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The Modal Verb *Could* and its Equivalents in Translation

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ANOTACE

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Název práce: The Modal Verb *Could* and its Equivalents in Translation

Název práce v češtině: Modální sloveso *could* a jeho překladové ekvivalenty

Klíčová slova: could, modální slovesa, modalita, InterCorp, subcorpus

Anotace: Diplomová práce se zabývá modálním slovesem *could* a jeho překladovými ekvivalenty. Teoretická část se zaměřuje na popis základních termínů, které úzce souvisejí se zkoumanou oblastí. Důraz je kladen na vlastnosti a funkce modálního slovesa *could* v angličtině. Veškeré informace jsou pak aplikovány na český jazyk. Praktická část je založena na vyhledávání dat v subcorpusu, který je vytvořen v InterCorpu. Výrazy v angličtině jsou porovnávány s češtinou. Autorka se především zaměřuje na vyjádření modality v češtině a ekvivalenty, kterými je *could* překládáno či nahrazováno. Výsledky jsou hodnoceny srovnávací a kvantitativní analýzou. Všechny argumenty jsou podloženy příklady.

Klíčová slova v angličtině: could, modal verbs, modality, InterCorp, subcorpus

Anotace v angličtině: The thesis deals with the modal verb *could* and its equivalents in translation. The theoretical part focuses on a description of basic terms that are closely connected with a researched field of study. The emphasis is put on characteristics and functions of the modal verb *could* in English. All of the information is applied on the Czech language, then. The analysis is based on searching data in the subcorpus that is created in InterCorp. Expressions in English are compared with Czech. The author mainly concentrates on conveying modality in Czech and the equivalents by which *could* is translated or replaced. Results are evaluated by comparative and quantitative analyses. All arguments are supported by examples.

PROHLÁŠENÍ

Místopřísežně prohlašuji, že jsem diplomovou práci na téma: „The Modal Verb *Could* and its Equivalents in Translation" vypracovala samostatně pod odborným dohledem vedoucí diplomové práce a uvedla jsem všechny použité podklady a literaturu.

V Olomouci dne 13. 12. 2013   Podpis …………………………………...

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CONTENT

INTRODUCTION

Modal verbs are a field of study that many linguists focus on in their works. It is agreed that this group of verbs arises a lot of discussions and there are always phenomena that can be searched in details. English grammar is already examined from all possible views and new tendencies must be proposed. Contemporary surveys are based on contrastive analyses which deal with different variations of certain collocations in two or more languages.

This thesis looks into an issue concerning the modal verb *could* in English and its equivalents in translation. *Could* carries *modality* that can be expressed differently in various languages. The target language of the thesis is Czech.

The aim is to find out how *could* is translated in Czech and which equivalents are used if *could* is not quoted by its primary meaning. I will search for them in interrogative and negative sentences. I will focus on the way how *modality* is mentioned in Czech. My intention stems from information that Dušková says in *Mluvnice současné Angličtiny* [A Grammar of Contemporary English]. I want to prove or disprove arguments she states there. I concentrate not only on *could* itself but also on verbs *could* is linked to. I closely examine verbs of perception as in *He could see a few feet on either side.* (GP) and state cognitive verbs as in *More than he could remember.* (FC).

The question is whether there is the same frequency of using *could* which express *modality* by its primary meaning in my target language or what tools the translators of certain books choose when they omit these phenomena in Czech versions of original writings.

The thesis is divided into a theory and an analysis. The theoretical part will describe the field of my study in details. The first chapter will be dedicated to *modality* and it will say more about it in general as well as it will show kinds that *modality* has. I will compare opinions of various linguists. The next section will focus on modal verbs and all features and functions they have will be mentioned there. Modal verbs belong to a group of modal auxiliaries which has its own rules and qualities. I will state them first. Modal verbs are also a closed group, which means that they create their own unit with specific features and functions and I will write them down, too. The last chapter of the theory will be addressed to the modal verb *could* and its own characteristics. I will compare it with the modal verb *can* and I will also add its whole range of meaning. Every single chapter will be complemented by comments related to the Czech language and its attributes to a certain

topic. Every argument will be enriched by an example in the theory because it is the best way how to prove it and it helps readers to understand it better.

The core of the thesis will be its analytical part. It will be based on InterCorp, which is the part of the project of Czech National Corpus (CNS). I will speak about CNS more in the analysis as well. I will create my own subcorpus in InterCorp to collect data I will need for my research. My goal is to make sufficient samples of searching subjects and to analyze all results. I will make conclusions on the basis of the results I will get. Topics for my research will come up from the theory but I will definitely look for the modal verb *could* which is linked with verbs of perception or state cognitive verbs. I will examine the usage of *could* in interrogative sentences and I will look for examples when *could* is linked with all personal pronouns there. I am curios about the negative sentences, too. I will also use the quantitative analysis to show the percentage of occurrences of specific collocations. It can make the results easier to follow and it is a good way how to state the data in numbers because there will be different figures of each phenomenon but all of them form a unit that represents 100%. It is obvious that I will also apply a lexical study because my main intention is to explore the modal verb *could*.

I. THEORY

1 MODALITY

"Modality is centrally concerned with the speaker's attitude towards the factuality or actualization of the situation expressed by the rest of the clause." (Huddleston and Pullum 2002, 173)

Huddleston and Pullum (2002, 176) explain two ways how to study modality. The first one is that we look for basic meaning of modal verbs. The second one is to study a pragmatic part of them. They show the difference between semantic and pragmatic strength in the example:

1) *You must have one of these cakes.*   (Huddleston and Pullum 2002, 176)

In this example, *must* as a semantically strong modal is pragmatically weakened (Huddleston and Pullum 2002, 177). "The parameter of STRENGTH of modality is sometimes used to characterise pragmatic aspects of root necessity meaning." (Depraetere and Verhulst 2008)

Imre (2012) adds: "Modality is the grammaticalized expression of the subjective attitudes and opinions of the speaker including possibility, probability, predictability, necessity, obligation, permissibility, ability, desire, and contingency, and it is external to the content, being part of the attitude taken up by the speaker."

1.1 Kinds of Modality

There are two kinds of modality that linguists agree with one another. There are only different terms they use when speaking about these kinds (Huddleston and Pullum 2002, 178). Huddleston and Pullum (2002, 178) use the terms - *deontic* and *epistemic modality*. Their common characteristics are subjectivity – in connection with a speaker, and non-factuality – a commitment to the truth is not necessary (Palmer 1986, 96). Dušková (1988, 186) mentions that modal verbs *can, may, must, will, could, might, would, should* and *ought* can express deontic and epistemic modality. *Shall, need* and *dare* only make deontic one. She does not include dynamic modality into her division. Huddleston and Pullum (2002, 178) also present *dynamic modality* that is a little bit ambiguous.

1.1.1 Deontic/Root Modality

It deals with obligation, prohibition and permission of the deontic source. The source is the one that emanate all mentioned above (Huddleston and Pullum 2002, 178). "The term DEONTIC is often used in the literature to refer to root necessity meaning. However, 'deontic' does not always cover the same conceptual load: for some, 'deontic modality' is synonymous with (any instance of) 'nonepistemic modality'." (Depraetere and Verhulst 2008) It always regards to the future because it is the only time that can be changed or affected. It can be made in the past though (Palmer 1986, 97).

2) John may/can come in now.   (Palmer 1986, 98)

"To analyze sentences which contain root modals, extract the modal verb and the NP subject from the sentence and replace it with paraphrases such as *NP is permitted to*, *NP is obliged to*, *NP is able to*." (Cook 1978)

3) You can smoke in the lounge.
      = You are permitted to smoke in the lounge.   (Cook 1978)

1.1.2 Epistemic Modality

This modality is connected with knowledge of a speaker (Huddleston and Pullum 2002, 178). The speaker makes judgment of the certain situation (Palmer 1987, 97). This modality can cover the past, the present and the future. This is the obvious difference between epistemic and deontic modality (Palmer 1986, 97).

4) John may be there.   (Palmer 1986, 58)

Palmer (1986, 57) also describes weak and strong epistemic judgments. The modal verbs *may* and *must* are involved. "Epistemic modals modify a sentence and deal with the truth value of the sentence." (Cook 1978) Cooks states that we can classify modals as epistemic ones when we replace them with phrases like *It is possible that* or *It is necessary that* (1978).

5) John may be lying.

   = It is possible that John is lying.   (Cook 1978)

1.1.3 Dynamic Modality

It expresses ability, properties or dispositions of a person (Huddleston and Pullum 2002, 178).

6) She can easily beat everyone else in the club. (Huddleston and Pullum 2002, 178)

This modality is close to deontic one and it is sometimes hard to distinguish them (Huddleston and Pullum 2002, 179).

7) She can speak French.   (Huddleston and Pullum 2002, 178)

Can could be either dynamic (expresses the ability) or deontic (somebody tells her to speak) in this example (Huddleston and Pullum 2002, 178). Huddleston and Pullum (2002, 179) describe dynamic modality as less central to modality because it does not show the attitude of a speaker to a specific situation. That is why some scholars do not include it into kinds of modality.

1.2 Modality in Czech

According to Dušková (1988, 185): "Sémantický systém anglických modálních sloves se od českého značně liší, zejména pokud jde o vyjadřování modality jistotní. Vyjadřování modality dispoziční se shoduje v tom, že se v obou jazycích realizuje prostřednictvím modálních sloves, i když se významová pole jednotlivých sloves nekryjí."¨

[*The semantic system of English modal verbs varies a lot from the Czech one, especially while expressing epistemic modality. Expressing deontic modality concur in the fact that modal verbs are used in both languages, although the meaning of particular verbs does not match*.]

 Daneš et al. (1987, 281) dodávají, že k vyjádření modality nutnosti, možnosti a úmyslu se v češtině často přiklání k výhradnímu použití modálních sloves, které významovým slovesům přidávají nové významy a které mají specifické gramatické vlastnosti a syntax.

[*Daneš et al. (1987, 281) add that expressing modality of necessity, possibility and intention in the Czech language, modal verbs are used exclusively. They add new semantic meaning to the verbs and they possess specific grammatical features and syntax*.]

Dušková follows (1988, 185): "Modalita dispoziční a jistotní vyjadřovaná modálními slovesy se fakultativně uplatňuje ve větách oznamovacích, tázacích a přacích, avšak nikoliv ve větách rozkazovacích, neboť imperative vyjadřuje sám o sobě děj nutný nebo žádaný."

[*Dušková follows (1988, 185): "Expressing deontic and epistemic modality by modal verbs is optionally used in declarative, interrogative and optative sentences however not in imperative sentences. Imperative itself expresses necessity or a requested action."*]

1.2.1 Modality of *Could* in Czech

"Modální slovesa jako prostředek vyjadřování jistotní modality jsou v angličtině častější než v češtině a nadto v této funkci disponují zvláštními prostředky odkazování na minulost, které v češtině nemají strukturní obdobu." (Dušková 1988, 186)

[*Modal verbs as a mean of expressing epistemic modality are used more frequently in English than in Czech; moreover, in that function they have special means to refer to the past that is not parallel in Czech*.]

8) You may remember it. *Možná, že si na to pamatuješ.* (Dušková 1988, 186)

Dušková (1988, 186) explains that English modal verbs are often changed by modal adverbs or particles in Czech as in 8.

The modal verb *could* with the past infinitive can express both deontic and epistemic modality. It depends on a context (Dušková 1988, 190).

9) You've got nothing to reproach yourself with. You couldn't have done more. (Dušková 1988, 190)

We speak about deontic modality in this example because we can paraphrase *couldn't have* with *you were not able to* (Dušková 1988, 190).

10) We looked everywhere. – You couldn't have (done). (Dušková 1988, 190)

This is an example of epistemic modality on the contrary because a speaker expresses his/her certainty about a situation (Dušková 1988, 190).

1.3 Summary

This chapter deals with the term *modality*. It is explained what *modality* is and what approaches how to study it exist. Several attitudes to *modality* are stated by different linguists there. We also learn about the kinds of *modality*. *Deontic* and *epistemic modality* are agreed with all linguists. *Dynamic one* is ambiguous but Huddleston and Pullum include it in their list of kinds of *modality*. Differences of all three kinds are mentioned and they are supported by several examples. The next part of this chapter looks into *modality* in the Czech language. Dušková shows contrasts between Czech and English when speaking about expressing of *modality*. The last part pays attention to the modal verb *could* in Czech.

2 MODAL AUXILIARY VERBS IN GENERAL

Lewis (1986, 100) defines modal auxiliaries as a closed class. "Such a closed class consists of a small number of words which:

A. fulfill the same grammatical function

B. are reciprocally defined

C. are reciprocally exclusive." (Lewis 1986, 99)

As Swan (2005, 76) mentions, relevant information of an English sentence is carried by the verb phrase. There are mostly five forms of English verbs – *see, sees, seeing, saw, seen* and they need help by auxiliary verbs to add meaning to them. Auxiliary verbs BE, DO and HAVE creates progressive, perfect and passive forms, they make questions, negatives and emphatic structures:

11) Is it raining?	(Swan 2005, 76)
12) What have you done?	(ibid.)
13) She was imprisoned for three years.	(ibid)
14) Do you smoke?	(ibid.)
15) It didn't matter.	(ibid)
16) Do come in.	(ibid)

Modal verbs are generally referred to as MODAL AUXILIARIES and they also add meaning to full verbs. They can behave as auxiliary verbs as well as they have their own group as modal verbs (Swan 2005, 77). Modals do not occur alone in the sentence except a short answer to Yes/No question (Rochowanská and Tárnyiková 1976, 59). They are used when a speaker is concerned with a relationship with someone else and they express various levels of politeness (Alexander 1988, 207). "One thing that can make it difficult to account for the use of these words [...] is that their meaning has both a logical (semantic) and a practical (pragmatic) element." (Leech 2004, 72)

"Sémanticky se modální slovesa liší jak od sloves pomocných, tak od sloves lexikálních. Na rozdíl od pomocných sloves, která nemají vlastní význam, nýbrž spolu s ostatními

složkami slovesného tvaru tvoří jeden formální a významový celek, modální slovesa mají význam, avšak oproti lexikálním slovesům nikoliv samostatný." (Dušková 1988, 182)

[*Modal verbs semantically differ from auxiliary verbs and lexical verbs. In contrast to auxiliary verbs which do not have their own meaning but they form one formal unit together with other verbal components. Modal verbs possess meaning, however in contrast to lexical verbs not an independent one*.]

