestic dwellers know, when the front door is usually locked.

*“Byron died in Greece.”* *“I have a friend who was at school with Kissinger.”* *“Rome was built in a day (a proverb)”* definiteness based on a larger situation or general knowledge of people or places.

The past tense would be used also in the Czech language in these cases even the definiteness does not play so important role, as it already has been explained at the beginning of the text.

### 3.2.4 Anaphoric and cataphoric use

Following examples will show that it is not necessary to specify the relevant time to form a definite verb phrase.

Quirk et al (1997, p.185) state that anaphoric use of the past tense is called the past, to which the reference is done by a previous use of the past tense in the text or the sentence or if there is a preceding adverbial of time ("*Last Saturday, we went to the theatre.*"). On the other hand Quirk et al (1997, p.185) explain cataphoric use of the definite past as the situation where the time adverbial follows the past tense ("*We went to the theatre last Saturday.*").

The word order in Czech language is not as accurately fixed as in English even if it can sometimes express a bit different semantic meaning or importance of the information placed at the beginning, as Čechová (2000, p.246) states, so it is possible to say: *Minulou*
sobotu jsme šli do divadla./Do divadla jsme šli minulou sobotu./Šli jsme do divadla minulou sobotu.

3.2.5 Three meanings of the past tense that match the meanings in the present

A simple division:

1) The event past – a dynamic verb that identifies a single event (“The eruption of Vesuvius destroyed Pompeii.”) Quirk et al (1997, p.186). As Čechová (2000, p.170) states in Czech the verbs can or need not have two forms, perfective or imperfective, while in this case the perfective form is suitable - zničila (imperfective is ničila).

2) The state past – a verb that refers to a state (“Archery was a popular sport for Victorians.”) Quirk et al (1997, p.186). Čechová (2000, p.170) points that Czech state verbs are often imperfective or paired, so there could be used a form býval instead of byl.

3) The habitual past – repeated events in the past (“In ancient times, the Olympic games were held at Olympia in Southern Greece.”), the use of used to do is also possible, it enables to express the repetition of the event, if it is not sure that it is clearly done by the general knowledge (“In those days he used to live/he lived in the country.”) Quirk et al (1997, p.186). The habitual past in Czech is the matter of Czech aspect as Sochorová (2009, p. 89) described (stated in part 1.2.1, 2.3.1).

Quirk et al (1997, p.187) note that when more than one verb in the past tense is used, it is sometimes important to organize them in a correct order which corresponds to how they appeared in the process: He bought a snack and came to school. Sometimes it does not play an important role like: “She disliked and distrusted her advisers”.

3.2.6 Meanings of the past tense with a reference to present and future time

Quirk et al (1997, p.187) state three situations:

1) The indirect speech or thought, where the past tense in the reporting verb leads to the change of tense in subordinate clause – backshift: “Did you say, you had (have) no money?”

2) The attitudinal past – verb in the past tense expresses speaker’s mental state or politeness: “Did you want to see me now?” “I wondered if you could help us.” This one appears in Czech language too.
3) The hypothetical past is used in certain subordinate clauses and expresses contrary to expectations. It is often used in if clauses: "If you really worked hard, you would soon get promoted."

Sochorová (2009, p.134) admits changes of grammatical person, tense and sometimes mood in indirect speech in Czech language. The reported utterance is expressed by subordinate object clause but the change of the tense is not always necessary as in English, when the introductory verb is in the past tense. The other two structures are similar to Czech ones.

Sparling (1990, p.89) draws attention to mistakes that can appear, when a Czech learner translates reported speech into English. They are caused by the necessity of the use of the sequence of tenses in English, because this process is not common in Czech: Řekl že je připraven. He said he was ready. He also points the cases where the tense of the verb in a subordinate clause is not changed because the reality has not changed so far and at the same time reminds that it is not always true, especially in colloquial English: Galileo showed that the Earth goes round the Sun. But in colloquial language went is also possible while in the sentence like the following the present should be changed even if she has been 18 so far: Řekla že ji je 18. She said she was 18.

3.2.7 Vocabulary

Sparling (1990) states that vocabulary used within the sentence, collocations and meanings of English words in comparison with Czech can cause a lot of misunderstandings and mistakes, because there are a lot of differences in the use of prepositions (before/ago: Before 60 years things were very different./60 years ago things were very different. but Before 1945/the WW2 things were very different.), words that can have the same translation but different use (lend/borrow, do/make, go/come), English phrasal verbs and idioms that have not any equal opposites in Czech and all of them can appear in sentences in the past tense as well as in other tenses. So it is essential to count with the fact that these differences caused by the interference of the mother tongue play very important role. Sparling states many examples, but they are not the key subject of the past tense, even they relate to it.
3.3 Summary

The theoretical part dealt with the differences between the past tense of the two languages in syntactic, morphological and semantic fields.

Syntactic differences were discussed mainly in the fields of the word order, different rules for creating positive, negative or interrogative sentences, the use of subject in each language and the use auxiliaries.

Morphological description focused on inflectional verb forms, modals, auxiliary verbs and irregular verbs in both languages. There were described the basis of negative verb forms.

The rules described in the text were supplemented by items dealing with semantic differences and phonological description.
4 Research work

4.1 Introduction

The aim of the research is to find the differences between the past tense in Czech and English, then analyzing them and finding out, how the differences can cause difficulties to a Czech student who is learning English.

The excerpts were collected from a contemporary fiction book in the English origin and its translated version in Czech. It is the detective story N or M by Agatha Christie. The book has 189 pages and this book was chosen because of the frequent use of the past tense there. It is written in modern English, the book has sixteen chapters that are further divided into two or three parts. It is a narrative story with a third person narrator, it is told in the past tense, and there is very often used direct and indirect speech. The story takes place in Britain at the end of the World War II and there are two main characters, Tommy and Tuppence Beresford, who leave London and go to Lehampton, where they stay at the hotel Sans Souci, working as spies and solving their case. Their work is based on exploring the other guests at the hotel to find a betrayer among them, so there are many other characters there and the social conversations and descriptions of all events provided useful material for this work.

The research is based on parallel reading of both books, comparing the past tense expressions step by step from the beginning to the end, taking notes during reading and analyzing the notes on the base of similarities, grammar rules, differences in vocabulary and differences in the use of verb forms and cases, where the simple past tense is not used in both languages, but only in one of them.

4.2 Research questions

1) What is the occurrence of the past tense in English and Czech?
2) What other verb forms than the past simple tense are used to express past events and what is the occurrence of each?
3) Is the past simple tense used more often in English or in Czech? What is the percentage of the use in each of the two languages?
4) In what kind of sentences is the past tense used the most and the least often?
5) What are the other differences?
6) What verbs are the most frequently used in English and Czech?
4.3 Metodology

4.3.1 Collecting data during reading

Collecting data was divided into three stages. The first one helped to find out what verb forms and grammatical structures were used to express any past events in the text. The number of searched samples in this stage was determined to one thousand, because so many examples could be sufficient to make one realize the different options that can appear during translation of a text from English into Czech. All the excerpts supplemented by notes were written down into the table (tab.7 in the appendix).

The second stage contained analyzing collected information, comparing the English and Czech equivalents and finally led to making another table for collecting further data. This table was divided into two parts, Czech and English, and contained columns of each grammar structure that had appeared in the text so far (tab.12 in the appendix). In addition there was made one extra table, which was also based on the first collected data and contained the most frequently used verbs in the English text to enable taking notes of their other appearance in the text.

The third stage was similar to the first one, but the notes were not written down in details, but they were ticked into the table for collecting further data (tab.12). Any occurrence of the grammatical structure placed in the table was ticked down when the same structure as listed occurred in the text. When a different structure than those listed in the table appeared, the note was written down separately with an excerpt like in the first part of collecting data. The system of ticking was used also for taking notes of frequently used verbs.

A. The first stage

The first stage was focused on finding first thousand past verb forms. As the English simple past tense corresponds to the Czech past tense the best, this tense was considered the default point for the comparison of the differences in both languages.

To see clearly the use of the simple past tense in both original and its translation and to notice the differences, there were two labels used in the table for collecting data and they appear also in the following text. The word *same* was used for the simple past tense that appeared in both texts and its other forms like progressive, perfect or others were marked as *different* as well as the cases, where different than a past grammatical structure was used or the verb was even completely omitted.
The collected data were placed into a simple table, containing two columns for taking notes from the English text and two for the notes from the Czech one plus one column for a sequence number and one for the labels (same/different) and notes explaining if the sentence is in the simple past tense in both the original and the Czech translation or if there is a different structure in each language. This system of notes helped to orientate in the collected data more easily.

The work was based on slow parallel reading of the book in English original and its Czech translation and taking notes into the table described above\(^3\). All the past expressions were noted into the table together with the page of their occurrence and with the equivalents used in the other language. In the case, where the past simple was used in both languages, a label *same* was placed, while in cases, where the past simple was used only in one language, a label *different* was placed with some brief notes about the grammar structure used.

A brief overview of the first stage – first 1000 past expressions:

Parallel reading both books was supplemented by taking notes from each page of the book, writing sentences or parts of the sentences expressing past events, numbering these notes and labelling them to divide them into three main groups:

**Group 1:** Both the English original and its translation in the past simple tense that were labelled as *same* were further sorted into other two groups and added a number and a note about the differences:

A label *same 1* was used for utterances that were both in the past tense and were easily translated according to the basic grammar rules (a subject was expressed, a verb form was created by inflection using a suffix –*d, -ed* or a second form of irregular verb was used; a typical word order was used; negative form used the structure *subject + did not + infinitive* and a structure of *did + subject + infinitive* was used to form a question), because they had similar sentence structure in both languages or the question and negative form were based on the regular rules. In addition inversion of nouns which were the subject of reporting verbs after direct speech, because such word order is similar to the Czech one.

A label *same 2* was used in the cases where both the original text and its translation were in the past simple tense, but there were such differences between the Czech and English text that could cause difficulties in translation or it could be negatively influenced by

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\(^3\) See a part of the table as an example of collecting data in tab.7 in the appendix 7.
interference of the mother tongue (the use of did in questions and questions without did, emphasising by did in a declarative statement, unusual phrases, unusual sentence structure, completely different structure, the use of Czech reflexive pronouns where English does not use any, unusual word order, the use of phrasal verbs, idioms and unusual collocations etc.).

**Group 2:** Only the English original was in the past tense while its Czech translation was in present or there was not any verb used in translation or other possibilities. In a few cases the sentence was not stated in Czech, only in English. This part contained taking notes of the Czech expressions used in the text. Such cases were labelled as *different 1*.

**Group 3:** Only the Czech translation was in the past tense while the English original used different structure than past simple, like past progressive, present perfect or past perfect, present, non-finite forms or any structure without a verb (adjectives, nouns) or others. The excerpts of both the English and Czech examples were written down and these pairs of samples were labelled in the table as *different 2*.

**Vocabulary:** As the choice of vocabulary plays an important role too, there were taken notes of verbs that appeared the most often in English original and what were their translations used in Czech, if they differed.

