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Katedra anglistiky a amerikanistiky

Verbal grammatical categories in typologically different languages (English and Czech)

(Bakalářská diplomová práce)

Autor: Terezie Königová

Vedoucí práce: Doc. PhDr. Václav Řeřicha, CSc.

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Na základě analýz frekvence nejčastějších chyb práce porovnává gramatickou kategorii vidu, negaci a reflexivnost v češtině a angličtině. Příklady z praxe zasazuje do širšího teoretického rámce, který je odvozen ze stávajících kontrastivních gramatik.

Charakteristika v AJ:

On the basis of the analyses of the most frequent mistakes, the thesis compares the grammatical category of aspect, negation and reflexivity in Czech and English. It analyzes the practical examples within a wider theoretical framework based on the existing contrastive grammars.

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Verbal grammatical categories in typologically different languages (English and Czech)

1. Introduction

If we do not take into consideration English verbal grammatical categories of person and number, which differ from the rest of the categories by their congruency[1], there remain the categories of tense, mood and voice.

In Czech, there exist the similar grammatical categories of verb; person, number, mood (sometimes considered a word-formative category), tense, voice and aspect. Methods of their mutual comparison can result from form (e.g. concerning tense, where are distinguished eight English and three Czech grammatical tenses), communicative functions (e.g. aspect and modal verbs), frequency (e.g. higher frequency of passive form or a more frequent conjunctive, which is called "subjunctive" in English). The advantages and disadvantages of these methods are obvious, a comparison of the forms realizing e.g. the English grammatical category of tense can have only descriptive effect with the result that the English system of tenses may seem too complicated, eventually the Czech one as too simple. The common factor of both the Czech and the English tenses is the overview of their communicative functions[2], however there exists the danger of subjectivity of the criteria based on meaning.

Various frequencies (e.g. of passive and active forms in Czech and English) is an interesting finding but in a linguistic analysis plays only the role of a supportive indicator showing which language phenomena are central and which peripheral for the linguistic analysis.

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[1] Libuše Dušková, a kol. *Mluvnice současné angličtiny na pozadí češtiny.* (Praha: Academia, 1988), 213.

[2] Geoffrey Leech, Jan Svartvik, *A Communicative Grammar of English.* (London: Longman, 1975).suggests e.g. the following communicative functions for the present perfect tense: state-up-to now, habit-up-to-now, resultative past and indefinite past.

The grammatical categories and the linguistic issues we decided to analyze in this thesis are based on pragmatic point of view, which however results from linguistic experience and erudition.

In the selected contrastive studies of Czech and English orientated both practically[3] and academically[4], we will, within the scope of verbal grammatical categories, define the most frequent differences (formulated as "mistakes" in the works of Sparling[5] and Lenochová[6]), which will be later on objectified by their common communicative functions (the Graph A below) and we suppose that we will be able to obtain a more complex and linguistically based description of the differences analyzed within the framework of the selected grammatical categories. For this reason, we will apply the following procedure to our thesis:

1) We will choose the most frequent divergences from the above-mentioned analyses of the differences in verbal grammatical categories. The practical analyses by Sparling[7] and Lenochová[8] present these differences didactically, as the most frequent "mistakes" of Czech students, though these "mistakes" are, from linguistic viewpoint, in essence definitions based on the specification of particular utterances defining typological differences of the systems of the languages mentioned because most mistakes are actually mechanical applications of some of the rules of the Czech grammatical categories onto the English system of grammatical categories. If this rule is not the same (e.g. to some extent in the case

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[3] Don Sparling, *English or Czenglish* (Praha: Státní pedagogické nakladatelství, 1991.) http://www.gy.svitavy.cz/download/88-english-or-czenglish.pdf (accessed August 11). Alena Lenochová, Václav Řeřicha, *Remediální cvičení z angličtiny* (Olomouc: Univerzita Palackého, 1984.)

[4] Dušková, "Mluvnice současné angličtiny na pozadí češtiny.", Leech "A Communicative Grammar of English.", Vilém Mathesius, *A Functional Analysis of Present Day English and General Linguistic Basis* (Prague: Academia, 1975.), Ronald Carter, Michael McCarthy, *Cambridge Grammar of English* (Cambridge: Cambridge University Press, 2006.)

[5] Sparling, "English or Czenglish"

[6] Lenochová, "Remediální cvičení z angličtiny"

[7] Sparling, "English or Czenglish"

[8] Lenochová, "Remediální cvičení z angličtiny"

of unreal conditional clauses, where the concordance rate is high), a mistake in Czech point directly to a different (or missing) grammatical rule in English.