According to Quirk et al. (1985, 137), modal verbs are divided into CENTRAL MODALS – *can, could, may, might, shall, should, will, must* and MARGINAL MODALS – *dare, need, ought to, used to*. Marginal modals have some exceptional sings that will be discussed within the text. Leech (2004, 73) also distinguish them into two groups of present (primary) forms – *may, can, must, will* and *shall* and past (secondary) forms – *might, could, would* and *should*. He points out the fact that modals are sorted into three categories according to frequency:

- very frequent: *will, would, can, could*

- quite frequent: *must, should, may, might, have to*

- infrequent: *shall, ought (to), need*

2.1 Features Same for Both Modals and Auxiliaries

Quirk at al. (1985, 137) put all criteria into one table and compares them with main verbs:

Table 1 Criteria for auxiliary verbs (Quirk et al. 1985, 137)

AUXILIARY CRITERIA (OP = operator)	AUXILIARY	MAIN VERB
(a) Op in negation	He *cannot* go.	* He *hopes not* to go.
(b) Negative contraction	*can't*	* *hopen't*
(c) Op in inversion	*Can* we go?	* *Hope* we to go?
(d) Emphatic positive	*Yes, I *DÓ can* come.	Yes, I *DÓ hope* to come.
(e) Op in reduced clause	I can come if you *can*.	* I hope to come if you *hope*.
(f) Position of adverb	We *can always* go early.	We *always hope* to go early.
(g) Postposition of	They *can all* come.	? They *hope all* to come.

quantifiers	? They *all can* come.	They *all hope* to come.
(h) Independence of subject	Ann can do it. ~ It can be done by Ann.	He hopes to do it. *It hopes to be done by him.

Huddleston and Pullum (2002, 93), on the other hand, create the acronym NICE for properties of auxiliary verbs – 'Negation', 'Inversion', 'Code' and 'Emphasis':

17) *He has not seen it.*   ** He saw not it.*   *[Negation]* (Huddleston and Pullum 2002, 93)

18) *Has he seen it?*   ** Saw he it?*   *[Inversion]*   (ibid.)

19) *He has seen it and I have too.*   ** He saw it and I saw too.*   *[Code]*   (ibid.)

20) *They don't think he's seen it*   ** They don't think he saw*

but he has seen it.   *It but he saw it.*   *[Emphasis]*   (ibid.)

Alexander (1988, 209) also imparts Yes/No questions where the modal verb that is in the question is the same that we put in the answer. The same rule is also when speaking about tag questions.

21) *Can you come and see me tomorrow? – Yes, I can. / No, I can't.* (Alexander 1988, 209)

22) *You can do it, can't you?*   (ibid.)

Lewis (1986, 58) adds the usage of auxiliaries when a speaker wants to express that he/she is interested in something that is said.

23) *A I'd be very surprised.*   *B Would you?*   (Lewis 1986, 58)

2.2 Features of Modal Verbs Only

"By the end of the Middle English Period, modals lost a number of crucial main verb properties – most particularly, the infinitive form and the ability to take a direct object – and thus it was a relatively short step for all the modals to adopt the auxiliary pattern." (Fennel 1993) There are several rules of using modal verbs that are discussed in grammar

books. I use the terminology stated by Quirk et al. (1985, 127 – 128) and I compare modal verbs with the lexical ones in examples. These criteria are specific to modal verbs and they differ from a rest of verbs. "Modals are sometimes called defective verbs because they lack forms ordinary full verbs have." (Alexander 1988, 209)

2.2.1 Construction with the Bare Infinitive

Modal verbs are always followed by a bare infinitive of other verbs (Quirk et al. 1985, 127).

24) I must water the flowers.   ** I must to water the flowers.*   (Swan 2005, 326)

25) * I want water the flowers   *I want to water the flowers.*   (ibid.)

Ought and *used* are exceptions of this rule and it makes them marginal to modals (Quirk et al. 1985, 127).

26) You ought to comb your hair.   (Quirk et al. 1985, 127)

27) He used to read for hours.   (ibid.)

2.2.2 Finite Functions Only

Modals must function only as operators in sentences and they must be placed as the first element in the verb phrase (Quirk et al. 1985, 128).

28)* to may   *(is) maying   *(has) mayed   (Quirk et al. 1985, 128)

29) to eat   (is) eating   (has) eaten   (ibid.)

Because modals are reciprocally exclusive, they can be linked by *and* if we want to use two modals in one sentence (Lewis 1986, 100)

30) You could and should have checked first. (Lewis 1986, 100)

2.2.3 No 3rd Person Inflection

Modal verbs do not reflect the person – number agreement in the present tense (Huddleston and Pullum 2002, 107).

31) She must write.   ** She musts write.*   (Quirk et al. 1985, 128)

32)* She like to write.   *She likes to write.*   (ibid.)

2.2.4 Abnormal Time Reference

One of the attributes that Quirk et al. (1985, 128) add is that present as well as past forms of modals can be applied to both present and future time. *Can, may, shall* and *will* creates present and past forms (Owen 1965, 129).

33) I think he may/might retire next May.   (Quirk et al. 1985, 128)

34) * I think he retired next May.   (ibid.)

Must, need, ought do not have the past form but they can refer to the past in indirect speech (Quirk et al. 1985, 128).

35) I told him he must be home early.   (Quirk et al. 1985, 128)

Swan (2005, 326) contributes that for expressing past ideas, modals need to be followed by perfect infinitives.

36) You should have told me you were coming.   (Swan 2005, 326)

2.2.5 No Imperative and Passive Voice

Dušková (1988, 181) states: "Modální slovesa netvoří imperativ, neboť základní funkce imperativu, vyjadřování rozkazu nebo žádosti, je v podstatě totožná s modalitou nutnostní nebo záhodnostní a neslučitelná s modalitou možnostní a volitivní. Z neexistence jmenných tvarů a sémantiky modálních sloves vyplývá, že netvoří pasívum."

[*Modal verbs do not form imperative because a basic function of imperative is expressing commands or requests. In fact it is identical with modality of necessity and incompatible with modality of possibility and volition. There are no nominal forms or semantics of modal verbs therefore they do not form passive.*]

2.2.6 No Contracted Forms

Modals do not create contracted forms except for WILL and WOULD. This characteristic is the same for DO but not for BE and HAVE (Alexander 1988, 210).

2.3 Functions of Modal Verbs

Alexander (1988, 207) says that modals have primary and secondary functions. "In primary function, modal verbs closely reflect the meanings often given first in most dictionaries, so that:

- *can/could* relate mainly to **ability**: *I can lift 25 kg/ I can type.*

- *may/might* relate mainly to **permission**: *You may leave early.*

- *will/would* relate mainly to **prediction**: *It will rain soon.*

- *shall* after *I/We* relates mainly to **prediction**: *Can we find our way home? – I'm sure we shall.*

- *should/ought to* relate mainly to **inescapable obligation**: *You must be quiet.*

- *needn't* relates to **absence of obligation**: *You needn't wait.*" (Alexander 1988, 207)

"In their secondary function, nine of the modal auxiliaries (not *shall*) can be used to express the degree of certainty/uncertainty a speaker feels about a possibility." (Alexander 1988, 208) Alexander (1988, 208) shows how modals can be arranged on a scale. The order can vary according to a situation:

Table 2 Secondary function of modals (Alexander 1988, 208)

You	might	be right.	**very uncertain**
	May	have been right.	|
	Could		|
	can°		|
	should		↓
	ought to		**almost certain**
	would		
	Will		
	must		
You	are	right.	

° *Can* requires qualification to be used in this way: *He* ***can hardly*** *be right.*

"English modal verbs constitute a problem for the student of English as a foreign language. The problem lies not in the surface positioning of the modals, since they are always the first auxiliary in the verb phrase […]. The problem lies in the recognition and the proper use of the meanings underlying the English modal verbs." (Cook 1978) Imre (2012) also mentions: "Modal constructions (especially epistemic) involve some kind of comment on the environment within which a particular act does or does not take place. Modal sentences cannot be understood at all apart from considerations of their being anchored in some social context which seems to leave no hope for computer-assisted translations (CAT), as no one can expect from software to take into consideration environment."

2.3.1 Verb phrases with Modals

Unlike in the sentence *Peter lives in Grange Road* where only information about Peter is expressed, sentences that contains verb phrases with modals say something not only about a subject but also about a speaker (Lewis 1986, 102).

37) Peter may come tomorrow.   (Lewis 1986, 102)

Sentence 37 gives information about Peter as well as about the speaker's own judgment (Lewis 1986, 102). "There are three important characteristics of verb phrases containing a modal auxiliary:

1. They are not about facts alone.

2. They are about speaker's or listener's judgment or opinion at the moment of speaking.

3. They necessarily involve *two* people – the subject and the speaker of listener." (Lewis 1986, 102)

2.4 Marginal Modals

I have already stated that *dare, need, ought to* and *used to* belong to the group of marginal modals. Their usage is different from modal verbs in some cases.

2.4.1 Dare and Need

Both verbs can be either modal or lexical. They are used less as modal verbs in AmE. The differences are shown in examples below (Huddleston and Pullum 2002, 110).

38) He needn't/daren't tell her.   *He doesn't need/dare to tell her.* (Huddleston and Pullum 2002, 110)

39) Need/Dare he tell her?   *Does he need/dare to tell her?*   (ibid.)

40) No one need/dare go out alone.   *No one needs/dares to go out alone.* (ibid.)

2.4.2 Ought to

It is obvious that *ought* is followed by *to*-infinitive (see example 41). However, there are tendencies to drop *to*-infinitive in non-affirmative contexts, especially in AmE, as in 42 (Huddleston and Pullum 2002, 109). Quirk et al. (1972, 82) argues that *should* is more regular in these cases.

41) Ought I to refuse?   *Did I ought to refuse?*   (Dušková 1988, 185)

42) He's considering telling the police, but I don't think he ought. (Huddleston and Pullum 2002, 109)

2.4.3 Used to

As *ought to*, *used* is also followed by *to*-infinitive. It creates only the past tense. *Used to* can take auxiliary *DO* when creating interrogative and negative sentences (Quirk et al. 1972, 82).

43) Did you use(d) to go there?   (Dušková 1988, 185)

44) *He didn't use(d) to earn so much money as he does now.*   (ibid.)

Both forms (*didn't use to* and *didn't used to*) are grammatically correct. *Didn't* is sometimes replaced by *never* (Dušková 1988, 185).

45) I never used to smoke.   (Dušková 1988, 185)

2.5 Summary

The second chapter speaks about the group of *modal verbs* in general. *Modal verbs* belong to a larger unit of *modal auxiliaries*. This unit is described in details and specific features of *modal auxiliaries* are introduced because they are classified as a closed group with its

own rules. Major attention is given to *modal verbs* and their particular characteristics. They are presented from both grammatical and semantic points of views. *Marginal modals* are also mentioned since they are a subunit of *modal verbs* with different principles of use. All arguments are proved in the examples.

3   THE MODAL VERB *COULD*

As mentioned above, *could* belongs to the group of central modal auxiliaries and creates the past (secondary) form. It takes all features and rules for modals and it is one of the very frequent ones. It is closely connected to the modal verb *can*.

"*Can* and *could* are both used to talk about ability, to ask for and give permission, and to make requests and offers." (Swan 2005, 97) *Could* can be used as the past of *can* but it can also have a present and a future meaning (Murphy 1985, 54). Dušková (1988, 189) terms it as *preterit could* which refers to the past and its meaning is "*mohl jsem*" in Czech and as *conditional could* with the present and the future reference. Its Czech equivalent is "*mohl bych*". We need a context to recognize the grammatical meaning of *could* (Rochowanská and Tárnyiková 1976, 62).

3.1 *Could* in English and Czech Dictionaries

"c<u>ou</u>ld (kud), *v.* 1. past tense of *can*. 2. An auxiliary with present or future sense, generally equivalent to c*an* in meaning and use, expressing especially a shade of doubt or a smaller degree of ability or possibility (e.g., it *could* be so) or permission (e.g., *could* I go?)." (McKechnie 1968, 415)

"could (kʰud; kəd, záp ~n't kʰudnt) mohl (n. Dovedl) jsem, mohl bych" (Osička and Poldauf 1970, 98)

3.2 *Could* as a Past Form of *Can*

When used as the past of *can*, *could* expresses power, ability or capacity of *can* in the present (Zandvoort 1969, 66).

46) She can make her own dresses.   *She could make her own dresses.* (Zandvoort 1969, 66)

47) We can call for you at nine.   *We could call for you at night.*   (ibid.)

We can also use *was/were able to* when we speak about ability in the past (Swan 2005, 98).

48) She could read when she was four.   *She was able to read when she was four.* (Swan 2005, 98)

Dušková (1988, 187) goes on to say that *be able to* is used instead of *could* in the past when its meaning is *to manage st*.