**B. The second stage**

The second stage contained mainly analyzing the collected data, namely analyzing the detected differences, counting the examples of the occurrence of past simple verb forms and other forms expressing past events, counting the occurrence of negatives, questions, indirect speech, passive voice and also the number of the most frequently used verbs and all that was followed by making two tables for other work that followed in the third stage.

Found materials based on the data analyzed in the first part were used as the basis for final division and for creating other two tables. The materials were divided as following:

1) Past simple used in English original and in Czech (where the word SAME 1 was used):
   a) Positive statements - verb in the past simple tense form in both English and Czech; typical word order; regular verbs.
   b) Negative statements - typical form based on the basic rules (*not* with auxiliary verb).
   c) Questions - typical form based on the basic rules (word order, did or subject questions).
2) Past simple used in both English original and in Czech (where the signification SAME 2 was used) – in these cases there were some little differences or the structures of verbs can cause some difficulties:
   a) Positive statements – unusual word order, the use of reflexive pronoun in Czech, passive only in English or only in Czech, phrasal verbs in English; irregular verb forms.
   b) Negative statements – one negative element in the sentence – not expressed by the verb; reflexives used in Czech, more negatives in one sentence in Czech, phrasal verbs.
   c) Questions - unusual word order, phrasal verbs.

3) Past simple used in English original and different structure in Czech (where the word DIFFERENT 1 was used):
   a) Positive statements – present tense used in Czech, omitted verb in Czech, the sentence not stated in Czech, conditional used in Czech, other forms not specified but not the past tense structure, past tense in English as a result of backshift with indirect speech.
   b) Negative statements – present tense used in Czech, backshift in English, omitted verb or the sentence not stated in Czech, conditional used in Czech, other forms not specified, but not the past tense structure.
   c) Questions – present tense used in Czech, omitted verb in Czech, the sentence not stated in Czech, conditional used in Czech, other forms not specified but not the past tense structure.

4) Past simple was not used in English original but only in Czech (where the word DIFFERENT 2 was used):
   a) Positive statements – present simple or progressive, present perfect, past perfect, -ing or –ed participle used in English, omitted verb in English, other forms not specified but not the simple past tense structure.
   b) Negative statements – present simple or progressive, present perfect, past perfect, -ing or –ed participle used in English, omitted verb in English, other forms not specified but not the simple past tense structure.
   c) Questions - present simple or progressive, present perfect, past perfect, -ing or -ed participle used in English, omitted verb in English other forms, not specified but not the simple past tense structure.
5) The most frequently used verbs in English:

a) *Said* was used 146 times in first 1000 past tense expressions in English (14.6%), while only 91 times this word was translated into Czech, in other 55 cases it was replaced by different words like: *odpověděl, namítl, podotkla, pravil, zazubil se* and many others. The most frequently this word was a part of the sentence with a direct speech.

b) Irregular verbs appeared 563 times in the first 1000 past tense structures in English, which is more than a half of them, exactly 56.3%. This led to writing a list of all so far used irregulars in the English text so that their other occurrence could be easily noted by ticking it.

c) Phrasal verbs occurred also quite frequently, exactly 82 times within the first 1000 past tense structures. There was a wide range of words that rarely repeated, like *hold out* (1969, p.7), *put back* (1969, p.10), *saw off* (1969, p.15), *cut in* (1969, p.18), *plunged into* (1969, p.24) and many others. Some appeared repeatedly in the same or in different meaning with a different preposition like *broke out* (1969, p.13), *broke in* (1969, p. 14) or *broke off* (1969, p.28); *got into* (p.1969, p.19), *got on* (1969, p.163), *went into* (1969, p.34), *went off* (1969, p.179) etc. The most frequently used phrasal verb in the past tense used the verb *went*, while the most often meaning was *went on* that appeared 17 times in the first 1000 past tense structures. Other phrasal verbs occurred from one within ten cases per each in the first 1000 past tense structures. There was not made a table for phrasal verbs, but only a list of them, that was continuously updated during reading by the form of the phrasal verb (only the verb, without a subject) and a number of page, where it occurred plus its translation into Czech, so that all of them could be counted at the end. This process started in the first and finished in the third stage.

There was a long list of different phrasal verbs used in the whole English text, exactly 197 of them, while some of them were used only once and some were used several times and in different forms and meaning, like *went*, that occurred in combination with nine different prepositions. The overview is placed in the appendix 12.
C. The third stage

This part was based on parallel reading of English original and its translation. Most of the notes were ticked in the table for collecting further data (tab.11 in the appendix), as described above, and detailed excerpts were taken in cases that were not listed in the table.

As the number of questions was not very high, all the questions were placed into the separate table (tab.9), which is placed in the appendix. The occurrence of irregular verbs and phrasal verbs was noted in the list. The example of the list of phrasal verbs is placed in the appendix 12.

4.3.2 Data analysis

After collecting all data the process was followed by analyzing all collected data in the first and the third step, counting all the cases of appeared expressions and making an overview. It was based on sorting all collected data, dividing gathered examples into logically sequenced groups, counting occurrence of the past tense and other grammar structures, counting the most often used verbs and identifying and analyzing all the differences between the two languages. All that helped to answer the research questions and led to creation of the survey as following:

Answers dealing with the quantity of occurrence of the past tense and other grammatical structures expressing past, the types of sentences and the verbs used in the text:

1. The number of the past tense was 3800 in English.
2. The occurrence of the past tense in Czech translation was 3897.
3. The number of English past tense structures translated into Czech past tense was 3365, while the number of structures marked as same 1 was 2005, same 2 1360.
4. The number of past tense structures in English translated by different structures into Czech was 435.
5. The number of different than past tense structures in English translated into past tense in Czech was 532.
6. The number of questions in English text was 56.
7. The number of negative sentences in the past tense was 71.
8. The occurrence of the passive voice in English was 46.
9. The number of irregular verbs in the past tense form in the English text was 2106, what indicates to a very frequent use in English.
10. The number of phrasal verbs in the past tense form in the English text was 314.
11. The most often structure used in past narrating is direct speech that occurred 936 times.
12. The most common introductory verb in direct speech is “said” that was used 579 times and 359 times it was translated into Czech by a verb of the same meaning.

4.4 Answers to research questions

1) What is the occurrence of the past tense in English and Czech?

The simple past tense structures were used in 3 365 cases in English, while 2005 of those were translated into Czech using a similar sentence structure like in English and 1360 cases differed in word order, the use of reflexive in Czech, the use of passive voice in English and active in Czech and vice versa and other little differences (tab.9 in the appendix 9). There were 435 occurrences of the simple past tense in the English text that were translated into Czech by the use of different than the past tense structure and 532 cases of the past tense in the Czech translation while the English original text used different grammar structure. It results from the numbers above that the total number of the past simple tense in English was 3800 whereas 3897 occurrences appeared in the Czech translation of the book what implies to a bit higher use of the past tense in Czech than in English, exactly only by 2.55%, so this difference is surprisingly low.

Some clauses in the past tense repeated many times, especially those that were used as introductory sentences of the direct speech. The average occurrence of the past tense per one page in the English text was 20.5 cases, while it ranged between approximately 15 and 30 cases per one page and exceptionally fewer or more. The lowest occurrence was 5 and the highest 36 per one page. The number of occurrence of the past tense in Czech translation is about 22.5 cases per one page, although the Czech version is by 11 pages shorter.

The data for the first 1000 cases of the past tense structures in the English text were collected in the way described above in 4.3.1. This part led to the choice of following examples:

The word *same* was used as a signification for the cases, where the translation had similar structure in both languages. Mostly in positive declarative clauses, where the differences between the English and Czech structure were very small, like the use of the
subject in English, and also a noun inversion after direct speech, thank to which the sentence structure is more similar to the Czech one.

Examples:

*Bletchley shook his head doubtfully.* (1969, p.68)

*Bletchley zoufale potřásl hlavou.* (1976, p.63)

Both sentences above have same structure, the only difference is the position of the adverb.

*Run down by a lorry.* (1969, p.12)

*Srazil ho náklaďák.* (1976, p.10)

Both examples are past, but the first one uses ellipsis.

A signification same 2 was used, when both the original and translated sentences were in the past tense, but there were some bigger or more serious differences like in the structure of some questions or negative sentences, where auxiliary verbs are necessary in English or cases, where some unusual sentence structure was used. Then structures with a little different word order like a different position of adjectives or adverbs or the use of reflexive *se/si/ sis* in the Czech translation. There were also structures that differed only in inflectional endings of the verbs in Czech and English, like in introductory sentences of direct speech, where the Czech subject was not expressed.

Examples:

*Gravely he shook his head.* (1969, p.26)

*Vážně zavrtěl hlavou.* (1976, p.22)

The examples show how the inflectional ending in Czech can express the gender without a stated subject.

*Tuppence went in with a child.* (1969, p.60)

*Pentlička zašla s dítětem do pokoje.* (1976, p.55)

Both examples are in the past tense, use the same structure, but English phrasal verb expresses also that they entered the room, while in Czech it is necessary to express it using a noun *room – pokoje*.

*Tuppence eyes were very bright and shining as she read and re-read the letter.* (1969, p.69)

*Pentličce svítily a zářily oči, když si tyhle řádky přečetla, a znovu se k nim vracela.* (1976, p.63)

Both the original and the translation use past tense structure, but the meaning of Czech *svítily* and *zářily* is expressed by a verb *be* and an adjective *bright* and a present participle
shining. Also a verb re-read is expressed differently by two words in Czech, a verb vracela – returned and an adverb znovu – again.

A word different was used for the pairs of sentences, where only one of them appeared in the past tense and the latter was in different tense (present in Czech or in English), aspect (present perfect or past perfect in English, progressive) or it was expressed by –ing participle or any structure without a verb (adjectives, nouns), then backshift in indirect speech or it was not stated in one of the languages at all. A sign different 1 was used in cases, where the past simple tense was used in English, different 2 when the past structure appeared only in Czech.

Examples:

Different 1:

What was it? (1969, p. 155); Co je to? (1976, p. 142)

In some cases English past sentences were translated into present like in the examples above.

Different 2:

"You don´t suspect, do you, that she drinks?" (1969, p.134)

Nezdá se vám, že něco pila?“ (1976, p. 123)

"I’ve not been out." (1969, p. 134)

"Nikde jsem nebyla. “(1976, p. 123)

As examples above show, the present and present perfect tense are used in English, while Czech translation is in the past tense.

2) What other verb forms than the past simple tense were used to express past events and what was the occurrence of each?

- The past tense in Czech

The occurrence of the past tense only in the Czech translation was 532 times and in these cases different than past tense structure was used in English. The structures were like in following examples:

But this time, before she reached the shelter, the couple had parted abruptly, the girl to cross the road leaving the sea front, Carl Von Denim to come along Tuppence’s direction. (1969, p. 26)

Než se tentokrát však přiblížila ke krytu, oba mladí lidé se už rozešli, dívka přeběhla přes ulici, vedoucí od moře, a Carl von Deinim přicházel směrem k Pentličce.(19765, p. 21)

English uses past perfect structure and infinitive, while the past tense is used within all verbs in Czech.
The past tense in English

The occurrence of the past tense only in the English text was 435 times and their translation into Czech was either completely omitted, like some introductory sentences of direct speech, where due to the Czech inflectional endings of the verbs it is clear who spoke or answered. Then the Czech translation was in the present tense or possibly present condition like in the cases of indirect speech, where the past tense was used in English introductory sentences and therefore the present expressions were changed into the past tense.