2) Concerning the Czech grammatical and lexico-grammatical phenomena with low or zero equivalence in the grammatical system of English communicative functions will be specified (e.g. perfective verbs express the initial stage of and action – *rozběhl se*) and we will specify the English form with the same communicative functions (on the basis of academic grammars, e.g. *he started to run/running*).

3) We suppose that by this procedure we will gradually conduct a linguistic analysis of some of the main differences among the Czech and English verbal grammatical categories, which have been gathered empirically in the selected text books. The volume of the differences analyzed will be limited by the scope of our thesis, their selection will be substantiated within our thesis.

4) The linguistic analysis indicated above will be verified by further examples from different sources listed in the bibliography. The examples obtained will illustrate the proper analysis, as well as contribute to the list of the anticipated English forms that share the same communicative functions with the Czech language phenomena considered as high frequency mistakes.

Graph A - The Approach to the analysis

A high frequency mistake: *I have been living in Olomouc since 2000.*
1. Description
English grammatical category: the present perfect progressive tense
Frequent form: pers. pronoun + aux. *have* + past participle of *be* + the present participle of the lexical verb   →   communicative function: temporary state up to now

Czech
Communicative function: temporary state up to now
→   Grammatical category: the past tense / the present tense

→   form 1: *žiji od...*

→   form 2 *prozatím od roku 2000 žiji...*

→   form 3 *v současnosti od roku 2000 žiji...*

2. Comparison

↓

Communicative function: temporary state up to now (must be identical in English and Czech)

↓

English grammatical category: Czech grammatical category:

↓   ↓   ↓   ↓   ↓   ↓

Form 1:   Form 2   Form 3...   Form 1a   Form 2a   Form 3a ...

   (1) the present perfect

    progressive tense   (1a) the present tense

                        (2a) the present tense with the adverbial *prozatím*

                        (3a) the present tense with the adverbial *v současnosti*

2. Analysis of the selected literature:

The textbooks *Remediální cvičení* by Lenochová (thereinafter as Lenochová[9]) and *English of Czenglish* by Don Sparling (thereinafter as Sparling[10]) have a didactic approach, where both authors consider the differences among the systems of English and Czech mistakes and seek their remedy. The mistakes we have chosen from the textbooks above result from the different systems of verbal grammatical categories in Czech and English, in particular we have focused on phenomena that occur as mistakes with the highest frequency, such as the category of aspect, negation and reflexives.

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[9] Lenochová, "Remediální cvičení z angličtiny."

[10] Sparling, "English or Czenglish."

The university textbook *Remediální cvičení z angličtiny*[11] consists of two parts. For our thesis is relevant the second part written by Alena Lenochová. It is based on a set of specific exercises aiming at the removal of some deeply-rooted mistakes acquired by Czech students of English. Lenochová had collected grammatical, lexical and phraseological mistakes both from written and spoken utterances of Czech students. She had selected the most frequent ones which, according to Lenochová, occur with more linguistically experienced students as well, though otherwise considered elementary.

The methodology applied by Lenochová [12] stresses the fact that although the introduction of the mistakes that should be corrected in the exercises is doubtful as a methodological principle, the textbook is aimed at future teachers of English who should learn how to recognize and correct the mistakes of their pupils. To a certain degree this argument supports the approach used in our thesis based on learning and explanation of the most frequent mistakes Czech students of English make.

Lenochová stresses a constant conscious awareness of one's mother tongue in the process of the "removal" of the "mistakes." Again in our thesis we stress the comparative approach to the linguistic analysis and we appreciate to be able to have this theoretical support by an experienced methodologist of the English language.

The frequent mistakes dealt with by Lenochová in the textbook include those we analyze in a greater detail in our thesis, namely Negation, Negative Emphasis, implicitly Word-Order, aspect and implicitly reflexives. Lenochová offers a wealth of linguistic material that should be more systematically analyzed and compared with English grammatical categories, a more detailed explanation of the exercises against the theoretical background of Czech and English is needed as it would lead to the "conscious awareness" suggested by the author.

There occurs a specific problem in relation to the lists of the most common mistakes created by native speakers of practical English who teach foreigners of various nationalities. In the framework of our thesis, we have examined a number of web domains concerned with

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[11] Lenochová, "Remediální cvičení z angličtiny."