49) He could (was able to) read before he went to school. (Dušková 1988, 188)

50) He was able to (*could) read only a few pages before the train stopped. (ibid.)

3.2.1 A Specific Occasion in the Past

Ability must be natural or learned and it cannot be related to any specific action. When there is some specific event, we use *managed to* or *succeeded in* instead (Alexander 1988, 213).

51) *In the end they could rescue the cat on the roof. (Alexander 1988, 213)

52) In the end the managed to rescue the cat on the roof. (ibid.)

However, there are various situations when we can use *could/couldn't* in a situation referring to a specific occasion. The negative *couldn't* can be in (Alexander 1988, 213):

53) They tried for hours, but they couldn't rescue the cat. (Alexander 1988, 213)

The same is when putting *could* to questions about these specific actions. The positive answer must be different though (Alexander 1988, 213).

54) Could they rescue the cat on the roof? (= did they manage to?)(Alexander 1988, 213)

   No, they couldn't. It was too difficult. (ibid.)

   * Yes, they could. / Yes, they managed to. (ibid.)

Swan (2005, 100) argues that *could* can be used in certain occasions with such words like HARDLY or ONLY because they carry a negative sense, and in subordinate clauses as well:

55) She could hardly believe her eyes. (Swan 2005, 100)

56) I could only get six eggs. (ibid.)

57) I'm so glad that you could come.   (ibid.)

Alexander (1988, 213) adds the usage of *could* when speaking about success after an effort.

58) I tried again and found I could swim (Alexander 1988, 213).

3.2.2 Indirect Speech or Thought

"*Could* may report *can* in indirect speech or thought." (Zandvoort 1969, 66) Secondary forms of modals are available without exception in indirect speech: can => could, may => might, will => would (Leech 2004, 110).

59) He said I could go.   (Zandvoort 1969, 66)
60) Could it be true, she wondered?   (ibid.)

3.2.3 Capability/Possibility

Could can express capability/possibility when some situation/fact sometimes or often happens (Alexander 1988, 215).

61) It could be quite cold in Cairo in January when I lived there.   (Alexander 1988, 215)
62) He could be very naughty when he was a little boy.   (ibid.)

3.2.4 Verbs of Perception

These verbs do not usually make progressive forms. That is why *can/could* is used (Swan 2005, 102).

63) I can see Susan coming.   (Swan 2005, 102)
64) Suddenly she realized she could smell something burning.   (ibid.)

"State verbs of perception, such as *see, hear, feel* are used with the modal CAN of ability to express active perception. In this use […] the modal CAN means 'is actually perceiving'." (Cook 1978)

65) He could see the ocean.

= He was able to see the ocean. /He saw the ocean. (Cook 1978)

3.2.5 State Cognitive Verbs

"With some cognitive state verbs, the modal verb seems to have little modal meaning – and is a true exception to the principle that state verbs take epistemic modals. When the modal CAN of ability is added to verbs like *understand, remember* the modal seems to be indistinguishable from the auxiliary *do*, meaning actual condition." (Cook 1978)

66) I can't understand the answer.

> *= I am not able to. / I don't understand the answer.* (Cook 1978)

3.3 Permission

The usage of *could* when asking for permission is more polite or formal. *Could* is not given in an answer (Swan 2005, 101).

67) Could I ask you something?   Yes, you can. (Swan 2005, 101)

3.4 Requests, Orders, Offers and Suggestions

Once again, the difference between *could* and *can* is that *could* is more polite, more formal and less definite (Swan 2005, 101). It is used when a relationship of speakers is more remote (Lewis 1986, 74).

68) Could you lend me five pounds until tomorrow? (Swan 2005, 101)
69) You could iron the clothes, if you like. (ibid.)
70) I could mend your bicycle for you, if that would help. (ibid.)
71) If you haven't got anything to do you could sort out your photos. (ibid.)

3.4.1 "Remoteness" of *Could*

As mentioned above, *could* is rather used when expressing remoteness in a social relationship. There are two other kinds – remoteness in time and remoteness in likelihood (Lewis 1986, 112).

72) I could ride a bike when I was a kid but I haven't done it for years.   (Time)
    (Lewis 1986, 112)

73) Could you pass me the salt please?   *(Relationship)*
    (ibid.)

74) He could be a foreigner, but I don't think so.   *(Likelihood)*
    (ibid.)

3.5 Could + Have + Past participle

This structure is the past tense of *could* that refers to the present or the future. It can express the situation that could be fulfilled but it was not (Murphy 1985, 54). It creates unrealized past ability (Swan 2005, 99).

75) I could have married anybody I wanted to.   (Swan 2005, 99)
76) I could have won the race if I hadn't fallen.   (ibid)

Dušková (1988, 189-190) adds that *could* with the past infinitive occurs not only in negative declarative sentences and interrogative sentences but also in positive declarative sentences, which is different from using *can* with the past infinitive. *Could* with the past infinitive makes both deontic and epistemic modality. It depends on a context. Bowen and McCreary (1977) follow: "Could, when it appears in the perfect, communicates the idea that the action referred to is contingent upon an explicit or expressed condition." They also deals with the fact that expressions of possibility with *could have* express one or two interpretations (Bowen and McCreary 1977).

77) It could've snowed in the mountains last night.   (Bowen and McCreary 1977)
78) I could have studied Spanish in New York.   (ibid.)

The speaker is not sure whether his/her though is right or not in 76. But it is obvious that the speaker in 77 is confident with the truth of the utterance.

3.6 *Could* with the Future Reference

Could can also make the future reference in some kind of a context (Alexander 1988, 215).

79) I could be quite cold when you get to Cairo. (Alexander 1988, 215)

It can describe suggested possibility (Rochowanská and Tárnyiková 1976, 62).

80) How can I get in touch with him? ***You could** try his home.* (Rochovanská and Tárnyiková 1976, 62)

3.7 Conditional Clauses

According to Alexander (1988, 275), *Could* can be put to all three kinds of conditional clauses:

- real conditionals:

81) If it's fine tomorrow, we could go out. (Alexander 1988, 275)

- unreal conditionals:

82) If he were here, he could help us. (Alexander 1988, 278)

83) If he had been here, he could have told us. (Alexander 1988, 281)

The difference between the sentences 52 and 53 is that the example in 52 can possibly happen but the sentence in 53 expresses unrealized past possibility (Alexander 1988, 280).

3.8 Hypothetical *Could*

Could used for such a meaning does not express the past time. *Could* makes the sentence less probable (Schibsbye 1970, 81).

84) It could be true. (Schibsbye 1970, 81)

There are two kinds of hypothetical *could* which express either root or epistemic modality. "Hypothetical *could of ability*: the root modal, could 'be able to', is used to express the present ability to perform a future action. It implies the condition 'if I decide to' and is translated 'would be able to'." (Cook 1978)

85) I could go with you again.

> *= I would be able to (if I so decided)* (Cook 1978)

"Hypothetical *could of possibility*: the epistemic modal, could 'be possible', is used to express the present possibility of a future event. It implies 'if circumstances permit' and is translated 'is possible … will'." (Cook 1978)

86) It could happen again.

> *= It is possible that it will happen.* (Cook 1978)

3.9 Could vs. Can

There is an example where *could* is used and *can* is not. When speaking about the chance that something will happen, we strictly use *could* (Swan 2005, 97).

87) It could rain this afternoon.   * It can rain this afternoon.*   (Swan 2005, 97)

3.10 Summary

The last chapter of my theory refers to the modal verb *could* itself. It is obvious that *could* is very closely connected with the modal verb *can* because one of the functions of *could* is that it is the past form of it. Other meanings of *could*, i.e. suggestions, permission or offers, are stated and there are comments on all the examples that show how and when *could* can be used. This chapter is the most important part for my following research because it gives me several topics that can be examined and the differences between English and Czech meanings can be compared.

II.   ANALYSIS

4   RESEARCH INTRODUCTION

"Very often, linguists no longer study the grammar of one language in isolation, but rather, they compare one language with one or more other languages." (Haegeman and Guéron 1999, 581) The comparative approach is based on properties that are specific in one language and these properties are applied into other languages. We can study whether they are different or universal among languages (Haegeman and Guéron 1999, 582).

My research will be focused on English and Czech languages. I will study whether certain English properties are the same in Czech or they are presented differently. It will be based on information mentioned in the theory above. The target word is the modal verb *could* and its equivalents in Czech will be examined. All research information will be found in a subcorpus I will make from InterCorp. I will describe the way how I will create the subcorpus bellow.

4.1 Hypothesis

It is mentioned above that *modality* is more frequent in English than in Czech. The aim is to prove or disprove this argument. It is expected that there are several examples where *modality* in original writings is somehow omitted or replaced by different expressions. It is also possible that there are only certain combinations or types of verbs that carry *modality* in English but they are usually substituted by different clues or they are simply absent in Czech versions. Such verbs can be *verbs of perception* or *state cognitive verbs*. The research may show whether various pronouns (in a function of a subject) in combination with *could* can change *modality* that *could* carries in English interrogative sentences. Some differences may be found in negative sentences, too.

5   METHODOLOGY

There are three kinds of analyses that I will use in my research. These methods are closely connected with one another. The first one is the comparative study that is already introduced above. The rule is to compare at least two phenomena and these are the English and the Czech languages in my survey. The second method is a lexicological study because I focus on one particular word which is the modal verb *could*. This study can be used thanks to corpora that are created for linguistic research. These corpora also provide the data that can be used for my last method which is the quantitative analysis. Numbers of the occurrence of *could* in my subcorpus can be counted and evaluated and results can be recorded into statistics.

I will use the corpus based research for my analysis. All information will be stated bellow.

5.1 Corpus Based Research

A Corpus is made for linguistic research. Collected texts in an electronic form are either written or spoken. Spoken pieces are transcribed. Users need to know how to work with the corpus because there is a specific searching program. The corpus gives access to search for specific words and collocations in a context. It also shows their frequency and it is easy to find their original text source. The corpus also gives opportunities to work more with the data, i.e. alphabetical classification. Users can search according to parts of speech is some corpora (Čermák and Kocek 2013).

There are some arguments whether it is necessary to create corpora or the Internet as a source of various information is enough. Čermák and Kocek (2013) argue that data on the Internet can change within a day. Web pages and texts can be deleted. The Internet is not a reliable source for citations. As oppose to that, corpora are immutable and users can find their data whenever they want. Čermák and Kocek (2013) add that sources on the Internet mostly originate in journalistic or technical texts, tabloids etc.; and fiction is not sufficient for a study. Tools for searching and sorting data are not designed for gaining linguistic information on the Internet because most of the Internet users do not need them and it is not necessary to create them. Context is usually too small for linguists. Last but not least, it is sometimes hard to find an author and origin of a text on the Internet. Texts in corpora, on the other hand, have detailed bibliographies and abstracts.

5.2 The Czech National Corpus

"**The Czech National Corpus** (CNC) is an academic project focusing on building a large electronic corpus of mainly written Czech. Institute of the Czech National Corpus (ICNC), Faculty of Arts, Charles University in Prague has been in charge of the CNC, its expansion, development and other related activities, particularly those associated with teaching and advancing the field of the corpus linguistics." (Čermák and Kocek 2013)[1]

Many people are involved in this project. The director of ICNC is doc. Mgr. Václav Cvrček, Ph.D. and his deputy director is Mgr. Michal Křen, Ph.D. The staff is divided into the linguistic section, the computational section, the spoken corpora section, the diachronic corpora section, the linguistic analysis and annotation section and the parallel corpora section. Professors and post-graduate students also contribute (Český národní korpus 2013)[2].

ICNC cooperate with universities in the Czech Republic as well as abroad (Český národní korpus 2013)[3].

5.3 InterCorp

"The parallel corpus InterCorp is a part of the project Czech National Corpus, funded by the Ministry of Education of the Czech Republic within the programme Projects of major infrastructures for research, development and innovation (2012-2015). In 2005-2011 the project was supported from the same source as a research programme The Czech National Corpus and corpora of other languages." (Intercorp 2013)

This academic project is made for linguistic purposes. InterCorp is a parallel synchronous corpus and it covers all languages that are offered for students at the Faculty of Art, Charles University. It is not commercial. It is used by scholars, students, translators and the public because it is available online (Intercorp 2013)[4].