Examples:

"They said of red Indian, did they not, that a good Indian was a dead Indian." He laughed. "To be a good German I must be on time at my work. Please. Good morning." (1969, p. 28)


The first sentence was completely omitted in Czech.

Mrs. Cayley seemed quite alarmed by the question and said:” Oh, I don’t know." (1969, p. 34)

“Božínku, to nevím.” (1976, p. 31)

There was omitted an introductory sentence in Czech.

The chirruping Miss Minton, the dictatorial Mr. Cayley, the nit-witted Mrs. Cayley – were these people really typical of her fellow-countrymen? Was Mrs. Sprot any better with her vacant face and boiled gooseberry eyes? (1969, p. 35)

Švitořivá slečna Mintonová, sobecký pan Cayley, přihlouplá pani Cayleyová — jsou to všechno typičtí, průměrní Angličané? A cožpak je pani Sproootová s tím svým trochu duchaprázdným výrazem a očima jako rozvařené borůvky o něco lepší? (1976, p. 31)

In the examples above the past tense is used in English and present in Czech.

3) Is the past simple tense used more often in English or in Czech? What is the percentage of the use in each of the two languages?

As the numbers show, the occurrence of the past tense was a little more frequent in the Czech language (by 97 cases), but the highest number of the past tense used in the text was
simultaneously used in both languages – in 88.55% of its occurrence, because 3800 cases of English past tense were translated into Czech past tense 3365 times.

4) In what kind of sentences is the past tense used the most and the least often?

The occurrence of the interrogative sentences was much lower than that of declarative ones. The lowest occurrence of the past tense was in the past questions, exactly it appeared 56 times in the whole English text, probably due to a frequent use of the direct speech, therefore the English questions are there mostly in present, present perfect, past perfect or without the use of any verb and others. On the other hand the most frequent use of the past tense appeared in the introductory sentences of direct speech that occurred 936 times.

Past questions in the English text appeared in the following structures:

- There were 12 cases of the occurrence of typical *be* questions in the English text, like sentences in following examples:
  
  “Was that Mrs. Perena’s voice?” (1969, p. 58)  
  “Byl to hlas paní Perennové?” (1976, p. 54)

- Some questions were translated from English to Czech almost literally, word by word, some differed more or less like the following sentence:
  
  “How excited were we?” (1969, p.52)
  
  “Jaké to bylo vzrušující dobrodružství?” (1976, p. 49).

- *Did* questions in the past tense in English appeared 16 times with various structures, like in following examples:
  

- Some of them were not translated into Czech past tense, like:
  

- Ten questions were formed with interrogative words like in these cases:
  
  

- Only one subject question occurred in the text:
  

- There were two modal questions, like the following example:
  
  “Yet, knowing what she did, how could she doubt?” (1969, p.118)  
  Ale jak o tom mohla pochybovat, když věděla to, co věděla? (1976, p. 108)
• The occurrence of other kinds of questions was 17 times. Some assurance questions used question tags, they appeared six times, like:
  
  “She was a spy, wasn’t she?” (1969, p.48) “Byla to přece špiónka, ne?” (1976, p. 45)
  
• Short assurance questions like “Did I?” (1969, p.122) and others occurred five times. Then there were eight cases of declarative questions like:
  
  
• Some questions that appeared in direct speech were in colloquial English and subject was ellipted in three cases, like in:
  
  
• Sometimes the subject was omitted and the name was placed at the end of the utterance as addressing like in:

  Brought down some golf clubs, didn’t you, Meadows? (1969, p. 35)
  Přivezl jste si sebou golfové hole, vid’te, Meadowesi? (p. 32).
  
  The detailed overview of the questions is placed in tab.9 in the appendix, as there was only a low number of them, there are all cases that appeared in the book.

  Despite the fact (tab. 9) that not all English questions were translated into Czech language in the past tense, ten of them were in present and one in present conditional, the total number of questions translated into Czech language was higher. There were 106 cases of questions in the past tense in Czech translation, while 39 were translated from the simple past tense, 28 sentences were originally in present perfect like:
  
  “Here you’ve been under the weather?” (1969, p. 84)
  Prý jste byl nachlazený? (1976, p. 78)

  Fourteen questions were in past perfect and twelve were in present simple:
  
  “Where had the woman gone?” (1969, p. 92) ”Kam mohla zmízet?” (1976, p. 85)

  ”Is that your idea?” (1969, p. 90) “Také vás to napadlo?” (1976, p. 84)

  Two questions used past continuous form, others used infinitive or appeared as an indicative sentence and five were without a verb like in a following example:
  
  ”A little girl in a green checked gingham dress?(1969, p.97) “Měla ta holčička zeleně kostkované bavlněné šatečky?” (1976, p. 89)

  The most often occurrence of the past tense was in direct speech structure, which was used 936 times, while the introductory sentences of the direct speech often used inverted nouns which were the subjects of reporting verbs that made the structure of the sentence more similar to the Czech one, like in:
“To begin with,” said Tommy, "I don’t have large B’s embroidered on my pants.” (1969, p. 21)

“Předně,” řekl Tommy, "nemám na všech podvlékáčkách vyšitá B." (1976, p. 18)

This structure occurred 252 times in the text. Other introductory sentences of direct speech used common word order, like for example:

**Mrs. Perenna groaned and said:** “This terrible war----” (1969, p. 17)

"Ta válka, ta válka!” (1976, p. 14)

5) What are the other differences?

- Unusual sentence structures

There were some structures that are neither typically used in English, nor similar to Czech sentence structures. Among sentences like this can be those using idioms or unusual collocations but also uncommon word order or verb forms, because they can cause difficulties to a Czech learner, but in such cases very important role plays practice in the use of the language. There were some in the text, so here are some examples:

“I wonder where she’d been,” said Miss Minton, whose life was taken up with such small wonderments. (1969, p. 133)

“To by mě zajímalo, kde byla,” řekla slečna Mintonová, nebot’ podobné důležitosti tvořily náplň jejího života. (1976, p. 122)

There were people, Tuppence knew, who did poke and pry. (1969, p. 87)

Vždyť jsou lidé, že se hrabou v cizích věcech. (1976, p. 81)

Little murmurs arose round the table. The moment was well chosen, everybody happened to be at breakfast table together for once. (1969, p. 67);

Kolem stolu se ozvaly hlasy. Pentlička si vybrala pravou chvíli, protože se náhodou u snídaně toho dne sešli všichni. (1976, p. 62)

The bolded parts of the sentences above are unusual because it is not easy to deduce such forms of the clauses knowing only useful vocabulary and the bases of the past tense structure.

- Negative sentences

The negative sentences can cause problems because of the different structure in English and Czech, therefore attention was also paid to negative structures.

Past tense expressions in the negative form appeared in 71 cases, using did not, negative be and expressions like never or no with a positive form of the verb:

*There was no one within earshot.* (1969, p. 19)

- Different word order or set phrases

In some cases there was used a different word-order and set phrases in Czech or in English that could probably lead to difficulties in translation, like in the following sentence:

*How Tommy got through that evening he never quite knew.* (1969, p. 18)

*Tommy neměl později ani ponětí, jak dokázal přečkat onen večer.* (1976, p. 16)

If a Czech learner tried to translate such a sentence into English, even being knowledgeable the grammar rules, he would have problems to form a sentence like the one given by Agatha Christie.

6) What verbs are the most frequently used in English and Czech?

- Introductory verbs of direct speech

The past tense was the most frequently used in introductory sentences of the direct speech (936 cases) where the most frequently used verb was *said*. “Said” occurred 579 times in the whole English text, while in 220 cases it was translated into Czech by other words like “odpověděl, namítl, podotkla, pravil,” etc. and in 359 cases the word *said* was translated into Czech. English “said” and other introductory expressions were very often supplemented by the appropriate adverb, like following:

*Tommy said* consolingly: “Well, at anyrate, Deborah has got a job.” (1969, p. 6)

*Tommy se zazubil:* „Nevím, jestli by si to myslela i Deborah.” (1976, p. 4)

*Tommy said* gloomily: "This war is Hell." (1969, p. 6)

*Tommy řekl* chmurně: “Tahle válka je peklo.” (1976, p. 4)

*Tommy said* slowly: ”I see.” (1969, p. 12)

*Tommy přitakal*. (1976, p. 7)

“Everything,” *said* Tuppence complacently. (1969, p. 20)

„Všechno, “přiznala Pentlička samolibě. (1976, p. 17)

*Tommy said* reproachfully: ”And you never let on?” (1969, p. 20)


As the examples show, there were used various words for the translation of *said*.

- Irregular verbs

There was very frequent use of irregular verbs in the English text and phrasal verbs were also used quiet often. Both facts can cause problems to a Czech learner.
The number of irregular verbs in the past form was 2106 times, the most frequently used past forms were *said* that appeared 579 times, *be* which was used 523 times in various sentence structures (questions, declarative clauses, interrogative clauses, question tags etc. in positive or negative form) while in *was* form it occurred 441 times and in *were* form there were 82 cases. A verb *did* appeared in its positive or negative form 86 times, a verb *had* 73 times, then *went* 63 times, *thought* 54 times, *came* 49 times, *heard* 42 times, *got* 39 times and *broke* 27 times. There were other irregular verbs used in their past form, but their occurrence was under 20 in the whole text, for example *brought*, *gave*, *saw*, *shook*, *made*, *took*, *rang*, *told* and *knew* and also verbs that appeared rarely, in the range between one to ten occurrences like *stood*, *rose*, *put*, *found*, *kept*, *slept*, *flung*, *read*, *wrote*, *led*, *set*, *held*, *left*, *felt*, *beat*, *shot*, *met*, *lost*, *threw*, *caught*, *became*, *flew*, *stole*, *dwelt*, *cut*, *let*, *learnt*, *understood* and *drew*.

Some examples of irregular verbs: A verb *be* appeared very often in sentences in the past simple tense like in following:

*It was* west Lehampton and poorly thought of. (1969, p. 39)

*Tuto část Lehamptonu pokládali* majitelé realitních kanceláří *za nejméně žádoucí.* (1976, p. 35)

It also appeared within the past continuous aspect of which the Czech translations were in the past tense. A verb *be* occurred in its past form also in the passive voice that appeared in the English text quite often (46 times) and in a few cases the Czech translation used the passive too, like in:

“I *was told* to call myself Meadowes.” (1969, p. 21)

“Bylo mi řečeno, že se tak budu jmenovat.” (1976, p. 18)

However more often there was the passive used only in English while Czech translation preferred the active voice:

*Knitting was resumed* and Tommy was compelled to hear a long and extremely boring account of Major Bletchley’s experiences on the north West Frontier. (1969, p. 19)

*Dámny se opět chopily* pletení a Tommy byl nucen vyslechnout dlouhý a navýsost nudný výčet zkušeností majora Bletchleyho ze severozápadní hranice. (1976, p. 16).