[12] Lenochová, "Remediální cvičení z angličtiny," 37.

the "mistakes" of the learners, which may be considered as a sort of parallel corpus created by native English speakers. The analysis of this data basis may seem irrelevant for our work because it is not concerned with the analysis of Czech speakers' mistakes. In some cases, however, are the mistakes of Czech and other students of English the same, from which follow interesting methodological implications; these mistakes could be characterized as "universal mistakes," which directly advert to specific features of English verbal grammatical categories. These "universal mistakes" are interesting in terms of methodology because English textbooks for foreigners are therefore focused on some specific English verbal grammatical categories, which have the same relevance for Czech students.

Sparling's *English or Czenglish*[13] will not be analyzed in detail here, since besides it being a good source of language material its theoretical structure is simple. Sparling[14] always mentions the incorrect English form or forms, then explains in Czech the correct communicative function of the English expression and the context it may be used in. Each phenomena is concluded by the correct English example, he lists the phenomena in alphabetical order. Sparling's *English or Czenglish*[15] is important for our analysis as the source of the analyzed mistakes.

3. Reflexives in Czech and English

Our contrastive analysis of the reflexive forms of verb and their English equivalents is based primarily on Dušková, whose *Mluvnice současné angličtiny na pozadí češtiny* is suitable for the development of the "mistakes" based on frequency into a theoretical framework based on a comparative analysis of English and Czech. Dušková stresses that her university textbook includes a rich illustrative material worked out from the viewpoint of the Czech language.[16] The thorough analysis of the material can be useful for foreign students of Czech, who have English as their native language. The textbook is rooted in both English and Czech studies with the aim to offer a systemic and functional description of the contemporary

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[13] Sparling, "English or Czenglish."

[14] Ibid.

[15] Ibid.

[16] Dušková, "Mluvnice současné angličtiny na pozadí češtiny," 9.

English and Czech. The inclination to the Czech tradition in English studies is apparent in the bibliography and to a certain degree in the terminology (though *Mluvnice* is written in Czech) in which Dušková, as a translator of Mathesius´s *A Functional Analysis of Present-Day English on a General Linguistic Basis* is rather knowledgeable. In the Introduction[17] it is stressed that the comparison of English and Czech shows that some syntactic functions fulfilled by the developed Czech inflection are not compatible with relatively simple English inflection, from which arises the need to apply different devices for expressing the syntactic relations, especially the auxiliary (functional) words and word order.

The Czech particle *se/si* cannot be automatically translated by English reflexive pronouns (*myself, yourself, himself* etc.). If we use *oneself*, which is an approximate equivalent of Czech (*sám) sebe,* as a complementation of verbs, we usually emphasize the subject or the meaning of the subject for the given activity.
　　　　　　Cf.

　　　　　3.1 *He got up and washed., Vstal a umyl se*.
　　　　　3.2 *He washed himself. Umyl/Myl se sám* (bez pomoci).
　　　　　3.3 *I did it. Udělal jsem to.*
　　　　　3.4 *I did it myself. Udělal jsem to sám.*

It is obvious that in this case the reflexive pronoun is relatively close to adverbial modality, as well as in the examples which are not reflexive in Czech. In Czech, it is indicated even by the adverbial *sám*, which though has dual meaning.

A. The Czech verbs *cítit se, uvolnit se, soustředit se* are translated entirely without complementation by the reflexive pronoun *oneself* , i.e. *feel, relax, concentrate.*

　　　　　3.5 *Cítím se dobře. I feel good. (*I feel myself good.)*
　　　　　3.6 *Uvolněte se a bavte se. Relax and have a good time.*
　　　　　3.7 *Bolest se mu soustředila v lokti. The pain concentrated in his elbow.*

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[17] Dušková, "Mluvnice současné angličtiny na pozadí češtiny,"11.

B. The Czech verbs connected with "physical culture," such as *umýt se, osprchovat se, oholit se, obléci se* usually have English counterparts without the reflexive pronoun *oneself*, cf. *shower, wash, shave, dress*.

3.8 *Umyl se a oholil. He washed and shaved.*
3.9 *She showered and dressed. Osprchovala se a oblékla.*

When we use *oneself* as a complementation of verbs of "physical culture," we emphasize the meaning of the subject for the activity concerned, cf. (about a child) *She dressed herself this morning. Dnes ráno se oblékla sama.*

C. Also another group of the Czech reflexive verbs, as *schovat se, připravit se, vzdát se, rozveselit se, vzbudit se* can be translated into English without the reflexive pronoun (*hide, prepare, give up, wake up, cheer up*).