InterCorp is not static. It gets bigger with every new version of it. It mostly consists of fiction that creates its core and also collections, i.e. political commentaries, legal texts,

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[1] English version is available on: http://ucnk.ff.cuni.cz/english/index.php

[2] Available on: http://ucnk.ff.cuni.cz/kolektiv.php

[3] Available on: http://ucnk.ff.cuni.cz/spoluprace.php

[4] Available on: http://www.korpus.cz/intercorp/?req=page:info

etc. Czech is the pivot language because all texts have their Czech versions that are either original or translated. They can be aligned with other foreign language versions. "The total size of the available part of InterCorp in release 6 from April 2013 is 138,779,000 words in the aligned foreign language texts in the core part and 728,508,000 in the collections." (Inter) The size of certain languages in the core of InterCorp is shown in the chart bellow. It is stated in millions of words (Intercorp 2013)[5]:

Chart 1 The size of languages in the core of InterCorp in millions of words
(Intercorp 2013)[6]
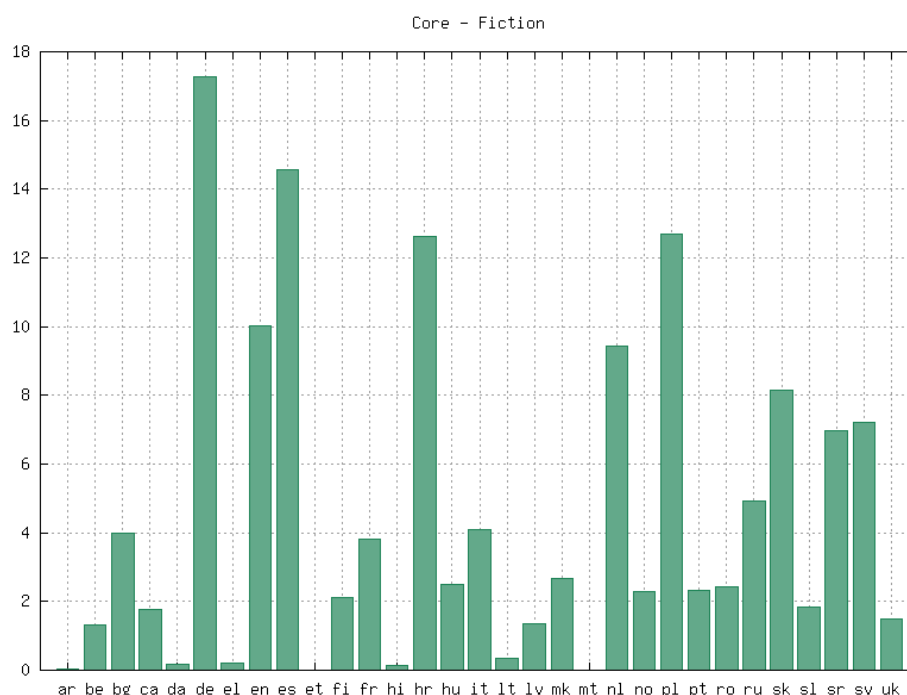
As the chart shows, InteCorp consists of 31 foreign languages and according to the history of InterCorp, it gets bigger every year. InterCopr query engines are Manatee, NoSketch Engine and Park (Intercorp 2013)[7].

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[5] Available on: http://www.korpus.cz/intercorp/?req=page:info

[6] Ibid.

[7] Ibid.

5.3.1 Subcorpus

A subcorpus is a unit of InterCorp that is created for research of a specific phenomenon. You must be registered to look for the texts[8] and each subcorpus is made manually and only for the person who creates it. It is a pity that subcorpora cannot be downloaded for all users of InterCorp because more research could be made in certain fields of study and It would be easier and less time-consuming for all scholars.

For all these reasons, I created the subcorpus for my thesis. My target languages are English and Czech. After I chose these two languages, I eliminated all texts that are not fiction. I wanted to focus only on American English and, on that account; I selected only American and Canadian authors. To keep my results updated, I collected the texts that were written after 1950.

To sum it up, my subcorpus consists of American English fiction after 1950 and its Czech versions.

I use **NoSketch Engine** for my research.

5.3.1.1   List of Authors and Their Books

There is not any tool how to cite InterCorp yet. It is up to a user how to do it. I decided to write abbreviations of certain authors and their books and I put them into the list bellow to make it clear when I cite examples in my analysis. The abbreviations are written at the end of each piece. I also state years when the books were written and I divide the list according to the nationality into American and Canadian authors.

5.3.1.1.1 American Authors

1. Asimov Isaac: *The Caves of Steel* (1954) - ACS

2. Brown Dan: *Angels and Demons* (2000) - BAD, *The Da Vinci Code* (2003) - BDC

3. Brown Sandra: *The Crush* (2002) - BC, *Hello, Darkness* (2003) - BHD

4. Capote Truman: *Breakfast at Tiffany's* (1958) - CBT

5. Chevalier Tracy: *Girl with a Pearl Earring* (1999) - CGPE

6. Cook Robin: *Toxin* (1998) - CT

7. Day Cathy: *The Circus in Winter* (2004) - DCW

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[8] https://korpus.cz/corpora/run.cgi/first_form?corpname=intercorp_en;lemma=;lpos=;align=

8. Franzen Jonathan: *The Corrections* (2001) - FC

9. Frost Mark: *The List of Seven* (1993) - FLS

10. Grisham John: *The Client* (1993) - GC, *The Partner* (1997) - GP, *The Street Lawyer* (1998) - GSL, *The Testament* (1999) - GT, *The Brethren* (2000) - GB

11. Harris Thomas: *The Silence of the Lambs* (1991) - HSL

12. Hemingway Ernest: *The Old Man and the Sea* (1952) - HOMS

13. Irving John: *A Widow for One Year* (1998) - IWOY

14. Krentz Jayne Ann: *Falling Awake* (2004) - KFA

15. Lindsey Johanna: *A Loving Scoundrel* (2004) - LLS

16. Palahniuk Chuck: *Choke* (2001) - PC

17. Roth Philip: *The Human Stain* (2000) - RHS

18. Siddons Anne Rivers: *Hill Towns* (1993) - SHT

19. Steel Danielle: *Johnny Angel* (2003) - SJA, *Second Chance* (2004) – SSC

5.3.1.1.2 Canadian Authors

20. Fielding Joy: *Puppet* (2005) - FP

21. Munro Alice: *Runaway* (2004) - MR

5.4 Difference between InterCorp and the Subcorpus

It is generally known that a picture is better than one thousand words. The first figure shows the number of occurrences of *could* in the whole InterCorp. There are 53,266 occurrences of *could*. InterCorp consists of all texts that are in English and Czech versions are available. The texts are written by various authors from all over the world and they are not only native speakers of English but also foreigners or people who came to the United Kingdom, to Canada or to the United States of America during their lives. Some of them became the citizens of the countries.

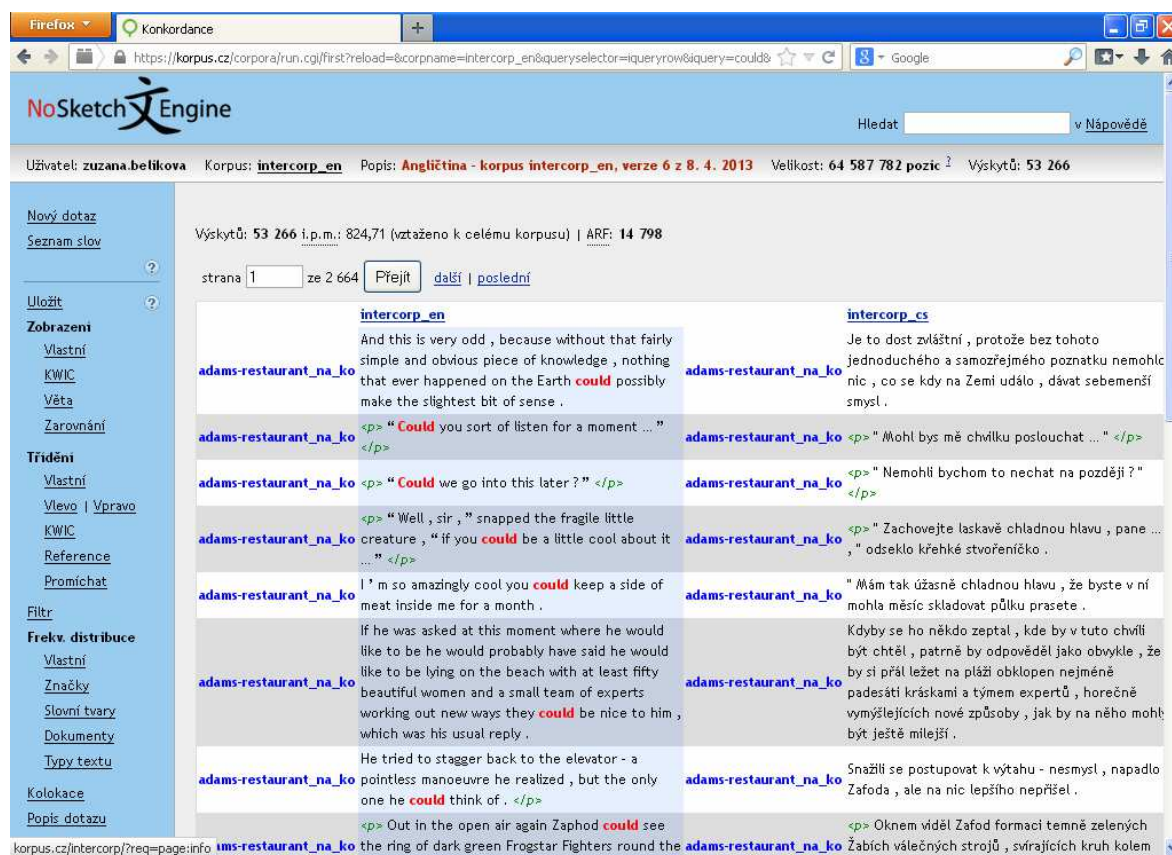*Figure 1 The Occurrences of could in InterCorp[9]*

Figure 2 shows how many times the modal verb *could* appears in my subcorpus. It means that I can work with a given number of examples in my research and this number cannot be changed because the subcorpus is immutable and nobody can use it but me. 9,112 of occurrences of *could* in the subcorpus is sufficient for my research and it can give me several answers to queries I make.

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[9]https://korpus.cz/corpora/run.cgi/first?reload=&corpname=intercorp_en&queryselector=iqueryrow&iquery=could&lemma=&phrase=&word=&char=&cql=&default_attr=word&fc_lemword_window_type=both &fc_lemword_wsize=5&fc_lemword=&fc_lemword_type=all&usesubcorp=&sel_aligned=intercorp_cs&pcq _pos_neg_intercorp_cs=pos&queryselector_intercorp_cs=iqueryrow&iquery_intercorp_cs=&viewmode=alig n – users must be registered

Philosophical Faculty, Palacký University Olomouc

Figure 2 The Occurrences of Could in my Subcorpus[10]

6   RESEARCH

My searched queries stem from the theory above and it is possible that I could also find some interesting facts that are connected with the usage of *could* during my whole research. I will focus on the existence of *could* in various combinations. I will look for examples when *could* is linked either with subjects of interrogative sentences and negative sentences or with different groups of verbs. The whole analysis is made in the subcorpus I created.

6.1 Interrogative Sentences

It is said that *could* is a more polite version of *can* when speaking about requests, permission, offers, suggestions or orders. My first attempt at research is to study the equivalents of *could* in translation according to subjects of given questions. I concentrate on personal pronouns – *I*, *you*, *he*, *she*, *it*, *we* and *they*. The question is if a degree of politeness is the same with all pronouns and if *modality* that *could* carries in English is reflected in Czech and which equivalents the translators use to express it.

6.1.1 Could I

- The subcorpus: American Fiction after 1950
- The occurrences of *could I*: **66**

There are 66 examples of translated equivalents of *could* followed by *I* as the first-person singular nominative case personal pronoun. 58 samples of them (c. 87%) carry meaning that somehow express *modality* in Czech.

(88)*"**Could I** come over sometime and see it?"* (FC)
　„A nemohla bych se někdy stavit a prohlídnout si to?"

(89) *"**Could I** see them, please?"* (GP)
　„Mohl bych je , prosím, vidět?"

(90)*"**Could I** see the file?"* (GSL)
　„Mohl bych se podívat do spisu?"

82% of these 58 samples correspond with the primary function of *could* that is „*mohl, mohl bych, mohl bys, etc.*" in Czech, which means that 18% of examples show *modality* but it is translated by different modal verbs.

(91) *"How much damage **could I** cause?"* (BAD)

„*Copak to můžu tak poškodit?*"

[How much damage **can** I cause?]

(92) *"**Could I** offer you a drink?"* (BDC)

„*Mohu vám nabídnout něco k pití?*"

[**Can** I offer you a drink?]

Politeness of the original sentences is reduced in Czech because the modal verb *can* is used.

(93) *"How **could I** explain to him my horror?"* (FSL)

„*Jak jsem mu měl vysvětlit svůj děs?*"

[How **should** I explain to him my horror?]

(94) *"And what possible reason **could I** have to do that?"*(HSL)

„*A z jakého důvodu bych to měl dělat?*"

[And what possible reason **should** I have to do that?]

(95) *"How **could I** do that?" Gwen Price asks her daughter.* (FP)

„*Co jsem jim měla říct?*" *zeptala se Gwen Priceová dcery.*

[What **should** I tell them?]

Could is sometimes replaced by *should* in Czech as we can see in three examples above. It transfers the meaning from *could* as the possibility to *should* as the obligation.

(96) *"**Could I** have him return your call?"* (GB)

„*Mám mu pak říct, ať vám zavolá?*"

[**Shall** I tell him to call you?]

*(97)"**Could I** please have my I.D.?"* (CT)

    „Vrátil byste mi tu průkazku?"

    [**Would** you give my I.D. back to me?]

*(98)"What **could I** buy it with? he asked himself.*

    „Zač bych si je koupil? zeptal se sám sebe.

    [What **would** I buy it with?]

*(99) "Why else **could I** possibly like you so much?"* (RHS)

    „Proč by ses mi tak líbil?"

    [Why else **would** I possibly like you so much?]

*(100) **Could I** still feel this simple, joyous lust for him that had lasted all the years of our marriage?* (SHT)

    Toužila bych po něm i nadále onou čirou, radostnou vášní, která trvá po celé naše manželství?

    [**Would** I still feel this simple, joyous lust for him that had lasted all the years of our marriage?]

6.1.1.1 How Could I

Could I is very often combine with *how* in the subcorpus. There are 22 examples out of all 66, which give us exactly one third of all instances (c. 33%).

*(101) "How **could I** forget it with you reminding me of it all the damn time?"* (BC)

    „Jak bych na to mohl zapomenout, když mi to v jednom kuse připomínáš."