- Phrasal verbs

It is worth mentioning the occurrence of phrasal verbs that appeared in quite high number of 314. There were 104 different verbs that formed 197 different phrasal verbs, while some of them occurred only once and some twice or more times.
The most frequently used verb in the past tense was went, that occurred 39 times in ten different forms of meaning and the most often in a form went on (pokračoval/a) that was used twenty-once in the English text. A verb run appeared in the text ten times in various forms, like ran on and others, then a verb sat that was used nine times or be that occurred eight times, in the forms like was of, was up to and so on. Also some less common verbs like petered out (ztratila se), flung away (zahodila), chimed in (přizvukovaly) and many others were used.

Some examples of their use are following:

*The conversation during the meal turned on the absorbing subject of spies.* (1969, p.49)

*Při večeři se rozhovor stočil na zajímavou špionážní tematiku.* (1976, p. 44)

*Darting past Mrs. O’Rourke, shouting happily, „Peek bo,“ as she flung herself on Tuppence.* (1969, p. 60)

*Malá Betty Sprootová v kamaškách a ve svetříku se mihla kolem paní O’Rockové, zvolala blaženě: „Kuky kuk!“ a vrhla se Pentličce do náruče.* (1976, p.5 5 )

*I used to hang about to watch the workmen.* (1969, p. 62)

*Chodíval jsem se koukat na ty dělníky.* (1976, p. 57)

*Mrs Sprot bore Betty away and Tuppence got up to put her plan into execution.* (1969, p. 75)

*Paní Sprootová odnesla Betty a Pentlička vstala, aby své záměry uskutečnila.* (1976, p. 69)

*Fellows at the club used to rag me about my German spy komplex* (1969, p. 63)

*V klubu se mi smávali, že mám špiónský komplex, ale pak sklapli zobáček.* (1976, p.58, 59)

The list of all phrasal verbs used in the text is in appendix 12.
5 Conclusion

The grammar structures used in English and Czech quite differ from each other as well as the system of the use of verbs and these differences can cause problems to Czech learners of English.

The theoretical part dealt with the differences that can be seen in on the basis of syntax and morphology. The main differences can be seen in the structure of negatives and questions and therefore it is necessary to realize the necessity of the use of auxiliary verbs and the principles of the word organization within the sentence. There are also questions based on other principles, like subject questions, declarative questions, tag questions and others and a learner should always realize, why and where each structure is suitable and what grammar basis are for each. The use of auxiliaries is not common in both negatives and questions in Czech and it is necessary to count with this difference, to have on mind when and how the auxiliary verbs are used.

However the positive declarative sentences cannot be out of attention. At first sight their structure can seem simpler than the structure of Czech ones, because the verbs are used in the only form for all persons in both plural and singular, except a verb be, and Czech has got different endings of the verbs depending on classes and patterns and sometimes the verbs must be supplemented by reflexive pronouns. On the other hand in English it is necessary to count with the existence of regular and irregular verbs, phrasal verbs and the fixed word order, unlike Czech, where the sentence can be formed from a group of word in several variations, and last but not least the necessity of the subject in the English sentence.

The research work enabled to see the differences in practice, because it was based on reading a book in English original and its Czech translation. Searching for quantitative answers helped to find detailed answers to all the research questions and explained many possible differences that were identified during the research and that can be realised in everyday conversation. The division of all the sentence structures, word formation, choice of verbs, the use of prepositions, this all influences how the language is used in communication and the more one knows about it, the better he or she realises it in own speech itself.

The details that were followed dealt with the qualitative research, because they led to the conclusion, what exactly can cause problems to a Czech learner of English and what can
help to prevent mistakes. The structures causing problems based on the differences are following.

1) Different grammar structure used in situations influenced by the time of the utterance and the time of an action
2) Different sentence structure in both languages, mainly the negative and interrogative sentences, expressing a subject and word order.
3) The use of structures that have no opposites or express the same thing differently in the letter language, like the form of question tags in English.
4) Different system of inflection to form the past verb forms.
5) The use of phrasal verbs in English.
6) The use of irregular verbs in English.

Although this work gives a brief view of the differences between the two languages and it can be useful for a learner of English, it has some deficiencies.

The research was based only on reading of one fiction book, which gives enough examples but the way of speech is dependent on the author, the situation and the topic.

Another thing is that only the English text translated into Czech was the subject of the research and if it was done also conversely, it would probably bring other findings.

Some improvement could be also done in the way of collecting data, because the system based on the tables was very slow and complicated and sometimes it was difficult to orientate in all collected information.

To sum up, the differences found in both theoretical and practical part can be practically used by a student of English, however there should be done other steps based on the deficiencies mentioned above to find more about this topic.
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Appendices

Appendix 1: A brief overview of simple past tense of regular verbs.

The text and the table drew on the Peprník’s work (1992, p.67)

Tab.1 Regular verb in the past tense is mostly followed by a suffix –ed, which is pronounced in three ways:

<table>
<thead>
<tr>
<th>/-d/</th>
<th>after voiced consonant except d like /b, l, m,.../</th>
</tr>
</thead>
<tbody>
<tr>
<td>/-t/</td>
<td>after voiceless consonant except t like/ p, k ,f, .../</td>
</tr>
<tr>
<td>/-id/</td>
<td>after /t, d/</td>
</tr>
</tbody>
</table>

There are some orthographic changes, dependant on the last syllable of the infinitive form of the verb:

- Add only –d, if the verb ends in –e, like love, live or hate: he loved, she lived, they hated – pronunciation then keeps the rules mentioned above /hi: lAVd/, /ʃi: livd/, /ðei heitid/.
- A final consonant doubles after simple unstressed syllable, like in stop – he stopped, knit – she knitted. Final –l doubles in British English like in travel – she travelled
- Final -y changes into –i, unless there is a vowel before –y or the verb is irregular. Therefore cry – she cried, but play – he played, stay – he stayed, etc. These basic rules are published in almost every school textbook and most students of English learn them by heart. The verbs in past form are used only in positive statements.
**Appendix 2:** A brief survey of the use of the past tense

Tab.2: A brief survey of the use of the past tense depending on the kind of the sentence in the table by Pepnìk (1992, p. 68)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you help him?</td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td>did you help him?</td>
</tr>
<tr>
<td>Where</td>
<td>question</td>
</tr>
<tr>
<td>When</td>
<td></td>
</tr>
<tr>
<td>I didn’t help him</td>
<td>negative</td>
</tr>
<tr>
<td>I did not help him</td>
<td></td>
</tr>
<tr>
<td>Who helped him?</td>
<td>A positive question with interrogative pronoun that functions as the subject, therefore without <em>do</em></td>
</tr>
<tr>
<td>Didn’t you help him?</td>
<td>A negative question – an appeal for confirmation of our assumption or conversation</td>
</tr>
<tr>
<td>Did you not help him?</td>
<td></td>
</tr>
<tr>
<td>You helped him, didn’t you?</td>
<td>A negative and positive question tag</td>
</tr>
<tr>
<td>You didn’t help him, did you?</td>
<td></td>
</tr>
</tbody>
</table>
**Appendix 3:** The relations between verb classes and patterns

Tab.3: (Čechová 2000, p.226):

<table>
<thead>
<tr>
<th>I.</th>
<th>II. -noun-</th>
<th>III. -e(-č-)</th>
<th>IV. -i-</th>
<th>V. -a-</th>
<th>VI. -ova-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>nést/nesl</td>
<td>třít/třel</td>
<td>brát/bral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-e</td>
<td>nese</td>
<td>tře (chtit/chtěl</td>
<td>bere</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>péci/pekl</td>
<td>chce)</td>
<td>mazat/mazal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>peče</td>
<td></td>
<td>maže</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>-a-e</td>
<td>tisknout/tiskl</td>
<td>začít/začal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(do)stat</td>
<td>tiskne minout/minul</td>
<td>začne</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(dostal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(do)stane</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>-j-e</td>
<td>křýt/kryl kryje</td>
<td>kupovat/ kupoval</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>krýt/kryl</td>
<td></td>
<td>kupuje</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kryje</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>-i</td>
<td>Sázet/sázel Sází,-ejí</td>
<td>Prosit/ Prosil</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>stát/stál</td>
<td>Sází,-ejí trpět/trpěl</td>
<td>prosí</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>stojí</td>
<td>trpí,-i</td>
<td>spát/spal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>-á</td>
<td>mit/měl má</td>
<td>dělat/dělal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vztahy slovesných tříd a vzorů (relation between verb classes and patterns)

(Classes according to the past stem suffix are numbered in Roman and present in Arabic numerals)
**Appendix 4:** The types and patterns of regular verbs according to the verb classes

Tab. 4 (Čechová 2000, p.227)

<table>
<thead>
<tr>
<th>Typ (Type)</th>
<th>Třída (Class)</th>
<th>Kmenotvorná přípona přítomná (Present stem-forming suffix)</th>
<th>Kmenotvorná přípona minulá (Past stem-forming suffix)</th>
<th>Infinitiv (Infinitive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>e/ ø</td>
<td>I.</td>
<td>nes-e- ber-e- maž-e-</td>
<td>nes- ø-l</td>
<td>nés-t(ti)</td>
</tr>
<tr>
<td>e/a</td>
<td></td>
<td></td>
<td>br-a-l</td>
<td>br-á-t(ti)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>maz-a-l</td>
<td>maz-a-t(ti)</td>
</tr>
<tr>
<td>ne/ ø(nou)</td>
<td>II.</td>
<td>tisk-ne- mi-ne-</td>
<td>tisk- ø-l</td>
<td>tisk-nou-t(ti)</td>
</tr>
<tr>
<td>ne/hu(nou)</td>
<td></td>
<td></td>
<td>mi-nu-l</td>
<td>mi-nou-t(ti)</td>
</tr>
<tr>
<td>je/ ø</td>
<td>III.</td>
<td>kry-je- kupu-je-</td>
<td>kry- ø-l</td>
<td>kry-t(ti)</td>
</tr>
<tr>
<td>uje/ova</td>
<td></td>
<td></td>
<td>kup-ova-l</td>
<td>kup-ova-t(ti)</td>
</tr>
<tr>
<td>i/i</td>
<td>IV.</td>
<td>pros-i- trp-i- sáz-i-</td>
<td>pros-i-l</td>
<td>pros-i-t(ti)</td>
</tr>
<tr>
<td>i/ě(e)</td>
<td></td>
<td></td>
<td>trp-ě-l</td>
<td>trp-ě-t(tti)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sáz-e-l</td>
<td>sáz-e-t(tti)</td>
</tr>
<tr>
<td>á/a</td>
<td>V.</td>
<td>děl-á-</td>
<td>děl-a-l</td>
<td>děl-a-t(ti)</td>
</tr>
</tbody>
</table>

Typy a vzory pravidelných sloves podle slovesných tříd (the types and patterns of regular verbs according to the verb classes)
# Appendix 5: A list of irregular verbs

Tab.5: A list of verbs taken from a dictionary (2009, p.1563-1566) that shows how diverse the system is. The list is completed by the numbers of classes based on Quirk, et al (1985, p. 104-119).