3.10 *Schovala se před otcem. She hid from her father.*
3.11 *Připravili se na test. They prepared to take the test.*
3.12 *Nevzdávej se. Do not give up.*
3.13 *Vzbudil se uprostřed noci. He woke up in the middle of the night.*
3.14 *Vzchop se, mohlo by to být horší. Cheer up, things could be worse.*

It is possible to demonstrate in what way the meaning changes due to complementation by English reflexive pronouns in all the above-mentioned groups.

F. Sometimes is the meaning of the reflexive pronoun ambiguous, e.g. *utopil se, zabil se* (by accident, not deliberately). We express unintentional events in English by non-reflexive verb (*drown, kill*) and we express intention by the verb complemented by the reflexive pronoun (*himself, herself* etc.).

3.15 *Utopil se v řece (nešťastnou náhodou). He drowned in the river.*
3.16 *Utopil se v řece (úmyslně). He drowned himself in the river.*

3.17 *Zabil se, když se snažil zachránit ty děti. He was killed when he tried to help the children.*

3.18 *Ten pilot se zabil, když jeho dcera měla pět let. The pilot got killed when his daughter was 5 years old.*

3.19 *I think I know why he killed himself. Myslím, že vím, proč se zabil (úmyslně).*

3.20 *Petr a Jana se zabili. Peter and Jane killed themselves. (Každý z nich se sám úmyslně zabil).*

4   If the reflexive pronoun expresses reciprocal action (*objali se* (each other)), it is often expressed by a non-reflexive pronoun in English (*embrace*), sometimes by the pronoun expressing reciprocal action *each other (embrace each other)*.

3.21 *Potkali se ve městě. The met in town.*

3.22 *Políbily se. They kissed.*

3.23 *Vzájemně se podporují. They support each other.*

With respect to the fact that the reflexives are not a grammatical category in English and the grammar textbooks take them into account as pronouns with a reflexive function, we will furthermore examine the reflexivity in *Cambridge Grammar of English* in order to find out to what extent are the reflexive pronouns relevant for the Czech system of reflexivity. CGE defines the reflexive as a construction that contains a verb with a reflexive pronoun object, or complement of a preposition where the referent of the complement is the same as that of the subject:

3.24 *Shall I serve **myself**?*

3.25 *Did you hurt **yourself**?*

3.26 *He kept it all for **himself**?*[18]

The Czech equivalents are significantly variable:

3.27 *Mám se obsloužit **sám**?*

[18] Carter, "Cambridge Grammar of English," 921.

3.28 *Zranil ses?*

3.29 *Nechal si to všechno pro sebe?*

Whereas according to CGE reflexive pronouns typically refer back to subject forms of personal pronouns,[19] the Czech equivalents have three different forms. The following analysis of the functions of the reflexive pronouns in CGE will provide us with more details. CGE specifies four basic functions of the reflexive pronouns and there is another paragraph on the reciprocal pronouns: 1) Reflexive pronoun for the same subject and object, 2) Reflexive pronouns for emphasis, 3) Reflexive pronouns for politeness, 4) Reflexive pronouns meaning *alone.*

We are going to consider examples for each of the above specified functions and provide their Czech equivalents to compare English syntactical (1), stylistic (2,3) and lexical (4) functions on the background of the Czech grammatical category of reflexivity. As a theoretical approach, it may not be fully substantiated but it will give us an insight into the priorities of an English grammar when dealing with this phenomenon.

1) Reflexive pronouns for the same subject and object

Reflexive pronouns are commonly used to refer to actions where the subject and object are the same person:

3.30 **He** hurt **himself** *quite badly in the fall. Při pádu se škaredě zranil.*
(*He hurt him quite badly* would mean that the subject *he* and object *him* were two different people)

Se is a sentential object referring to the person who is the agent of the action. Generally, *se/si* is a sentential object, in case of *zranil se*. The validity of the sentence member is weakened it is a concrete reflexive denoting the person who is the agens and the patient of the sentential action at the same time. The verb *hurt,* which occurs in the given case, has relatively restricted meaning, in which it is considered as an obligatorily reflexive, which is

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[19] Carter, "Cambridge Grammar of English," 202.

rather rare in English. This hypothesis is also supported by Dušková[20]. There occurs a special type of transitivity within co-reference of the subject and the object (the reflexive verbs), e.g. *distinguish oneself, disguise oneself as, excuse oneself, hurt oneself, etc.* Dušková paraphrases CGE claiming that in comparison with Czech, where the reflexive particle can have various functions, reflexive verbs in English represent one type only, a transitive verb with a reflexive object, cf. also

3.31 *He was hurting badly, but he smiled through his tears*[21].