*(102) "How **could I** do that to Lucy?"* (FP)

    „Jak bych to mohla udělat Lucy?"

*(103) "How **could I** go to school and learn what the capital of Nebraska was?"* (RHS)

„Jak jsem mohla chodit do školy a učit se , jak se jmenuje hlavní město Nebrasky?"

The phrase of *how could I* mostly express an assurance or a displeasure of a speaker.

6.1.1.2   Tag Questions

There are also examples of *could I* as a tag question. Czech has its own expressions (*viď, že*) how to translate tag questions in English and it is obvious that Czech does not repeat modal verbs there. These expressions are mainly used in informal speech since they do not have their variations in standard Czech.

*(104) "And I couldn't very well go back to being Amanda Myers, now **could I**?"*(FP)

  „A těžko jsem se mohla vrátit ke jménu Amanda Myersová, že?"

*(105) "I couldn't manage without her, **could I**, Elinor?* (MR)

  „Co bych si počala bez ní ,viď, Elinor?"

6.1.1.3   Different Equivalents

The most interesting examples are those that do not reflect the primary meaning of *could* and it is simply substituted.

*(106) "How **could I** have known?"* (BAD)

  „Cožpak jsem o tom věděl?"

  [(Don't you know that) I **did not know** about it.]

*(107) "**Could I** buy it with a lost harpoon and a broken knife and two bad hands?"* (HOMS)

  „Dá se koupit za ztracenou harpunu, za zlomeny nůž a za dvě zmrzačené ruce?

  [**Is** it **possible** to buy it with a lost harpoon and a broken knife and two bad hands?]

*(108) "What **could I** do?"* (KFA)

  „Co mi zbývalo?"

  [What a **possibility** left me?]

*(109) Not that she'd been knocked around in her life by this man alone- "How **could I** be, being out there on my own since I was fourteen?"* (RHS)

Neotloukal ji v životě jenom tenhleten -- „To by ani nešlo, když jsem se od čtrnácti protloukala sama, ne?"

[Not that she'd been knocked around in her life by this man alone – "It **is not** even **possible**, being out there on my own since I was fourteen."]

It is seen above that *could* is replaced by words that are somehow connected with the primary meaning of *could* (*be possible* is used to rephrase is) but its *modality* is lost.

6.1.2 Could You

- The subcorpus: American Fiction after 1950
- The occurrences of *could you*: **87**

You is the most frequent personal pronoun that is linked with *could* in interrogative sentences in the subcorpus. 73 examples (84%) express *modality* by using either *could* or some other modal verbs. Here are sentences that are translated by the primary function of *could*.

*(110) "But ... how **could you** possibly know this?"* (BAD)
   „Jak jste se to mohl dovědět?"

*(111) "**Could you** follow my inpatients for a couple of days?"* (CT)
   „Nemohl by sis vzít na pár dní na starost moje hospitalizované pacienty?"

*(112) „**Could you** decribe the assailants?"* (FLS)
   „Mohl bys ty útočníky popsat?"

*(113) "What kind of business **could you** get into at that age?"* (KFA)
   „Jakému obchodu jste se mohl v patnácti věnovat?"

*(114) "What the devil **could you** have been thinking, to bring her here?"* (LLS)

„Jak tě mohlo kruci napadnout ji sem přivést?"

18 examples (24%) of given 73 sentences that carry *modality* are expressed by different modal verbs. The most common modal verb is *can*, which shows that the translators use a less polite way of utterance.

*(115) "Robert, **could you** be so kind as to hand me that phone?"* (BDC)
    „Roberte, byl byste tak hodný a podal mi ten telefon?"
    [Robert, **would** you be so kind as to hand me that phone?]

*(116) "How **could you** know that?"* (BDC)
    „Jak to můžete vědět?"
    [How **can** you know that?]

*(117) "**Could you** bring Ms. Travis a cup of coffee, please."* (FP)
    „Můžete donést paní Travisové kávu, prosím?"
    [**Can** you bring Ms. Travis a cup of coffee, please?]

*(118) "**Could you** show us to him, Ruskin?" asked Sparks.* (FLS)
    „Můžete nás dovést k němu, Ruskine?" zeptal se Sparks.
    [**Can** you show us to him, Ruskin?]

*(119) "How **could you** do that?"* (MR)
    „Jak bys to udělal?"
    [How **would** you do that?]

*(120) "How **could you** ever relax here?"* (SHT)
    „Jak se tady může někdo cítit uvolněný?"
    [How **can** you ever relax here?]

6.1.2.1 How Could You

There are 35 (40%) sentences that start with the phrase *how could you*, which is even more than in a previous section.

*(121) "Of course. How **could you**?"* (FP)
    „Samozřejmě. Jak byste taky mohla?"

*(122) "How **could you** be so stupid!?" he wanted to scream at Aaron Lake.* (GB)
    „Jak jste mohl být tak pitomý?" řval by na něj přes stůl.

*(123) "How **could you** get drunk at a dinner as important as that?"* (SSC)
    „Jak ses mohla opít u tak důležité večeře?"

All the examples of *how could you* that I state bellow show indignation of a speaker that is addressed to a listener.

6.1.2.2 Different Equivalents

There are 14 examples (16%) that do not express *modality* and the modal verb *could* is replaced by different equivalents.

(124) "How could you already know?" (BAD)
    „Jak jste na to vlastně přišel?"
    [How did you **find** it **out**?]

*(125) "But … how **could you** possibly know that!"* (BDC)
    „Ale jak ... jak to víš?"
    [But how ... how do you **know** that?]

*(126) "**Could you** see her apartment from yours?"* (GSL)
    „Viděl jste na její dveře od svého bytu?"
    [Did you **see** her apartment from yours?]

*(127)"**Could you** eat something?"* (GC)

    „Chceš něco k jídlu?"

    [Do you **want** something to eat?]

*(128) "**Could you** understand him?"* (GT)

    „A rozuměl jste mu?"

    [Did you **understand** him?]

*(129) **Could you** please drop me a line …?* (GT)

    Zavolejte mi, prosím …

    [**Call** me, please …]

The modal verb *could* in the sentences above is simply omitted in translation to Czech. Only meanings of full verbs of each utterance are stated. We can already see different tools of translation between the phrases *how could I* and *how could you*.

6.1.3 Could He

- The subcorpus: American Fiction after 1950
- The occurrences of *could he*: **76**

There are 76 examples of *could he* in the subcorpus. 63 (83%) of them bring *modality* into translation. The results are quite similar with all mentioned above because there are some examples that carry the primary meaning of *could* and there are also these that consist of other kinds of modal verbs.

*(130) **Could he** have taken the test and passed?* (GSL)

    Mohl podstoupit zkoušku a projít?

*(131) Where else **could he** go?* (GP)

    Kam jinam mohl jít?

*(132) How **could he** not have seen it?* (IWOY)

Jak ji mohl nevidět?

15 sentences (24%) from a group of 63 utterance that show *modality* are translated by the different modal verbs.

*(133) How many ways **could he** violate her?* (BAD)
   Kolika různým způsoby se jí zmocní?
   [How many ways **will** he violate her?]

*(134) How **could he** be that arrogant?* (BC)
   Jak může být tak arogantní?
   [How **can** he be that arrogant?]

*(135) "How **could he** know that? thought Doyle.* (FLS)
   „Jak to může vědět? říkal si Doyle.
   [How **can** he know that?]

*(136) "Where else **could he** put it?"* (GP)
   „Kam jinam by si je měl dát?"
   [Where else **should** he put it?]

*(137) **Could he** get us the stock?*
   A jestli nám ty akcie může sehnat?
   [And **can** he get us the stock?]

*(138) Where else **could he** go?* (KFA)
   Za kým jiným měl jít?
   [Where else **should** he go?]

6.1.3.1   How Could He

There are 28 examples (37%) in the subcorpus, which is, again, more than one third of all of them.

(139) How could he have forgotten? (BAD)

   Jak jenom mohl zapomenout?

(140) How could he do this to here? (GP)

   Jak jí tohle mohl udělat?

*(141) "How **could he** be sure Mapstone would refer the cases to Lawson's agency?"* (KFA)

   „Jak si mohl být jistý, že Beth případ předá Frey – Salteru?"

The meaning is the same again. A speaker expresses his/her surprise that something could happen or be done.

6.1.3.2   Different Equivalents

There are 13 sentences that do not carry *modality* and *could* is expressed differently. The most common equivalent used instead of *could (he)* is *be able to* or *to manage*, which is an indirect expression of *could*.

*(142) How, then, **could he** survive night after night in LaRue, El Morocco, listening to the Wildwood ch-ch-chatter and staring into Rusty's raw baby-buttocks face?* (CBT)

   Jak tedy vydržel večer co večer až do noci v lokálech La Rue a El Marocco poslouchat k-k-klábosení Wild-woodové a mít pořád na očích Rustyho obličej jako opruzenou dětskou prdelku?

   [How, then, **did** he **survive** night after night in LaRue, El Morocco …]

*(143) **Could he** keep a straight face and act as if things were fine, while every word was being captured by a high-frequency mike in his briefcase?* (GB)

   Dokáže se tvářit, jako by bylo všechno v nejlepším pořádku, ačkoli celý rozhovor bude nahrávat vysokofrekvenční mikrofon, který mu dali do aktovky?

   [**Is** he **able to** keep a straight face and act as if things were fine …]

*(144) **Could he** swap letters with Spicer as if nothing had changed, knowing that the mail was being monitored?* (GB)

Dokáže si jako by nic vyměnit se Spicerem poštu, když ví, že všechny dopisy prohlížejí?

[Did he manage to swap letters with Spicer as if nothing had changed, knowing that the mail was being monitored?]

*(145) **Could he** do it again?* (GP)

Dokáže to znovu?

[Does he **manage** it again?]

*(146) How many times **could he** lie to himself?* (GT)

Kolikrát už sám sobě lhal?

[How many times **did** he lie to himself?]

*(147) How **could he** do that with just a look?* (LLS)

Jak je možné, že na ni tak působí pouhý jeho pohled?

[How is it possible that he impresses her with just a look?]

*(148) How **could he**?* (SHT)

„Jak je to možné?" ptala jsem se sama sebe.

["How is it possible?" I asked myself.]

6.1.4 Could She

- The subcorpus: American Fiction after 1950
- The occurrences of *could she*: **49**

There are 49 occurrences of *could she* in my subcorpus and 38 of them (c. 78%) carry *modality* expressed by modal verbs. There are sentences that consist of *could* but they are translated by different modal verbs in Czech again. I list some examples of both - those that have the primary meaning of *could* and those that are translated differently in Czech. I put correct equivalents that correspond with Czech versions of used modals into square brackets.

*(149) How **could she** possibly accept the board's offer knowing that if she did, Wesley would investigate her more thoroughly?* (BC)

Jak by eventuálně mohla přijmout nabídku vedení, když ví, že kdyby ji přijala, bude ji Wesley vyšetřovat mnohem důkladněji?

*(150) And if she had, what help **could she** actually have given?* (FLS)

A i kdyby, jakou skutečnou pomoc by mi mohla nabídnout?

*(151) What **could she** say?* (MR)

Co mohla říct?

*(152) **Could she** create a technical problem that would alert Stan?* (BHD)

Dokázala by vytvořit nějakou technickou závadu, která by upozornila Stana?

[**Would** she manage to create a technical problem that would alert Stan?]

*(153) **Could she** snag it with the jumpsuit, catch something with the towel?* (HSL)

Může se za ní kombinézou nějak zachytit nebo se něčeho chytit ručníkem?

[**Can** she snag it with the jumpsuit, catch something with the towel?]

*(154) Or **could she**?* (IWOY)

Nebo nebude?

[Or **will** he?]

6.1.4.1   How Could She

There are 21 sentences that start with *how could she*, which is approximately 43% of all examples and it is the most common phrase again. They express incomprehension of speakers as the previous examples do.

*(155) How **could she** not have remembered his name?* (BHD)

Jak jen mohla zapomenout jeho jméno?

*(156) How **could she** not think of herself as younger, sometimes?* (IWOY)

Jak by si o sobě mohla občas nemyslet, že je mladší?

*(157) How **could she** with all that racket?* (SSC)

Jak by mohla spát při takovém randálu?

6.1.4.2 Different Equivalents

There are 11 examples that do not reflect *modality* and the modal verb *could* is rephrased.

*(158) **Could she** really have misspoken, said 'mother' instead of 'client'?* (FP)

Opravdu se tak přestala hlídat, že řekla slovo matka místo klientka?

[**Did** she really misspeak, said 'mother' instead of 'client'?]

*(159) But what **could she** smell (or otherwise detect) in her office on the second floor of the barn - the remodeled Sagaponack squash court, which Ruth chose as her workroom?* (IWOY)

Co ale cítila Rút ve své pracovně v prvním patře stodoly - přestavěném sagaponackém squashovém dvorci, který si zvolila za svou pracovnu?

[But what **did** she smell (or otherwise detect) in her office on the second floor of the barn …]

*(160) **Could she** really fit into this handsome aristocrat's world, even if only as his maid?* (LLS)

Hodí se vůbec do tohoto krásného světa, i kdyby měla být jen jeho pokojská?

[**Does** she really fit into this handsome aristocrat's world, even if only as his maid?]

*(161) "**Could she** do it?" Fiona asked, like a kid waiting for Christmas, referring to his change of plans, and he laughed at the question.* (SSC)

„Podaří se jí to?" ptala se hned Johna, jako dítě, co se těší na Vánoce, a on se její otázce zasmál.

["**Is** she **able to** do it?" Fiona asked, like a kid waiting for Christmas …]

The examples above show that *could* is either omitted or replaced by *manage to* or *be able to*.