<table>
<thead>
<tr>
<th>Class number</th>
<th>Infinitive</th>
<th>Past tense 1</th>
<th>Past participle 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>abide [əˈbaɪd]</td>
<td>abided/ abode [əˈbɔːd]</td>
<td>abided/ abode [əˈbɔːd]</td>
</tr>
<tr>
<td>4</td>
<td>awake [əˈweɪk]</td>
<td>awoke [əˈwɔːk]</td>
<td>awoken [əˈwʊkən]</td>
</tr>
<tr>
<td>4</td>
<td>bear [bɛə]</td>
<td>bore [bɔː]</td>
<td>born [bɔːn]/born</td>
</tr>
<tr>
<td>1</td>
<td>bend [bend]</td>
<td>bent [bent]</td>
<td>bent [bent]</td>
</tr>
<tr>
<td>4</td>
<td>bite [bait]</td>
<td>bit [bit]</td>
<td>bit [bɪt]</td>
</tr>
<tr>
<td>1</td>
<td>build [bild]</td>
<td>built [bilt]</td>
<td>built [bilt]</td>
</tr>
<tr>
<td>5</td>
<td>cast [kaːst]</td>
<td>cast [kaːst]</td>
<td>cast [kaːst]</td>
</tr>
<tr>
<td>2</td>
<td>chide [tʃaɪd]</td>
<td>chided/ chid</td>
<td>chided/ chid/ chidden</td>
</tr>
<tr>
<td>5</td>
<td>cut [kʌt]</td>
<td>cut [kʌt]</td>
<td>cut [kʌt]</td>
</tr>
<tr>
<td>7</td>
<td>dig [dig]</td>
<td>dug [dʌg]</td>
<td>dug [dʌg]</td>
</tr>
<tr>
<td>7</td>
<td>drink [drɪŋk]</td>
<td>drank [dɹæŋk]</td>
<td>drunk [dɹæŋk]</td>
</tr>
<tr>
<td>4</td>
<td>fall [fɔːl]</td>
<td>fell [fɛl]</td>
<td>fallen [ˈfɔːlən]</td>
</tr>
<tr>
<td>7</td>
<td>feed [fiːd]</td>
<td>fed [fed]</td>
<td>fed [fed]</td>
</tr>
<tr>
<td>7</td>
<td>get [get]</td>
<td>got [ɡæt]</td>
<td>got / (AmE) gotten[ɡætˈn]</td>
</tr>
<tr>
<td>2</td>
<td>lade [leɪd]</td>
<td>laded</td>
<td>laden [ˈleɪdn]/ laded</td>
</tr>
<tr>
<td>3</td>
<td>lay [lei]</td>
<td>laid [leɪd]</td>
<td>laid [leɪd]</td>
</tr>
<tr>
<td>4</td>
<td>lie [lai]</td>
<td>lay [lei]</td>
<td>lain [leɪn]</td>
</tr>
<tr>
<td>3</td>
<td>seek [siːk]</td>
<td>sought [sɔːt]</td>
<td>sought [sɔːt]</td>
</tr>
<tr>
<td>7</td>
<td>sing [sɪŋ]</td>
<td>sang [sæŋ]</td>
<td>sung [sʌŋ]</td>
</tr>
<tr>
<td>6</td>
<td>withstand [wiðˈstænd]</td>
<td>withstood [wiðˈstod]</td>
<td>withstood [wiðˈstod]</td>
</tr>
</tbody>
</table>
Appendix 6: A list of irregular auxiliary verbs

Tab. 6 A list of irregular auxiliary verbs taken from a dictionary (2009, p.1563-1566)

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past tense</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be [bi:]</td>
<td>was [wɒs]/ were [wɜː]</td>
<td>been [b:n]</td>
</tr>
<tr>
<td>do [du:]</td>
<td>did [did]</td>
<td>done [dʌn]</td>
</tr>
<tr>
<td>have [hæv]</td>
<td>had [hæd]</td>
<td>had [hæd]</td>
</tr>
</tbody>
</table>
**Appendix 7: Examples of the use of the past tense**


<p>|   | English                                                                 | Notes                                                                 | Czech                                |
|---|------------------------------------------------------------------------|                                                                      |                                      |
| 1 | Past                                                                   | He turned and strolled in the opposite direction. (p.23)             | 1 past Obrátil se a odcházel opačným směrem. (p.21) |
|   |                                                                        | SAME 2; in Czech reflexive “se” is used                              |                                        |
| 2 | Past                                                                   | ...and strolled in the opposite direction. (p.23)                    | 2 a odcházel opačným směrem. (p.21)    |
|   |                                                                        | SAME 1                                                                |                                        |
| 3 | Past                                                                   | Gravely he shook his head. (p.26)                                    | 3 past Vážně zavrtěl hlavou. (p.22)    |
|   |                                                                        | SAME 1; irregular verb in English                                     |                                        |
| 4 | Present perfect                                                        | Unfortunately we know nothing of what he has discovered. (p.12)      | 4 past Nevíme, bohužel, téměř vůbec, co vlastně objevil. (p.10) |
|   |                                                                        | DIFFERENT2 Present perfect X Past simple                              |                                        |
| 5 | Past                                                                   | That’s what was done in Spain. (p.27)                                 | 5 past Jako ve Španělsku. (p.23)       |
|   |                                                                        | DIFFERENT1 Past passive X No verb                                    |                                        |
| 6 | Past                                                                   | Tommy said gloomily:”This war is Hell.”(p.6)                         | 6 past Tommy řekl chmurně: „Tahle válka je peklo.“ (p.4) |
|   |                                                                        | SAME 1                                                                |                                        |
| 7 | Past                                                                   | “Quite likely,” said Tommy. (p.7)                                    | 7 past “Můžeš mít pravdu,” řekl Tommy. (p.4) |
|   |                                                                        | SAME 1 - inversion - used very                                       |                                        |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>past</td>
<td>Did I - did I - kill her? (p.107)</td>
<td>SAME 2</td>
<td>Did + inf. in English; reflexive “jsem” in Czech</td>
<td>8</td>
<td>past</td>
<td>Já jsem ji zabila? (p.99)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>past</td>
<td>When Tuppence entered the lounge at Sans Souci just before dinner, the only occupant of the room was the monumental Mrs. O’Rourke, who was sitting by the window looking like some gigantic Buddha. (p.45)</td>
<td>SAME 1</td>
<td>9</td>
<td>past</td>
<td>Pentlička vstoupila do salónu krátce před večerí a zjistila, že ji už jedna osoba předešla: monumentální paní O’Rocková seděla u okna jako gigantický Buddha. (p.41)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>past</td>
<td>When Tuppence entered the lounge at Sans Souci just before dinner, the only occupant of the room was the monumental Mrs. O’Rourke, who was sitting by the window looking like some gigantic Buddha. (p.45)</td>
<td>DIFFERENT2</td>
<td>10</td>
<td>past</td>
<td>Pentlička vstoupila do salónu krátce před večerí a zjistila, že ji už jedna osoba předešla: monumentální paní O’Rocková seděla u okna jako gigantický Buddha. (p.41)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Tommy said</td>
<td>SAME 2</td>
<td>11</td>
<td></td>
<td>Tommy se ji snažil</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>consolingly: “Well at any rate Deborah has got a job.” (p.6)</td>
<td>Different expression for said and an adverb</td>
<td>utěšit: „Aspoň že Deborah něco dělá.“ (p.4)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>past</td>
<td>I rather fancy he died of cirrhosis of the liver. (p.21)</td>
<td>SAME 2 different sentence structure and vocabulary, but the past tense in both cases, but with different verb</td>
<td>11</td>
<td>past</td>
<td>Nejvíce se mi zamlouvala cirrhosa jater. (p.19)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>-</td>
<td>...to the direction of Mrs. Blenkenshop (p.67)</td>
<td>DIFFERENT2 - no verb in English but both possibilities could be used in both languages</td>
<td>12</td>
<td>past</td>
<td>…kde seděla paní Blenkenshopová (p.62)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: This table is based on the system used for collecting data in the first step. There was used a table per each page of the book. The collected notes were only parts of the sentences containing the past tense structure and its opposite in the other language.
**Appendix 8:** Examples of phrasal verbs used in the English text:

Tab. 8 A list of 15 examples of the phrasal verbs t used in the English text:

<table>
<thead>
<tr>
<th>English</th>
<th>Czech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1    ...he didn´t even <strong>hold out</strong> any hope.(p.7)</td>
<td>... nedal nám ani žádnou naději … (p.5)</td>
</tr>
<tr>
<td>2    His glance, the quick one, <strong>took</strong> her <strong>in</strong>.....(p.8)</td>
<td>Rychlým pohledem ji vzal na vědomí…(p.6)</td>
</tr>
<tr>
<td>3    ...<strong>slipped</strong> her arms <strong>into</strong> it...(p.9)</td>
<td>…vklouzla do kabátu…(p.7)</td>
</tr>
<tr>
<td>4    ...she <strong>hurried out</strong>.(p.9)</td>
<td>…odspěchala. (p.7)</td>
</tr>
<tr>
<td>5    <strong>Run down</strong> by a lorry.(p.12)</td>
<td>Srazil ho náklad’ák. (p.10)</td>
</tr>
<tr>
<td>6    Farquhar <strong>was on to</strong> something.(p.12)</td>
<td>Farquhar byl něčemu na stopě.(p.10)</td>
</tr>
<tr>
<td>7    Tpommy´s smile <strong>broke out</strong> again.(p.13)</td>
<td>Tommymu se opět tvář roztáhla do úsměvu.(p.11)</td>
</tr>
<tr>
<td>8    Tuppence…. <strong>broke in</strong> the room. (p.14)</td>
<td>Pentlička… vtrhla do pokoje.(p.12)</td>
</tr>
<tr>
<td>9    Tuppence <strong>saw</strong> him <strong>off</strong> at the station...(p.15)</td>
<td>Pentlička ho doprovázela na nádraží…(p.13)</td>
</tr>
<tr>
<td>10   ...as the train <strong>drew out of</strong>...(p.15)</td>
<td>…ve chvíli, když vlak vyjížděl z…(p.13)</td>
</tr>
<tr>
<td>11   ...the beaded lady <strong>struck in</strong>...(p.18)</td>
<td>…vložila se do toho dáma s perlamí…(p.15)</td>
</tr>
<tr>
<td>12   ...what <strong>was up</strong>...(p.20)</td>
<td>…odkud vít rouchá…(p.17)</td>
</tr>
<tr>
<td>13   And you never <strong>let on</strong>? (p.20)</td>
<td>A nezmínila ses ani slovem?(p.17)</td>
</tr>
<tr>
<td>14   Bletchley plunged into reminiscences. (p.24)</td>
<td>Bletchley se oddal vzpomínkám.(p.21)</td>
</tr>
<tr>
<td>15   ...and <strong>plumped</strong> her <strong>down</strong>...(p.33)</td>
<td>…zůstavila ji tu…(p.29)</td>
</tr>
</tbody>
</table>