6.1.5 Could It

- The subcorpus: American Fiction after 1950
- The occurrences of *could it*: **43**

The pronoun *it* is the last pronoun of the singular. It is the pronoun that represents inanimate things in general and animals when it replaces a noun. There are 43 examples of *could it* in my subcorpus and 33 of them (c. 77%) express *modality*. *Could* is sometimes substituted by different modal verbs as it is in examples of the previous units.

*(162) How **could it**?* (BAD)

    Jak by mohlo?

*(163) **Could it** be because my mother is in jail for murder?* (FP)

    Nemohlo by to být to, že je má matka ve vazbě s obviněním z vraždy?

*(164) How readily apparent the man's madness seemed to him; how **could it** have escaped his attention until now?* (FSL)

    Jak dokonale zjevné se mu nyní zdálo šílenství toho člověka: jak to mohlo až do této chvíle unikat jeho pozornosti?

*(165) What **could it** hurt?* (LLS)

    Jak by jí mohl uškodit?

*(166) **Could it** be any more depressing?* (FP)

    Může být ještě něco depresivnějšího?

    [**Can** it be any more depressing?]

*(167) "How **could it** move with no arms and no legs?" his father asked.* (IWOY)

    „Jak se může hýbat, když nemá ruce a nohy?" ptal se otec.

["How **can** it move with no arms and no legs?" his father asked.]

*(168) Lord, how much hotter **could it** get?* (SHT)

Panebože, může být vůbec ještě větší horko?

[Lord, how much hotter **can** it get?]

6.1.5.1   How Could It

There are 11 sentences (c. 26%) that consist of *how could it* in the subcorpus, which is the least percentage of occurrences of all *how could …* phrases. It expresses wonder of a speaker at some situation.

*(169) How **could it** be missing?* (GB)

Jak by se mohly ztratit?

*(170) How **could it** be your fault?* (FP)

Jak by to mohla být tvoje vina?

*(171) He lay with his face pressed against her breasts, knowing that his time with her was coming to an end - for how **could it** not end?* (IWON)

Ležel obličejem přitisknutý k jejím ňadrům a věděl, že jeho čas s ní se chýlí ke konci. Jak by to mohlo neskončit?

6.1.5.2   Different Equivalents

There are 10 sentences that show different equivalents of *could* in Czech translation.

*(172) How much more obvious **could it** be?* (BAD)

Copak to není víc než jasné?

[Isn't it more than obvious?]

*(173) How **could it** be that such an incredibly obvious idea had never occurred to him?* (FC)

Jak je to možné, že ho tak samozřejmá myšlenka nikdy ani nenapadla?

[How is it possible that such an incredibly obvious idea had never occurred to him?]

(174) ***Could it*** *be that this Brazilian lawyer might possibly know where the money is?* (GP)

    Je možné, že ta brazilská právnička ví, kde jsou peníze?

    [Is it possible that this Brazilian lawyer might possibly know where the money is?]

(175) My voice sounded normal; how could it? (SHT)

    Hlas jsem měla úplně normální. Jak je to možné?

    [My voice sounded normal; how is it possible?]

We can see that *how could it* is often replaced by *how is it possible* in Czech equivalents.

6.1.6 Could We

- The subcorpus: American Fiction after 1950
- The occurrences of *could we*: **23**

There are only 23 examples of the phrase *could we* and all of them carry *modality* and there is not any different equivalent when expressing *could* in Czech translation. The meaning of *could* is sometimes replaced by another modal verb.

*(176) "**Could we** please get back to business here?" Rennie snapped.* (BC)

    „Mohli bychom se, prosím, vrátit k práci?" podotkla Rennie úsečně.

*(177) **Could we** talk?* (CGPE)

    Mohli bychom se projít?

*(178) How **could we** be sure we'd get another that good?* (MR)

    Copak jsme mohli mít jistotu, že i to další bude tak povedené?

*(179) **Could we** just go get some spaghetti or something?* (SHT)

    Nemohly bychom si dát jenom špagety nebo něco podobného?

*(180) What **could we** lose?* (GB)

    Co můžeme ztratit?

[What **can** we lose?]

*(181) **Could we** talk about something else?* (GT)

    A můžeme si povídat o něčem jiném?

    [And **can** we talk about something else?]

6.1.7 Could They

- The subcorpus: American Fiction after 1950
- The occurrences of *could they*: **22**

They is the least frequent pronoun linked with *could* in questions in the subcorpus. There are only 22 examples. 18 of them (c. 82%) carry *modality* that is expressed either with *could* or with other modal verbs in Czech translation of these examples.

*(182) "But then how **could they** pass on the secret?"* (BDC)

    „Jak ale potom mohli předávat tajemství?"

*(183) How **could they** be jealous of books?* (IWOY)

    Jak mohou žárlit na knihy?

*(184) And hadn't she first tried to have lunch with the three of them, and **could they** have been any more condescending?* (RHS)

    A nesnažila se snad ještě dřív pozvat ty tři na společný oběd a mohly se snad chovat ještě přezíravěji ?

*(185) How **could they** never once stop to think of their neighbor, lying awake in the next room?* (FC)

    To nemůžou alespoň na chvíli přestat a uvědomit si, že ve vedlejší místnosti může ležet někdo, kdo je pořád ještě vzhůru?

    [How **can** they never once stop to think of their neighbor …]

*(186) **Could they** really do that?* (LLS)

To by opravdu udělaly?

[**Would** they really do that?]

6.1.7.1   Different Examples

4 examples have different equivalents that supersede *could* in Czech when *could* is either omitted or revised.

*(187) How **could they** be so callous?* (BAD)

Odkud se vzala taková otrlost?

[Where **did** such callousness **come from**?]

*(188) How many more scenes like the one last night **could they** withstand?* (BHD)

Kolik scén, jako byla ta včerejší, ještě snesou?

[How many more scenes like the one last night **are** they **going to** handle?]

*(189) After everything that had been said, **could they** mend fences and resettle into a comfortable working relationship?* (BHD)

Dokážou po tom všem, co bylo řečeno, všechno srovnat a zapadnout do starých pracovních kolejí?

[After everything that had been said, did they **manage to** mend fences and resettle into a comfortable working relationship?]

*(190) How **could they** not?* (SHT)

Co jiného jste čekala? (The different pronoun depends on the context of certain book.)

[What else did you **expect**?]

I will sum the chapter about the interrogative sentences up in my conclusion where I will focus on the results you can see above. It is obvious that the frequency of *could* as a more polite version of *can* is limited in Czech translation because there are various examples where *could* is replaced by *can*.

6.2 Could in Negative Sentences

The second chapter of my research is focused on the modal verb *could* in negative sentences. I would like to find out what equivalents the authors use in their translations and if there are some universal tools for it.

There are several combinations with *could* that carry the negative meaning – *could not, couldn't, could never, neither/nor could, could no, could scarcely*, etc. I will elaborate those that are the most frequent in the subcorpus.

The occurrences are:

- *Could not* – 706 times
- *Couldn't* – 1.585 times
- *Could never* – 92 times
- *Neither could* – 4 times
- *Nor could* – 25 times
- *Could no* – 43 times
- *Could scarcely* – 11 times

The results show that *could not* and *couldn't* are the most common forms of negation in the subcorpus. I state two examples of the rest of the expressions to show the contrast of different translation.

*(191) He was an addiction, a strapping, lusty boy she **could never** get enough of.* (GP)

   *Urostlý, vitální chlapec, kterého se **nikdy nemohla** nasytit, byl její drogou.*

X

*(192) She **could never** get enough of it, and it was her business. John was just a tourist.* (SSC)

   Fiona se nikdy nenabažila a navíc to byla její práce, ale on přijel jen jako turista.

   [She **never got** enough of it, and it was her business.]

*(193) **Neither could** change, so they simply ignored each other.* (GT)

   *Nic se stejně **nemohlo** změnit, takže se prostě oba vzájemně ignorovali.*

X

*(194) **Neither could** he make up a satisfying lie.* (IWOY)

    Stejně tak nikdy nevymyslí uspokojivou lež.

    [**Neither did** he make up a satisfying lie.]

*(195) **Nor could** Marion hope to compensate for another inequality.* (IWOY)

    *Marion **nemohla** rovněž doufat , že se jí podaří kompenzovat jinou nerovnost.*

X

*(196) **Nor could** he forgive himself for the accident he'd had with Bobby, and what the trauma of it had cost him.* (SSC)

    Koneckonců si sám nikdy neodpustil nehodu, která znamenala pro Bobbyho takové trauma, že ztratil řeč.

    [**Nor did** he forgive himself for the accident he'd had with Bobby …]

*(197) Enid was in trouble, her daughter was offering to help, and so she **could no** longer afford the luxury of finding fault.* (FC)

    *Enid měla potíže a dcera jí nabídla pomoc, a tak si matka už déle **nemohla** dovolit luxus zvaný hledání chyb.*

X

*(198) Mark **could no** longer see the reporter.* (DC)

    Mark už na reportéra neviděl.

    [Mark no longer **saw** the reporter.]

*(199) Doyle **could scarcely** believe the words were leaving his mouth; he was chattering like some demented nanny.* (FLS)

    *Doyle **nemohl** uvěřit, že ta slova skutečně splývají z jeho rtů; blábolil jako přihlouplá chůva.*

X

*(200) Langdon **could scarcely** believe his ears.* (BAD)

    Langdon nechtěl věřit svým uším.

    [Langdon **did not want to** believe his ears.]

6.2.1 Could Not

- The subcorpus: American Fiction after 1950
- The occurrences of *could not*: **706**

I mix the sentences in my subcorpus to make a good sample of this phenomenon. 49 examples (49%) out of 100 carry *modality* in the subcorpus. It is expressed by the primary meaning of either *could* or *can* in Czech translation. This result show that there is no predominating majority of translated examples and it is up to the author what equivalent he/she uses. The instances of the primary meaning of *could not* are:

*(201) After that I **could not** stop looking at things.* (CGPE)

    *Od té doby jsem se na věci **nemohla** vynadívat.*

*(202) For once I **could not** fault him.* (SHT)

    *Tentokrát jsem mu to však **nemohla** mít za zlé.*

*(203) It **could not** possibly be as explosive as she claims.* (BAD)

    Nemůže mít takovou sílu, jak tvrdí.

    [It **cannot** possibly be as explosive as she claims.]

Could not is often replaced by *do/did not manage* or *be not able to*. There are also sentences that support arguments I speak about bellow. It relates to verbs of perception and state cognitive verbs.

*(204) She seemed to disapprove of the idea but **could not** say why.* (CGPE)

    Zdálo se, že sejí ten nápad nezamlouvá, ale nedokáže říci proč.

    [She seemed to disapprove of the idea but she **was not able to say** why.]

*(205) He **could not** even hear himself.* (FLS)

    Neslyšel ani sám sebe.

    [He didn't hear himself.]

*(206) I **could not** remember the last time he'd called me at the office.* (GSL)

    Ani si nevzpomínám, kdy mi naposledy telefonoval do práce.

    [I **did not remember** the last time he'd called me at the office.]

6.2.2 Couldn't

- The subcorpus: American Fiction after 1950
- The occurrences of *couldn't*: **1.585**

There are 1.585 occurrences of *couldn't* in the subcorpus, which is the most frequent expression I have searched for. I mix all sentences in the subcorpus to create an acceptable sample of 100 statements. *Couldn't* conveys *modality* in 39 of them (39%), which is less than in the case of *could not*.

*(207) "They **couldn't** grow if they **couldn't** advertise," Vittoria said, her legs and mind keeping perfect pace.* (BAD)

    *„Když se **nemohli** propagovat, **nemohli** růst," konstatovala Vittoria, která s ním držela krok nohama i mozkem.*

(208) He couldn't have known that he would be leaving before Ruth was awake. (IWOY)

    ***Nemohl** vědět, že odejde, než se Ruth probudí.*

*(209) Danilo didn't know these details; he **couldn't** know.* (GP)

    *Danilo tyto neznal, ani **nemohl** znát.*

I find the same cases of different equivalents of *couldn't* as they are in the chapter about *could not*. *Couldn't* is sometimes omitted and replaced by the past form of a certain full verb. The phrases like *be not able to* or *do/did not manage* are sometimes used.

*(210) I **couldn't** think of a single copier in a corner.* (GSL)

    Nevybavoval jsem si jedinou kopírku zastrčenou do rohu.

    [I **didn't think** of a single copier in a corner.]

*(211) Jeremy smiled, though she probably **couldn't** see it.* (LLS)

    Jeremy se usmál.Té dívce to zřejmě ještě vůbec nedošlo.

    [Jeremy smiled, though the girl probably **didn't see** it.]

*(212) I **couldn't** take it in, you know?* (BC)

    Víš, nedokázal jsem se s tím smířit.

    [I **wasn't able to** take it in, you know?]

*(213) If I **couldn't** find Hector at the Drake & Sweeney office, then we were out of luck.* (GSL)

    Pokud se mi nepodaří najít Hectora v kancelářích Drakea & Sweeneyho, mám prostě smůlu.

    [If I **didn't manage to** find Hector at the Drake & Swenney office …]

When I compare *could not* with *couldn't*, the different equivalents of them are the same in Czech translation but *couldn't* seems to have less examples that give *modality* into the meaning.

6.3 Verbs of Perception

According to the literature, verbs of perception are an interesting group of verbs. They are usually connected with *could* (*can*) because they do not normally create continuous forms. My intention is to discover whether *could* as the modal verb that carries *modality* is expressed or it is replaced or omitted in translation in my subcorpus. The verbs or perception are *see, hear, feel, smell* and *taste*. The collocation *could feel* has 143 occurrences, *could smell* is 31times there and *could taste* has only 7 examples in the subcorpus. I will examine the verbs *see* and *fell* in details because they are the most frequent in my subcorpus and they will be appropriate representatives for the whole group of verbs.

6.3.1 Could See
- The subcorpus: American Fiction after 1950
- The occurrences of *could see*: **471**

There are 471 examples of *could see* in the subcorpus. I will go through the first page of it to make the notion of the Czech translation of *could see*. I will search for various equivalents in the rest of the examples after that because the first page of examples only consists of the book written by Dan Brown and the examined sample does not have to be typical for this phenomenon because it is the work of one translator.

There are 20 sentences in the first page of the subcorpus where the collocation *could see* is entered. All examples come from the novel called *Angels and Demons* by Dan Brown. There is only 1 utterance (5%) that reflects *modality* that is carried by the modal verb *could* but the verb *see* is translated as *read.*

*(214) In her eyes Langdon **could see** what she was really thinking ...* (BAD)

Z jejích očí však Langdon mohl vyčíst, co si skutečně myslí ...

[In her eyes Langdon **could read** what she was really thinking …]

The rest of the sentences are translated differently and the modal verb *could* is always omitted.

*(215) Through the glass, Langdon **could see** Olivetti say something to the guard.* (BAD)

Přes sklo Langdon viděl, že Olivetti cosi říká jednomu vojákovi.

[Through the glass, Langdon **saw** Olivetti say something to the guard.]

*(216) Langdon **could see** the articles clearly in his mind.* (BAD)

Na tehdejší novinové zprávy si Langdon dobře vzpomínal.

[Langdon **remembered** the articles clearly in his mind.]

*(217) When the cardinal broke water, Langdon **could see** the eyes were already rolled upward, bulging.* (BAD)

Když ho vytáhl nad hladinu, všiml si vytřeštěných, vzhůru vytočených očí.

[When the cardinal broke water, Langdon **noticed** that eyes were already rolled upward, bulging.]

It is obvious that the meaning of *could* is dropped and either the synonyms for the verb *see* or completely different equivalents are used in translation.

I will apply the function that InterCorp provides and it is a process when the examples in the subcorpus can be mixed and they are stated randomly. There are 12 sentences (60%) out of 20 that swap *could see* for *saw*.

*(218) The girls had gone over to Market Square and were flying a kite near the New Church where we **could see** them, Maertge holding the end of the string while Cornelia tugged the kite up into the sky.* (CGPE)

    Děvčata předtím odešla na Tržní náměstí a pouštěla draka poblíž Nového kostela, kde jsme je viděly, jak Maertge drží konec provázku a Cornelia táhne draka vzhůru na oblohu.

    [The girls had gone over to Market Square and were flying a kite near the New Church where we **saw** them …]

*(219) He **could see** a few feet on either side.* (GP)

    Viděl několik metrů na obou stranách.

    [He **saw** a few feet on ether side.]

*(220) He removed her sunglasses so he **could see** into her eyes.* (BC)

    Sundal si brýle proti slunci, aby jí viděl do očí.

    [He removed her sunglasses so he **saw** into her eyes.]

Other equivalents of *could see* are:

*(221) Behind the net, Starling **could see** a table bolted to the floor and piled high with softcover books and papers, and a straight chair, also fastened down.* (HSL)

    Za sítí spatřila Starlingová stůl přišroubovaný k podlaze, přecpaný haldou knih a papírů, dále obyčejnou židli , rovněž přišroubovanou k podlaze.

    [Behind the net, Starling **caught sight** of a table bolted to the floor …]

(222) She could see his naked feet and legs sticking out from under the worktable. (HSL)

    Pod pracovním stolem vyčnívaly natažené bosé nohy.

[His naked feet and legs **stuck out** from under the worktable.] – *could see* is completely omitted.

*(223) She **could see** in his eyes that he meant it.* (SSC)

    Z jeho pohledu vyčetla, že to myslí vážně.

    [She **read** from his look that he meant it.]

*(224) You **could see** she didn't want me in her office today.* (FC)

    Asi sis všiml, jak jí dneska vadilo, že mě má u sebe v kanceláři.

    [You probably **noticed** she didn't want me in her office today.]

There is only one case (in other 20 examples that are mixed in the subcorpus) when *could see* has the primary meaning:

*(225) Even upside down Gary **could see** that the prices for the equipment in Caleb's catalogue-items with brushed-aluminum cases, color LCD screens-were three - and four - figure.* (FC)

    *I vzhůru nohama **mohl** Gary **vidět** , že ceny za zařízení v Calebově katalogu - zařízení s lesklými hliníkovými krabičkami a barevnými displeji - se pohybovaly v třímístných a čtyřmístných cifrách .*

I scan all samples in the subcorpus and I mention some equivalents of *could see* that do not correspond with its primary meaning but the translators choose different expressions.

*(226) In Marion's case, she put up with Ted because she **could see** for herself how inconsequential his many women were to him.* (IWOY)

    Marion Tedovy snášela, protože pochopila, jak bezvýznamné pro něho jeho četné milenky jsou.

    [In Marion's case, she put up with Ted because she **understood** how inconsequential his many women were to him.]

*(227) And now, with a single glance at Julia, he **could see** that he was wrong.* (FC)

    A teď, z jediného pohledu na Julii, mu bylo jasné, že se mýlil.

[And now, with a single glance at Julia, he **was sure** that he was wrong.]

*(228) Clarice Starling **could see** the school down there, and the surrounding Marine base at Quantico.*

Clarice Starlingová pozorovala budovy Akademie a sousední základnu námořnictva v Quantiku.

[Clarice Starling **observed** the school down there …]

I want to find out what frequency the collocation *could see* has with its primary meaning. I look trough 100 examples. There are exactly 10 sentences (10%) that fulfill this potential, which gives me an idea about the frequency that I look for. I list some examples bellow:

*(229) These are me shoes," she replied, and lifted one foot so he **could see** the soft sole of leather on the bottom of her wool stocking.* (LLS)

*„Tohle jsou mé boty,“ odpověděla a zvedla nohu, aby se **mohl podívat**, že vlněné ponožky jsou na chodidlech zpevněné kůží, jakou používají ševci.*

*(230) He stopped and I nodded, as if he **could see** me.* (SHT)

*Zarazil se a přikývl, jako by mě **mohl vidět**.*

*(231) She didn't think Jim **could see** him too.* (SJA)

Netušila, že by ho mohl vidět i Jim.

6.3.2 Could Hear

- The subcorpus: American Fiction after 1950
- The occurrences of *could hear*: **190**

Could hear in not as frequent as *could see* is. On the other hand, 190 examples are enough to work on it and find some ideas. I mix all instances in the subcorpus and I have a peep at 100 of them.

*(232) But of course no one **could hear** her.* (BHD)

> *Nikdo ji samozřejmě **nemohl slyšet**.*

*(233) I wished Mordecai **could hear** him.* (GSL)

> *Přál jsem si, aby to tak **mohl slyšet** Mordecai.*

*(234) No one **could hear** what he and Dorrie said to one another through the door, but he remained in that vulnerable position for what seemed to her an eternity.* (BHD)

> *Nikdo **nemohl zaslechnout**, o čem s Dorriem přes dveře mluvili, ale jí připadalo, že zůstává v téhle zranitelné pozici hotovou věčnost.*

These three sentences (3%) are the only examples of *could hear* with the primary meaning. 97% of occurrences give different equivalents. The most common counterpart is *heard*, which is the past form of *hear*. Other options are also available.

*(235) He **could hear** his mother's voice.* (BAD)

> *V duchu slyšel matčin hlas.*

> [He **heard** his mother's voice in his thoughts.]

*(236) Dr. Lecter **could hear** the holes they made in the echoes of the music.* (HSL)

> *Dr. Lecter slyšel díry, které svými kroky dělali do hudební ozvěny.*

> [Dr. Lecter **heard** the holes they made in the echoes of the music.]

*(237) Behind her she **could hear** cursing in Spanish and the crashing of chairs.* (CT)

> *Za sebou slyšela španělské nadávky a rachot porážených židlí.*

> [Behind her she **heard** cursing in Spanish and the crashing of chairs.]

*(238) But through the door she **could hear** the voice of that woman deejay Janey listened to when she was in one of her mellow moods.* (BHD)

> *Přes dveře k ní ale dolehl hlas té moderátorky, kterou Janey poslouchala, když byla ve smířlivější náladě.*

> [But through the door the voice of that woman deejay, who Janey listened to when she was in one of her mellow moods, **reached** her **ears**.]

*(239) He **could hear** from her description of it how deeply she had delved into herself to do it and how painful it must have been.* (SSC)

　　Z jejích vyprávění pochopil, jak hluboko pronikal do svého nitra i jak bolestné to pro ni muselo být.

　　[He **understood** from her description o fit how deeply she had delved into herself …]

The percentage of the occurrences of *could hear* shows that *modality* is highly limited and I can see the same results with *could see*. It is obvious that the translators do not quote *could* by its primary meaning and it is usually replaced by the past form of certain verbs.

6.4 State Cognitive Verbs

As it is mentioned in the theory, some state cognitive verbs in connection with *could* usually carry the meaning of the whole sentence and the function of *could* is dropped. I want to study this argument in the subcorpus to confirm or disprove it.

State cognitive verbs express mental or cognitive processes of an agent and the verbs like *know, remember, perceive, prefer, want, forget* and *understand* belong to this group.

After I searched for the examples in the subcorpus, I found out that there is not any occurrence of *could perceive* and *could prefer* there. There is only one utterance of *could want* and it proves the argument above:

*(240) Because you're everything I **could want** in a woman, Danny, so why wouldn't I want to marry you?* (LLS)

　　Protože máš všechno, co po ženě chci. Tak proč bych si tě nevzal?

　　[Because you're everything I **want** in a woman, Danny ...]

6.4.1 Could Know

- The subcorpus: American Fiction after 1950
- The occurrences of *could know*: **5**

There are only 5 sentences with *could know*. Two of them drop *could* in translation and three of them carry *modality* expressed by the primary meaning of *could* or *can.* Unfortunately, this is overly a small amount of examples to prove or disprove the argument

above but the occurrences that imply *modality* are more frequent and that is why they disprove it.

*(241) But … there's no way you **could know** that!* (BDC)

 Ale … to přece nemůžeš vědět !

 [But ... there's no way you **can know** that!]

*(242) That's one way he **could know**.* (HSL)

 ***Mohl by** o tom něco **vědět** už proto, že dělal ty posudky.*

6.4.2 Could Forget

- The subcorpus: American Fiction after 1950
- The occurrences of *could forget*: **9**

There are only 9 samples of the collocation *could forget* in the subcorpus. Only 3 of them have different equivalents of *could forget*, which disprove the argument again.

*(243) And you **could forget** a motorcycle.* (BHD)

 A úplně zapomeňte na motorku.

 [And you **forget** a motorcycle.]

*(244) As if I **could forget**.* (GSL)

 Na to se nedá zapomenout.

 [It **is not possible to forget** it.]

Six sentences carry *modality* expressed by *could* and its primary meaning.

*(245) Who **could forget**?* (FP)

 *Kdo by na něj **mohl zapomenout**?*

*(246) He had used it to create dreamscapes where he **could forget** his fears and loneliness for a while.* (KFA)

*Naučil se vytvářet sny, v nichž **mohl** přechodně **zapomenout** na svou osamělost a úzkost.*

6.4.3 Could Understand

- The subcorpus: American Fiction after 1950
- The occurrences of *could understand*: **23**

There are 23 occurrences of *could understand* in the subcorpus. Five of them (c. 22%) express *modality* by *could* and its primary meaning but the majority of sentences omit *could* in Czech translation. This result proves the argument above.

*(247) If Mom and Dad were my children, whom I'd created out of nothing without asking their permission, **I could understand** being responsible for them.* (FC)

*Kdyby máma a táta byli moje děti, které jsem vytvořil z ničeho a ani se jich nezeptal na dovolení, **chápal bych** , že vůči nim mám nějakou odpovědnost.*

*(248) In the West Indies or Hawaii, maybe, **I could understand** it, but it's winter here.* (HSL)

*Na West Indies nebo na Havaji **bych** to **chápal**, ale tady je přece zima.*

*(249) From what he could see, he **could understand** why.* (BC)

Z toho, co viděl, chápal proč.

[From what he saw, he **understood** why.]

*(250) I explained it to him very carefully, and it was something he **could understand**.* (CBT)

Pečlivě jsem mu to vysvětlila, a nakonec to přece pochopil.

[I explained it to him very carefully, and it was something he **understood**.]

*(251) **I could understand** their reluctance.* (GSL)

Docela jsem takovou neochotu chápal.

[I **understood** their reluctance.]

6.4.4 Could Remember

- The subcorpus: American Fiction after 1950
- The occurrences of *could remember*: **40**

There are 40 results of *could remember*, which is the most frequent collocation of *could* and the cognitive verb in the subcorpus. There are only two cases (5%) where *could remember* carries *modality*. This outcome totally supports the argument.

*(252) This was, as near as he **could remember**, almost certainly the same image.* (FC)

*Toto byl, pokud se **mohl upamatovat**, skoro určitě tentýž obraz.*

*(253) As for this first name, no one **could remember** exactly where Pepper came from.* (GP)

*Pokud jde o křestní, nikdo si **nemohl vzpomenout**, kde se to jméno Pepper vzalo.*

Many examples of *could remember* are translated as *be able to remember*.

*(254) More than he **could remember**!* (FC)

Víc, než na kolik si dokázal vzpomenout!