The table shows only 15 examples out of 55 occurrences of phrasal verbs on first 35 pages.
**Appendix 9:** Questions in the past tense:

Tab.9 The list of the questions that appeared in the text – divided into typical and less usual questions with a brief description of the structure and the used Czech translation:

<table>
<thead>
<tr>
<th>Notes</th>
<th>English</th>
<th>Czech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be</td>
<td>Now, wasn’t that curious? (p.31)</td>
<td>No, není to zvláštní? (p.28)</td>
</tr>
<tr>
<td></td>
<td>The chirruping Miss Minton, the dictatorial Mr. Cayley, the nit-witted Mrs. Cayley – were these people really typical of her fellow-countrymen? Was Mrs. Sprot any better with her vacant face and boiled gooseberry eyes? ? (1969, p.35)</td>
<td>Cayley, přihloplá paní Cayleyová — jsou to všechno typičtí, průměrní Angličané? A cožpak je paní Sprootová s tím svým trochu duchaprázdným výrazem a očima jako rozvařené borůvky o něco lepší? (1976,p.31)</td>
</tr>
<tr>
<td></td>
<td><strong>Was</strong> that Mrs. Perena’s voice? (p.58)</td>
<td>Byl to hlas paní Perennové? (p.54)</td>
</tr>
<tr>
<td></td>
<td>How excited were we? (p.52) (exclamatory meaning)</td>
<td>Jaké to bylo vzrušující dobrodružství? (p.49) –said differently, literal translation would be “Jak vzrušení jsme byli?”</td>
</tr>
<tr>
<td></td>
<td><strong>Was</strong> that a date? (p.60)</td>
<td>Znamená to datum? (p.55)</td>
</tr>
<tr>
<td></td>
<td><strong>Was</strong> it Miss Minton you meant? (p.91)</td>
<td>Měla jste tedy na mysli slečnu Mintonovou?(p.84)</td>
</tr>
<tr>
<td></td>
<td><strong>Was</strong> it two clubs I said? (p.132)</td>
<td>Říkala jsem skutečně dvoje kříže? (p.121)</td>
</tr>
<tr>
<td></td>
<td>What <strong>was</strong> it you were going to say on the links? (p.125)</td>
<td>Copak jste mi to chtěl povědět tam na hřišti? (p.115)</td>
</tr>
<tr>
<td></td>
<td>What <strong>was</strong> it now? (p.125)</td>
<td>Počkejte,jak to jen bylo? (p.115)</td>
</tr>
<tr>
<td>Did + infinitive</td>
<td>Interrogative word, did + infinitive</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Was</strong> he on to something? (p.149)</td>
<td><strong>Where</strong> did it all <strong>start</strong>? (51)</td>
<td></td>
</tr>
<tr>
<td><strong>What was</strong> that? (p.155)</td>
<td><strong>She</strong> - what did the woman <strong>look like</strong> - a gipsy? (p.97)</td>
<td></td>
</tr>
<tr>
<td><strong>Did it</strong> mean anything at all? (p.60)</td>
<td><strong>How</strong> did you <strong>get</strong> hold of him? (p.125)</td>
<td></td>
</tr>
<tr>
<td><strong>Did I</strong> - did I - <strong>kill</strong> her? (p.107)</td>
<td><strong>But what</strong> did you <strong>think</strong> I could do, dear child? (p.117)</td>
<td></td>
</tr>
<tr>
<td>Hello, <strong>did</strong> you <strong>see</strong> that? (p.125)</td>
<td><strong>Why</strong> did he <strong>do</strong> that? (p.134)</td>
<td></td>
</tr>
<tr>
<td><strong>Did you</strong> say three spades Mrs. Blenkenshop? (p.132)</td>
<td><strong>What</strong> did your mother <strong>do</strong> in the last war? (p.142)</td>
<td></td>
</tr>
<tr>
<td><strong>Did you</strong> enjoy your walk? (p.134)</td>
<td><strong>How</strong> did she <strong>find</strong> out? (p.148)</td>
<td></td>
</tr>
<tr>
<td><strong>Did you</strong> like him at all? (185)</td>
<td><strong>How</strong> did you <strong>see</strong> it? (p.181)</td>
<td></td>
</tr>
<tr>
<td><strong>Znamená to vůbec něco?</strong> (p.56)</td>
<td><strong>Why</strong> did Mrs. Sprot <strong>want</strong> to adopt the child? (p.182)</td>
<td></td>
</tr>
<tr>
<td><strong>Šel za něčím?</strong> (p.136)</td>
<td><strong>Why</strong> did he <strong>search</strong> your room that day? (p.188)</td>
<td></td>
</tr>
<tr>
<td><strong>Co je to?</strong> (p.1421)</td>
<td><strong>Jak jsme na to vlastně přišli?</strong> (p.47), literal translation would be: <strong>Kde to všechno začalo?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Já jsem ji zabil</strong>? (p.99)</td>
<td><strong>Jak vypadala ta osoba – jako cikánka?</strong> (p.90)</td>
<td></td>
</tr>
<tr>
<td><strong>Koukejte, viděl jste to?</strong> (p.125)</td>
<td><strong>Jak jste ho objevil?</strong> (p.114)</td>
<td></td>
</tr>
<tr>
<td><strong>Říkala jste tři piky paní Blenkenshopová?</strong> (p.121)</td>
<td><strong>Ale co jste si představovala, že bych já v té věci zmohl,dítě drahé?</strong> (p.107)</td>
<td></td>
</tr>
<tr>
<td><strong>Prošla jste se hezky?</strong> (p.122)</td>
<td><strong>Co ho to napadlo?</strong> (p.123)</td>
<td></td>
</tr>
<tr>
<td><strong>A tobě se před tím líbil?</strong> (p.172)</td>
<td><strong>Co dělala paní matka za poslední války?</strong> (p.130)</td>
<td></td>
</tr>
<tr>
<td><strong>Koukejte, viděl jste to?</strong> (p.125)</td>
<td><strong>Jak na to přišla?</strong> (p.135)</td>
<td></td>
</tr>
<tr>
<td><strong>Já jsem ji zabil</strong>? (p.99)</td>
<td><strong>Ale jak jsi to prohlédla?</strong> (p.168)</td>
<td></td>
</tr>
<tr>
<td><strong>Koukejte, viděl jste to?</strong> (p.125)</td>
<td><strong>Nač chtěla paní Sprootová adoptovat dítě?</strong> (p.168)</td>
<td></td>
</tr>
<tr>
<td><strong>Já jsem ji zabil</strong>? (p.99)</td>
<td><strong>Proč tenkrát prohledával tvůj pokoj?</strong> (p.175)</td>
<td></td>
</tr>
<tr>
<td><strong>Subject questions</strong></td>
<td>What <strong>happened</strong> to him? (p.62)</td>
<td>Co se s ním stalo? (p.57)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Conditional, declarative</strong></td>
<td>If I got it in the neck? (p.165)</td>
<td>Kdybych přišla o kejhák? (p.152)</td>
</tr>
<tr>
<td><strong>Modal</strong></td>
<td>Yet, knowing what she did, how <strong>could</strong> she doubt? (p.118)</td>
<td>Ale jak o tom mohla pochybovat, když věděla to, co věděla? (p.108)</td>
</tr>
<tr>
<td></td>
<td>Why <strong>couldn’t</strong> it be someone else she set her heart upon? (p.163)</td>
<td>Proč se nemohla zamilovat do někoho jiného? (p.149)</td>
</tr>
<tr>
<td><strong>Question tag</strong></td>
<td>She was a spy, <strong>wasn’t she</strong>? (p.48)</td>
<td>Byla to přece špiónka, ne? (p.45) – assurance question</td>
</tr>
<tr>
<td></td>
<td>It didn’t look right, somehow, <strong>did it</strong>? (p.31)</td>
<td>Vypadá dost divně, ne? (p.28)</td>
</tr>
<tr>
<td></td>
<td>Mrs. Cayley said One Heart, <strong>didn’t she</strong>? (132)</td>
<td>Paní Cayleyová hlásila jedno srdce, že? (p.121)</td>
</tr>
<tr>
<td></td>
<td>I passed, <strong>didn’t I</strong>? (p.132)</td>
<td>Já jsem pasovala, že? (p.121)</td>
</tr>
<tr>
<td></td>
<td>Hallo, funny, so the Commander kept pigs, <strong>did he</strong>? (p.159)</td>
<td>Že by tu velitel choval vepře? (p. 146)</td>
</tr>
<tr>
<td></td>
<td>It wasn’t too dull, <strong>was it</strong>, Mother? (p.188)</td>
<td>Nenudiš se při tom moc, maminko? (p. 175)</td>
</tr>
<tr>
<td><strong>Short assurance questions</strong></td>
<td><strong>Did</strong> I? (p. 122)</td>
<td>Já? (p. 112)</td>
</tr>
<tr>
<td></td>
<td><strong>Wasn’t</strong> there? (p. 141)</td>
<td>Není? (p. 130)</td>
</tr>
<tr>
<td></td>
<td><strong>Was</strong> he? (p. 156)</td>
<td>Nebo snad přece? (p. 143)</td>
</tr>
<tr>
<td></td>
<td>“<strong>Did</strong> you?” said Tuppence. (p. 184)</td>
<td>Vážně? (p. 172)</td>
</tr>
<tr>
<td></td>
<td>Oh, Deb, <strong>did</strong> you? (p. 184)</td>
<td>Ale jdi, Debinko!</td>
</tr>
<tr>
<td><strong>Negative question</strong></td>
<td>Miss Minton said, now, <strong>wasn’t</strong> that curious? (p. 31)</td>
<td>Slečna Mintnová pravila: „No není to zvláštní?“ (p. 28)</td>
</tr>
</tbody>
</table>
### Unusual questions

<table>
<thead>
<tr>
<th>Declarative questions</th>
<th>And you heard everything? And you never let on? (p. 20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Third – who that person was? (p. 73)</td>
</tr>
<tr>
<td></td>
<td>Two? It was three boys I understood you had? (p. 90)</td>
</tr>
<tr>
<td></td>
<td>And you saw the little girl we are looking for? (p. 104)</td>
</tr>
<tr>
<td></td>
<td>Friends of friends of yours, I think you said? (p. 122)</td>
</tr>
<tr>
<td></td>
<td>You found what you wanted? (p. 183)</td>
</tr>
<tr>
<td></td>
<td>So he was, after all, anxious to get a little information about this unknown Meadowes? (p. 154)</td>
</tr>
<tr>
<td>No subject - colloquial English</td>
<td>Caught anything? (p. 39)</td>
</tr>
<tr>
<td></td>
<td>Ever heard of it? (p. 129)</td>
</tr>
<tr>
<td>A subject omitted, only name at the end as addressing</td>
<td>Brought down some golf clubs, didn’t you, Meadows? (p. 35)</td>
</tr>
<tr>
<td></td>
<td>- question tag</td>
</tr>
<tr>
<td>Repeating a part of previous sentence</td>
<td>(“...I saw the whole thing”). Saw all what? (p. 181)</td>
</tr>
<tr>
<td></td>
<td>A všechno jsi vyslechla? A nezminila ses ani slovem? (p. 18)</td>
</tr>
<tr>
<td></td>
<td>A za třetí – odhalit kdo je tím obyvatelem. (p. 63)</td>
</tr>
<tr>
<td></td>
<td>Dvě? Myslela jsem, že máte tři chlapce. (p. 83)</td>
</tr>
<tr>
<td></td>
<td>A vy jste tedy viděl tu holčičku, kterou hledáme? (p. 96)</td>
</tr>
<tr>
<td></td>
<td>Říkal jste myslím, že máte společné přátele, ne? (p. 112)</td>
</tr>
<tr>
<td></td>
<td>Našli jste, co jste hledali? (p. 170)</td>
</tr>
<tr>
<td></td>
<td>Tedy by přece jen rád zjistil něco bližšího o tom neznámém panu Meadowesovi? (p. 141)</td>
</tr>
<tr>
<td></td>
<td>Chytil jste už něco? (p. 35)</td>
</tr>
<tr>
<td></td>
<td>Slyšel jste už o nich? (p. 118)</td>
</tr>
<tr>
<td></td>
<td>Přivezl jste si sebou golfové hole,viďte, Meadowesi? (p. 32)</td>
</tr>
<tr>
<td></td>
<td>- polite form in Czech - vykání</td>
</tr>
<tr>
<td></td>
<td>Co ti bylo jasně? (p. 168)</td>
</tr>
</tbody>
</table>
Appendix 10: The examples of differences (DIFFERENT 1 and 2)

Tab. 10 Examples of the text in English past tense translated into Czech in different structures – DIFFERENT 1:

<table>
<thead>
<tr>
<th>Past in English</th>
<th>Different expression in Czech</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was quite simple. (p. 20)</td>
<td>Docela jednoduše. – omitted verb (p. 18)</td>
</tr>
<tr>
<td>...and when I did... (p. 20)</td>
<td>...a přitom – omitted verb (p. 18)</td>
</tr>
<tr>
<td>Mr. Meadowes hazarded the opinion that things were very different from what they had been. (p. 24)</td>
<td>…že dnešní svět je docela jiný – present - indirect speech, no chase of tense in Czech (p. 21)</td>
</tr>
<tr>
<td>...people who really knew... (p. 11)</td>
<td>…informovaní lidé … - adjective (p. 9)</td>
</tr>
<tr>
<td>There was mismanagement and unpreparedness (p. 11) - a noun instead of verb and adjective</td>
<td>…jsou nedostatky ve vedení a nebyli jsme připravení - present; different subject (p. 9)</td>
</tr>
</tbody>
</table>

Tab. 11 Examples of the text that is in English i j different than past simple tense and was translated into Czech in the past tense– DIFFERENT 2:

<table>
<thead>
<tr>
<th>Different expression in English</th>
<th>Past in Czech</th>
</tr>
</thead>
<tbody>
<tr>
<td>She was soon talking volubly again. (p. 16) – past progressive</td>
<td>Brzy však opět povolila stavidla své výmluvnosti. (p. 14)</td>
</tr>
<tr>
<td>Tommy explained that his income had unfortunately decreased. (p. 17) – past perfect – indirect speech</td>
<td>Tommy jí sdělil, že se jeho renta bohužel snížila. (p. 15)</td>
</tr>
<tr>
<td>...before she reached the shelter, the couple had parted…past perfect; sequence of tenses</td>
<td>než se přiblížila, oba mladí lidé se rozšli…</td>
</tr>
<tr>
<td>...said Mrs. Perenna, beaming determinedly at the suspicious glares of five people. (p. 17) – ing participle</td>
<td>…řekla paní Perennová a cílevědomě se usmála na….</td>
</tr>
<tr>
<td>...what with not sleeping very well...(p. 26)</td>
<td>…moc dobře jsem nespala</td>
</tr>
<tr>
<td>...now we’re back in it. (p. 21) - present</td>
<td>…teď, když jsme se vrátili…</td>
</tr>
<tr>
<td>...I’ve learnt by heart. -present perfect</td>
<td>…kterou jsem se naučil znát do puntíku.</td>
</tr>
<tr>
<td>...her eyes on the group – omitted verb</td>
<td>…spočinula očima na skupince</td>
</tr>
</tbody>
</table>
**Appendix 1**

Table 12 used for collecting data in the third stage.

Tab. 12 – this table was used for collecting data during the third step, any occurrence of structure listed in the field of the table was ticked, for those structures that were not listed were written down brief notes like in the first stage.

<table>
<thead>
<tr>
<th>Page number:</th>
<th>English</th>
<th>Czech</th>
<th>Number of occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAME</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The tense</td>
<td>Past simple</td>
<td>Past</td>
<td>Reflexive “se; sis”; etc.</td>
</tr>
<tr>
<td>Positive declarative sentence - regular verbs</td>
<td>Typical Active</td>
<td>Active</td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>Did / be question</td>
<td>passive</td>
<td></td>
</tr>
<tr>
<td>Negative sentence</td>
<td>Negative verb</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SAME</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive declarative sentence</td>
<td>Backshift</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>Unusual word order</td>
<td>Active</td>
<td></td>
</tr>
<tr>
<td>Negative sentence</td>
<td>One negative element, not a verb</td>
<td>Passive</td>
<td></td>
</tr>
<tr>
<td><strong>DIFFERENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The tense</td>
<td>Past simple</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Positive declarative sentence</td>
<td>Omitted verb/sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>Omitted verb/sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative sentence</td>
<td>Present simple/continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The tense</td>
<td>Other</td>
<td>Past tense</td>
<td></td>
</tr>
<tr>
<td>Positive declarative sentence</td>
<td>Present perfect</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Past perfect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>Present simple/continuous</td>
<td>Present perfect</td>
<td>Past perfect</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------</td>
<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Negative sentence</td>
<td>Present simple/continuous</td>
<td>Present perfect</td>
<td>Past perfect</td>
</tr>
</tbody>
</table>
### Appendix 12: The list of phrasal verbs used in the text

(Original text: The list of phrasal verbs used in the text)

The list of phrasal verbs in the form as they occurred in the text and examples of translation into Czech:

<table>
<thead>
<tr>
<th>Verb Expression</th>
<th>Czech Equivalent</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Became aware of</td>
<td>postřehla</td>
<td>1x</td>
</tr>
<tr>
<td>Broke off</td>
<td>přerušil</td>
<td>5x</td>
</tr>
<tr>
<td>Broke out</td>
<td>propukl</td>
<td>3x</td>
</tr>
<tr>
<td>Broke in</td>
<td>vtrhla</td>
<td>2x</td>
</tr>
<tr>
<td>Broke into</td>
<td>přeruši</td>
<td>12x</td>
</tr>
<tr>
<td>Brought down</td>
<td>přivezl; sestřelených</td>
<td>2x</td>
</tr>
<tr>
<td>Brought out</td>
<td>přinesla</td>
<td>1x</td>
</tr>
<tr>
<td>Brought up</td>
<td>vychovala</td>
<td>1x</td>
</tr>
<tr>
<td>Brought to an end</td>
<td>dokončil</td>
<td>5x</td>
</tr>
<tr>
<td>Brushed aside</td>
<td>mávla nad tím rukou</td>
<td>1x</td>
</tr>
<tr>
<td>Called for</td>
<td>vyžádala</td>
<td>1x</td>
</tr>
<tr>
<td>Called out</td>
<td>zvolala</td>
<td>2x</td>
</tr>
<tr>
<td>Came across</td>
<td>setkal se</td>
<td>1x</td>
</tr>
<tr>
<td>Came along</td>
<td>zastavil (jsem se)</td>
<td>1x</td>
</tr>
<tr>
<td>Came back</td>
<td>vrátil se</td>
<td>1x</td>
</tr>
<tr>
<td>Came down</td>
<td>přišli, zastavil jsem se</td>
<td>3x</td>
</tr>
<tr>
<td>Came in</td>
<td>objevila se (vešla)</td>
<td>8x</td>
</tr>
<tr>
<td>Came into</td>
<td>přišel na to</td>
<td>1x</td>
</tr>
<tr>
<td>Came out</td>
<td>vyšla (najevo), odešlo</td>
<td>6x</td>
</tr>
<tr>
<td>Came over</td>
<td>objevil se</td>
<td>1x</td>
</tr>
<tr>
<td>Came up</td>
<td>vystoupala, vyšla, objevila se</td>
<td>5x</td>
</tr>
<tr>
<td>Came to (him)</td>
<td>zaslechl</td>
<td>1x</td>
</tr>
<tr>
<td>Caught up</td>
<td>popadla</td>
<td>2x</td>
</tr>
<tr>
<td>Cleared up</td>
<td>uklidil</td>
<td>1x</td>
</tr>
<tr>
<td>Climbed up</td>
<td>vyšplhala</td>
<td>1x</td>
</tr>
<tr>
<td>Crawled about</td>
<td>batolila se</td>
<td>1x</td>
</tr>
<tr>
<td>Cut in</td>
<td>přerušil</td>
<td>1x</td>
</tr>
<tr>
<td>Cried out</td>
<td>zvolala</td>
<td>4x</td>
</tr>
<tr>
<td>Chimed in</td>
<td>přizvukovaly</td>
<td>2x</td>
</tr>
</tbody>
</table>
30 Drew up (84) sestavil 1x
31 Drew out (15) vyjížděl 1x
32 (they) dried up (63) sklapli (zobáček) 1x
33 Droned on (66) drmolil 1x
34 Dropped down (107) zhroutila se 1x
35 Dropped into (106, 176) spadl do 2x
36 Dropped off (93) usnula jsem 1x
37 Drove off (105, 125) odjeli 2x
38 Drove up (105) odjel 1x 7x
39 Eased open (20) pootevřela 1x
40 Ended up (24) dodal 1x
41 Filled up (101) naplnil 1x 1x
42 (how did he) fit in (66) zapadal 1x
43 Fitted in (127) zapadl 1x 2x
44 Flew away (33) uletěl 1x
45 Fled from (78) utekl 1x
46 Floated away (189) (zavířily na parketu) odtančily 1x
47 Flung herself on (60) vrhla se (do náruče) 1x
48 Flung away (107) zahodila 1x
49 Flunged (her head) up (118) prudce zvedla (hlavu) 1x 3x
50 Folded up (67) poskládala 1x
51 Found out (how did she find out) (148, 148) zjistila 2x 2x
52 Gave (herself) up... (80) vzpružila se 1x
53 Gave (him) away (178) zmátl ho 1x 2x
54 Gazed down (39) zadíval se 1x
55 Glanced inside (178) nakoukla 1x
56 Glanced round (33) rozhlédla 1x
57 Glanced over (59) ohlédla se 1x 3x
58 Got down to (122) dostali se k 1x
59 (what did I) get for (62) vysloužil 1x
60 Got in (83, 164) přidal se; nastoupila 2x
61 Got in touch with (108) spojil se s 1x
62 Got into (18, 102) dostal se do 2x
63 Got on (163) našla 1x
64 Got out (18, 129) unikl 2x
65 Got up (8, 18, 49, 79, 101, 185, 189) vstal; povstal 7x
66 Got through (18) dokázal přečkat 1x
67 Had (himself) aloof (77) stranil se 1x
68 (he was/ they were) hailed by (83, 125) vvršen(i) 2x
69 (used to) hang about (62) postával 1x
70 Harked back to (123) vrátil se k 1x
71 Held out (99) držela 1x
72 (he didn’t) hold out (any hope) (7) nedal nám (naději) 1x
73 Hung about (182) čekala 1x
74 Hurried out (9) odspěchala 1x
75 Hurried up (98) pospíchala 1x
76 Inclined to (37) měli skony k 1x
77 Jumped out (178) vyskočila 1x
78 Kept out of (43) držel se dál 1x
79 Kept on (63) pokračoval 1x
80 Knocked (him) out (137) zastavil mu a nechal ho vystoupit 1x
81 Leaned against (51) opřel 1x
82 Leaned forward (11, 132, 174) naklonil 3x
83 (was) led off (164) odvedena 1x
84 Led up (towards) (105) vedly (k) 1x
85 Let on (20) nezmínila 1x
86 Lifted across (57) mihnul 1x
87 Lifted off (58) zdvihla 1x
88 Lit up (78, 183) rozzářil 1x
89 (did the woman) look like (97) vypadala 1x
90 Looked back (121) obracel 1x
91 Looked out (34) zatvářil se 1x
92 Looked round (67, 85, 159) rozhlédla se 3x
93 Looked up (40, 40) vyhledal 2x
94 (was) looked upon with suspicion (109) byli podezřelí 1x
95 (Was not) lost on (57) nezmiel 1x
96 Mixed up (183) účastnila se 1x
97 Moved along (59) pohybovala se 1x
98 Took her in (8) vzal na vědomí 1x
99 Took on (66) vzal na sebe 1x
100 Took up (the tale) (180) jala se vyprávět 1x
101 (morning) Passed away (89) uteklo 1x
102 Passed through (129, 158) honilo se (hlavou), projel 2x
103 Passed out (158, 158) projelo, prošel kolem 2x
104 Petered out (105) ztratila se 1x
105 Picked out (151) zahledly 1x
106 Picked up (9, 9, 33, 34, 104) zvedla 5x
107 Played up (15, 20) zahrála, nezklamala 1x
108 Plumped down (33) zůstavila 1x
109 Plunged into (24, 95) oddala se 2x
110 Pointed out (102) označil 1x
111 Pulled out (47, 72, 88, 89) rozmotal, vytahl(a) 4x
112 Pursed up (161) našpulila (rty) 1x
113 Put away (77) odložila 1x
114 Put back (9) položila 1x
115 Put down (36, 48, 177) předloženo (požádal); položil 3x
116 Put into (75, 185) uskutečnila; napovídal (namluvil) 2x
117 Put on (16, 85) nasadila 2x
118 Rag about (63) posmívat se 1x
119 Rang out (107, 177) zavonil 2x
120 Rang up (20, 160) zavolala(zatelefonovala) 2x
121 Ran in (81) vběhlo 1x
122 Ran into (79) vběhla 1x
123 Ran on (26) pokračovala 1x
124 Ran off (47) utekl 1x
125 Ran out of (92, 179) vyběhla z 2x
126 Ran up (85, 178, 178) vyběhla po schodech 3x
127 Run down (12) přejeli ho 1x
128 Rushed about (95) pobíhala 1x
129 Saw him off (15) vyprovodila ho 1x
130 Sat down (80, 80, 93,95, 129, 133, 151, 171) posadila se 8x
131 Sat up (88) posadila se 1x
132 Searched for (175) hledal 1x
133 Set for (25) udal (nastavil) 1x
134 Set out (157) vydal se 1x
135 Settled on (76) dohodli se 1x
136 Sized on (119, 177) chopil se 1x
137 Shot a glance on (27) zadíval se na 1x
138 Showed up (185) ukázalo se 1x
139 Skimmed through (87) prolistovala 1x
140 Slipped into (9, 20) vklouzlá do 2x
141 Slipped on (72, 127) navlékla, uklouzl 2x
142 Smell out (37, 37) odhalit 2x
143 Smoothed (themselves) out (186) vyřešily se 1x
144 Struck up (39) navázal 1x
145 Struck in (18) vložila se do 1x
146 Strolled out (38) odkráčel 1x
147 Tumbled out (107) vystoupili 1x
148 Turned away (115) odvrátila se 1x
149 Turned away (115) odvrátila se 1x
150 Turned away (115) odvrátila se 1x
151 Turned away (115) odvrátila se 1x
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163 Turned away (115) odvrátila se 1x
164 Turned away (115) odvrátila se 1x
165 Turned away (115) odvrátila se 1x
166 Turned off (37) *otočil* 1x
167 Turned off from (85) *vybočila z* 1x
168 Turned on (48) *stočil se* 1x
169 Turned out (61) *ukázalo se* 1x
170 Thought of (39, 97) *pokládali za*, 2x
171 Thought over (41) *přemítal* 1x
172 Threw open (63) *rozrazil* 1x
173 Trussed up (155, 173) *svázaný* 2x
174 Walked down (57, 79) *sešla, scházel* 2x
175 Was about (37) *vyhovovalo* 1x
176 Was up (20, 45) *co se dělo (od kud vitr fouká)* 2x
177 Was up to (62) *záleželo na* 1x
178 Was off (131) *byl mimo* 1x
179 Was on to (12, 149) *byl na stopě* 2x
180 Was out of the question (62) *je vyloučená* 1x
181 Went back (92) *vrátil se* 1x
182 Went in (60, 80, 81) *vešla* 3x
183 Went off (179, 182) *odešel* 2x
184 Went on (12, 24, 25, 26, 38, 45, 46, 52, 78, 81, 104, 106, 123, 130, 146, 147, 147, 167, 171, 182, 186) *pokračoval* 21x
185 Went out (of) (19, 49, 87, 135, 142, 154) *odešel; vyšel; dohořela* 6x
186 Went over (63, 85) *prohledali (a)* 2x
187 Went round (96) *obešel* 1x
188 Went through (53, 86) *prošel si (prodělal)* 2x
189 Went up to (88) *odjel do* 1x
190 Wept (her heart) out (116) *vylévala si srdíčko, svěřovala se* 1x
191 Wound up (67) *ukončil* 1x
192 Flung and went into (34) *poskakovala* 1x
193 Wheeled about (25) *otočil se* 1x
194 Woke me up (93) *probudilo mé to* 1x
195 Worked up (51) *vypracoval* 1x
196 Worked out (144) *propracovali* 1x
197 Wriggled out (107) *vyprostila se z* 1x

The total occurrence of phrasal verbs 314x
Résumé

Závěrečná práce se zabývá rozdíly mezi použitím minulého času v češtině a v angličtině. Teoretická část je zaměřena na rozdíly, týkající se tvarosloví a struktury jednotlivých druhů vět s ohledem na význam. Praktická část se zaměřuje na vyhledávání zmíněných rozdílů ve dvou textech, jeden v anglickém originále, druhý v českém překladu. Cílem je zjistit jednak výskyt minulého času v obou textech, četnost rozdílů, určení nejčastějších rozdílů a určení rozdílů, které mohou negativně ovlivňovat překlad z jednoho jazyka do druhého. Ke studiu textu byla vybrána kniha s příběhem vypráveným v minulém čase. Bylo zjištěno, že nejčetnější využití minulého času v obou textech je u uvozovacích vět přímé řeči a nejčetnějším výrazem používanými angličtině je slovo *say* – říci, na rozdíl od češtiny, kde se střídají rozmanité výrazy. V angličtině je toto slovo obvykle doplněno vhodným příslovcem, stejně, jako mohou další slovesa, a tím se význam pouhého „říci“ nebo jiného výrazu dotvoří či upřesní. Dále bylo zjištěno poměrně časté používání inverze u uvozovací věty, která se v angličtině nachází za přímou řeči, což přesně odpovídá českému slovosledu.

Nejproblematičtější jsou věty, které se v češtině běžně utvoří v minulém čase a naopak v angličtině používaní minulého nebo přítomného participia, předpřítomného či předminulého času nebo jsou vyjádřeny bez slovesa. Výjimkou není ani úplné vynechání některé věty v jednom ze zmíněných jazyků, protože je význam patrný ze zbývajícího kontextu.

V rámci minulého času může působit potíže časté používání nepravidelných sloves, jejich využití je v porovnání s pravidelnými tvary mnohem četnější a málo zkušenému mluvčímu může působit těžkosti odvození správného tvaru bez použití slovníku. Velmi často se jedná o slovesa frázová, která rovněž nemají český protějšek a jejich využití je pro Čecha obtížné.
# Annotation

<table>
<thead>
<tr>
<th>Jméno a příjmení:</th>
<th>Dagmar Sedláčková</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katedra:</td>
<td>Katedra anglického jazyka PdF UP Olomouc</td>
</tr>
<tr>
<td>Vedoucí práce:</td>
<td>Mgr. Blanka Babická, Ph. D.</td>
</tr>
<tr>
<td>Rok obhajoby:</td>
<td>2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Název práce:</th>
<th>Rozdíly mezi minulým časem v angličtině a v češtině</th>
</tr>
</thead>
<tbody>
<tr>
<td>Název v angličtině:</td>
<td>Differences Between the English and Czech Past Tense</td>
</tr>
<tr>
<td>Anotace práce:</td>
<td>Práce se zaměřuje na rozdíly v minulém čase v angličtině a v češtině ze syntaktického a morfologického hlediska a z pohledu významu a druhu použitých sloves. Cílem je zjistit, jaké jsou to rozdíly a které z těchto rozdílů mohou českým žákům, kteří se učí angličtinu, činit takové potíže, že mohou vést k chybným překladům či nedorozumění.</td>
</tr>
<tr>
<td>Klíčová slova:</td>
<td>Sloveso, minulý čas, věty oznamovací, věty tázací, záporné věty, frázová slovesa, pomocná slovesa, pořádek slov ve větě</td>
</tr>
<tr>
<td>Anotace v angličtině:</td>
<td>The final project focuses on the differences between the past tense in English and Czech from the syntactical-morphological view with a respect to the meaning and to the choice of verbs. The aim of the work is to identify the differences that can lead to incorrect translations or misunderstandings.</td>
</tr>
<tr>
<td>Klíčová slova v angličtině:</td>
<td>Verb, past tense, declarative clauses, interrogative clauses, negative clauses, phrasal verbs, auxiliary verbs, word order</td>
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