[More than he **was able to remember**.]

*(255) "Yes," Ruth answered, although she wasn't sure she **could remember** what they were doing in every picture.* (IWOY)

„Ano," odpověděla Rút, třebaže si nebyla jistá, že si dokáže vzpomenout co dělali na všech fotografiích.

["Yes," Ruth answered, although she wasn't sure she **was able to remember** what they were doing in every picture]

Some examples are stated with the past form of *remember*.

*(256) For as long as he **could remember**, his parents had been divorced.* (BHD)

Jeho rodiče byli rozvedení, co se jen pamatoval.

[For as long as he **remembered**, his parents had been divorced.]

*(257) Marion was happier than she'd been at any time she **could remember** since her sons had died.* (IWOY)

Marion byla šťastnější, než se kdy od smrti chlapců pamatovala.

[Marion was happier than she'd been at any time she **remembered** since her sons had died.]

Other different equivalents of *could remember* are:

*(258) When she looked back on her life, she **could remember** what people had said to her, never what she'd said back.* (DCV)

Když pátrala ve vzpomínkách, uvědomovala si, co jí kdo řekl, ale nikdy si nevybavila, co na to odpověděla.

[When she looked back on her life, she **realized** what people had said to her …]

*(259) Danny wasn't upset that she **could remember** nothing prior to the blood.* (LLS)

Danny se ale kvůli tomu, že ztratila paměť, netrápila.

[Danny wasn't upset that she **lost her memory**.]

*(260) For as long as Coleman **could remember**, his father had been determined to send him, the brightest of the three kids, to a historically black college along with the privileged children of the black professional elite.* (RHS)

Co Colemanovi sahala paměť, jeho otec byl rozhodnutý poslat jej, nejbystřejšího ze tří dětí, na historicky významnou černošskou školu spolu s privilegovanými dětmi vzdělané černošské elity.

[For as long as Coleman's **memory extended**, his father had been determined to send him …]

As we can see above, 95% of sentences in the subcorpus prove the argument about the state cognitive and modal verbs Cook (1978) mentions in his work. However, it is arguable if the number of examples is sufficient for making any conclusion.

CONCLUSION

Modals are an interesting group of verbs and there is always something to study about them. My aim was to choose and summarize the most important facts that were written in grammar books and on the Internet in the theory of my thesis. I described what *modality* actually is and what kinds of it exist. Two of them are agreed by linguists – *deontic* and *epistemic modality*, the third case – *dynamic modality* is ambiguous. I made a list of features and functions of modal auxiliary verbs and I did the same with just modals, too. The last chapter of the theory is about the modal verb *could* and its usage and meaning. I mentioned how *modality* and modals are applied to the Czech language. The facts about the relationship between English and Czech come mainly from the book *Mluvnice současné Angličtiny* [A Grammar of Contemporary English] written by Prof. PhDr. **Libuše Dušková**, DrSc.

I used Czech National Corpus (CNS) for my analysis. InterCorp is the project that CNS provides and it was the right tool that I needed for my research. I created the subcorpus in InterCorp. The subcorpus consists of American fiction after 1950 to have the contemporary data.

My first intention was to examine *could* in interrogative sentences. I analyzed the combination of *could* and all personal pronouns – *I, you, he, she, it, we* and *they*. I counted the frequency of *modality* that *could* carries and it was always more than 76% of all examples. Moreover, the collocation *could we* had 100%. The most common modal verb that was used instead of *could* was *can*. On the other hand, there were sentences that were translated by different equivalents, which gave me the answer that *modality* in Czech is really less expressed than in English. These expressions were either very closely connected to the meaning of *could*, i.e. *be possible*, *be able to, to manage*, etc; or *could* was replaced by *did*. The interesting fact that came up during the research was the frequency of *how could ...* which had one third of examples almost every time. It usually expressed a surprise or indignation of a speaker.

The next test was about *could* in negative sentences. There are a lot of expressions that carry negative meaning and I chose two (*could not* and *couldn't*) that were the most frequent is the subcorpus. I created samples of 100 sentences to make a sufficient idea about phenomena. It is interesting that *modality* in negative sentences lost its percentage

because it was 49% (*could not*) and 39% (*couldn't*). To sum it up, *modality* is expressed less in negative sentences than in interrogative sentences. *Could* was replaced either by *can* or by the past form of a full verb or different equivalents that came up from a context of certain books.

The third analysis was connected with verbs of perception. I chose two most frequent verbs in my subcorpus – *see* and *hear.* The results were clear. *Modality* expressed by *could* is highly limited. There were only 5% (*could see*) and 3% (*could hear*) out of 100% that show modality, which are negligible numbers. *Could* was omitted very often and replaced by the past form of *see* and *hear*. Other equivalents were connected with the meaning of *see* and *hear*, i.e. *noticed, caught a sight, read* or *understood, reached sb. ears*, etc. It is obvious that the examples are in the past form, which shows that *could* is mostly the past from of *can* in these collocations.

The last choice was to elaborate *could* linked with state cognitive verbs. I expected more occurrences of these expressions in the subcorpus but I did it anyway. It was said that *modality* is limited in these sentences and the collocations *could understand* and *could remember* proved this argument because there were only 22% (*could understand*) and 5% (*could remember*) of sentences that carry it. The rest of the utterances were translated by the past form of the full verbs (*understood* and *remembered*) nearly every time. *Could know*, *could want* and *could forget* express *modality* in the majority of their occurrences but a number of them is too small to make any conclusion by these results.

The thesis proved arguments that were stated by linguists in grammar books and showed that *modality* expressed by *could* is limited in Czech. Different equivalents used in translation are either the past form of full verbs or those that are connected with the meaning of *could*.

There are many other phenomena concerning the modal verb *could* that could be examined in the subcorpus. It would be interesting to find out the frequency of *preterit* and *conditional could* and the collocations *could have + -ed* and their equivalents in the Czech language. These suggestions could be attractive topics for the future study.

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RESUME

Modální slovesa - téma, o kterém bylo napsáno již mnoho a to jak v knihách, tak na internetu, či ve vědeckých časopisech. Současné tendence jazykových výzkumů se již nezaměřují na objevování gramatických výjimek a vytváření nových pouček, ale na srovnávání dvou a více jazyků. Toto srovnání se může aplikovat na veškeré syntaktické či sémantické jevy, které by mohly na základě takového výzkumu přinést nové objevy a skutečnosti, které můžou obohatit systém studia jazyků.

Tato diplomová práce se zabývá modálním slovesem *could* a jeho překladovými ekvivalenty a je v ní využita právě srovnávací analýza, kdy cílovými jazyky jsou angličtina a čeština. Je rozdělena na část teoretickou a část praktickou.

Praktická část je věnována vymezení pojmů a seznámení se studovanou oblastí. V první kapitole je vysvětlen pojem *modalita* jako taková. Jsou zde uvedeny její druhy a významy, ve kterých se daný druh používá. Zde se dozvídáme, že rozdělení *modality* není jednotné a mnozí lingvisté uvádějí pouze *modalitu dispoziční* a *jistotní*, jiní k těmto dvěma přidávají ještě *modalitu dynamickou*, která je však rozporuplná. Závěr kapitoly je věnován aplikaci *modality* a modálního slovesa *could* do češtiny. Druhá část teorie klasifikuje skupinu pomocných sloves, do které ta modální spadají a ukazuje, jaké společné rysy mají a jaké funkce splňují. Týkají se například pozice ve větě, nebo tvorby záporu. Modální slovesa nejenže patří do skupiny sloves pomocných, ale tvoří i svou uzavřenou skupinu, která má přesně daná a definovatelná pravidla. Modální slovesa nepřijímají koncovku –s ve 3. osobě čísla jednotného, jsou dokonavá, netvoří rozkazovací způsob, nebo mohou být následována pouze holým infinitivem plnovýznamového slovesa. Závěrečný oddíl je zaměřen pouze na modální sloveso *could* a jeho významy. Je zde zmíněno, že *could* se může brát jako forma minulého času modálního slovesa *can*, ale má i jiné významy, které vyjadřují mimo jiné žádost, nabídku a dovolení. Použitím *could* se také může projevit určitá sociální vzdálenost mluvčího k posluchači.

V praktické části je využito již zmíněné srovnávací analýzy, kdy dochází k porovnání určitých jevů v angličtině a češtině. Z logického hlediska vyplývá, že se zde jedná zároveň i o lexikální studii, jelikož ve středu zájmu stojí modální sloveso *could*. K vypočtení frekvence výskytu předem určených slovních spojení je využita i kvantitativní analýza.

K výzkumu je využit projekt Český národní korpus, který je v práci představen a popsán. Jeho součástí je také InterCorp, který umožňuje jeho uživatelům srovnávat jazyky a to prostřednictví uložených textů, které jsou z originálu přeloženy do češtiny.

Pro svou analýzu jsem vytvořila subkorpus, který obsahuje texty patřící do americké literatury po roce 1950, abych mohla pracovat s příklady, které vycházejí z pravidel současné angličtiny. Prvním hledaným jevem v subkorpusu byl výskyt modálního slovesa *could* v tázacích větách a to ve spojení se všemi osobními zájmeny. Zajímalo mě, jak často je *modalita* vyjádřena v českých překladech a jaké jiné ekvivalenty jsou používány namísto *could*. Je známo, že *modalita* vyjádřena modálními slovesy je v češtině méně častá. To mi ukázaly i výsledky v analýze. *Modalita* je vyjádřena nejméně v 76% u všech spojení *could* s osobními zájmeny. *Could we* má dokonce 100%. Z čehož samozřejmě vyplývá, že se v češtině vyskytuje méně často než v angličtině, avšak ten rozdíl není tak patrný. *Could* bývá v češtině vyjadřováno pomocí *can* a odlišné výrazy, které jej nahrazují, jsou zejména *být shopný, je možné* nebo *dokázat*. Zvláštností je velmi časté využívání fráze *how could …*, která se u všech výrazů objevuje minimálně z jedné třetiny a vyjadřuje udivení nebo nelibost mluvčího.

V další části jsem se zaměřila na výskyt *could* ve větách záporných. Je mnoho způsobů, jak může být zápor ve větě vyjádřen, já si vybrala *could not* a *couldn't*, protože se v subkorpusu objevovali nejčastěji. Je zajímavé, že v záporných větách se procento *modality* značně snížilo a to na 43% u *could not* a 39% u *couldn't*. Procenta jsem počítala ze sta vybraných příkladů. *Could* bylo nahrazováno buď prostřednictvím *can*, nebo formami minulého času plnovýznamových sloves. Někdy o ekvivalentu rozhodoval kontext dané knihy.

Analýza spojení *could* se slovesy smyslového vnímání dopadla jasně. *Modalita* je u těchto výrazů značně omezena. Zaměřila jsem se na slovesa *see* [vidět] a *hear* [slyšet], jelikož byla v subkorpusu uvedená nejčastěji. 5% (*could see*) a 3% (*could hear*) jasně naznačují, že se v překladech využívá jiných nástrojů, než aby docházelo k vyjádření *could* jeho základním ekvivalentem *mohl* nebo *mohl by*. Nejčastěji se v příkladech objevovaly minulé formy sloves smyslového vnímání *saw* a *heard*. Dále pak výrazy, které se svým významem přibližují – *všimnout si, zahlédnout, přečíst, spatřit, porozumět* atd. Většina vět byla vyjádřena v minulém čase.

Poslední jev, který byl analyzován, bylo spojení *could* se slovesy kognitivními. Bohužel se v subkorpusu nenašlo mnoho příkladů. I tak jsem se ale zaměřila na nejfrekventovanější z nich - *understand* [rozumět] a *remember* [pamatovat]. Zjistila jsem, že *modalita* je u těchto slovních spojení také potlačena, což potvrzuje i četnost jejího výskytu v příkladech – 22% *could understan* a 5% *could remember*. Ve všech ostatních výrocích jsou tato spojení překládaná zejména formou minulého času plnovýznamových sloves. Spojení *could know, could want* a *could forget* sice ve většině případů *modalitu* vyjadřují, ale jejich výskyt je v subkorpusu tam malý, že z těchto výsledků nelze vyvodit kvalitní závěry.

Modální sloveso *could* je v překladu někdy nahrazováno modálním slovesem *can*, často vynecháváno, čímž napomáhá k vyjádření plnovýznamových sloves jejich minulým tvarem, ale i svým základním významem, který vyjadřuje především svolení, nabídku nebo žádost.

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InterCorp examples quoted in this Master thesis come from the following text: Asimov Isaac: *The Caves of Steel*, Brown Dan: *Angels and Demons*, *The Da Vinci Code*, Brown Sandra: *The Crush*, *Hello, Darkness*, Capote Truman: *Breakfast at Tiffany's*, Chevalier Tracy: *Girl with a Pearl Earring*, Cook Robin: *Toxin*, Day Cathy: *The Circus in* Winter, Fielding Joy: *Puppet*, Franzen Jonathan: *The Corrections*, Frost Mark: *The List of Seven*, Grisham John: *The Client*, *The Partner*, *The Street Lawyer*, *The Testament*, *The Brethren*, Harris Thomas: *The Silence of the Lambs*, Hemingway Ernest: *The Old Man and the Sea*, Irving John: *A Widow for One Year*, Krentz Jayne Ann: *Falling Awake*, Lindsey Johanna: *A Loving Scoundrel*, Munro Alice: *Runaway*, Palahniuk Chuck: *Choke*, Roth Philip: *The Human Stain*, Siddons Anne Rivers: *Hill Towns*, Steel Danielle: *Johnny Angel*, *Second Chance*.

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