3.32 ***I'*m going to get *myself* a drink. Anyone else want one? Jdu si pro pití. Chce někdo také?**

In the case of the above-mentioned example, the dative *si* denotes the person who is agent of the action and at the same time it is its beneficiary (so called beneficiary dative).

3.33 *When are **you** going to stop pushing **yourself** so hard? Kdy se přestaneš tak přemáhat?*

The Czech equivalent is again an example of a reflexive proper, where the sentential member *se* is significantly weakened. It is obvious that the three above-mentioned English examples are concerning a syntactic matter uniting the subject and the object, whereas the function has a much larger scale in Czech. The less complex function of the English reflexive pronouns based on the same principle of the identification of the subject and the object is obvious even in the following examples, where the reflexive pronoun is used in order to differentiate the subject from something or somebody else.

A reflexive pronoun is used to differentiate reference to a subject from reference to somebody else:

3.34 *She looks very pleased with herself*[22]. *Vypadala, že je se sebou spokojená.*
(Reference to being pleased *with her* would indicate reference to somebody else)

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[20] Dušková, "Mluvnice současné angličtiny na pozadí češtiny," 209.

[21] *The New Oxford Dictionary of English,* (New York: Oxford University Press, Inc., 1998, 2001.), 896.

[22] Carter, "Cambridge Grammar of English," 384.

In our opinion, there exist two Czech equivalent of the above-mentioned English examples, cf.

3.35 *Myslím, že je se sebou spokojená.*
3.36 *Myslím, že je sama se sebou spokojená.*

The use of the pronoun *sám* in Czech typically highlight the relation with the subject. With regard to the fact that this example is not included in CGE[23] within the reflexive pronouns used for emphasis, a Czech equivalent *Myslím, že je se sebou spokojená.* should be sufficient. In our opinion, the use of the example *She looks very pleased with herself.* in order to prove the differentiation of the reference to somebody is not a very suitable choice because there is just the adverbial *with herself* added to the sentence *She looks very pleased.* The sentence *She looks very pleased with herself.* is in our opinion emphatic, which is furthermore supported by the selected Czech equivalent. Even in the following example ***Children** always hurt **themselves** when they play that game.*[24], CGE repeats the English reflexive verb *hurt oneself*, where the obligatory reflexive refers to a situation which is not frequent in English. The Czech equivalent is again an example of a reflexive proper, as mentioned above.

3.37 ***Children** always hurt **themselves** when they play that game. Děti se při této hře vždy zraní.*
3.38 ***Children** always hurt **each other** when they play that game. Děti se při této hře vždy vzájemně zraní.*
(one child hurts another child)

Even in this case we deal with a weakened sentential member denoting the persons that represent dual activity in such way that the agens of one action is the aim of the second one and vice versa, therefore creating so called reciprocal reflexive. Hitherto in the above-mentioned examples it is claimed that English has two basic functions, refer to the identical subject and object and the emphasis. But from our analysis follows that the prevalent function in the above-mentioned examples will be the emphasis because *hurt* is one of the rather rare

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[23] Carter, "Cambridge Grammar of English."

[24] Carter, "Cambridge Grammar of English," 384.

primarily reflexive verbs, therefore it is an obligatory pronoun and cannot serve as a proof of co-reference between the subject and the object. Concerning the example *I'm going to get myself a drink.* we can consider the sentence *I'm going to get a drink.* with a very similar meaning. According to our opinion *myself* is in this case emphatic, which also follows form the Czech equivalent. In the case of *pushing oneself so hard* the question *Are you going to stop pushing so hard?* clearly shows that *push oneself* is of idiomatic character, which is an absolutely inadequate example of the co-referential function of the reflexive pronoun because the form of an idiom is fixed.

From this clearly follows the prevalent emphatic function of the English reflexive pronouns, where the co-reference may be substantiated only in such cases where ambiguity could occur. The reflexive pronoun serves for the co-reference of the subject and the object only in such contexts, where there are more subjects and the pronoun selects one of them. *She put the handbag beside her. (Položila si kabelku vedle sebe.)* X *She put the handbag beside herself.* – we use the pronoun to exclude another person who is present.

2) Reflexive pronouns for emphasis

Furthermore CGE mentions the primarily emphatic pronouns, which selects and emphasizes their position of the complement of the relevant substantives. The Czech equivalents of the following examples, which contain the Czech pronoun *sám*, as well as a reflexive pronoun, stresses out the person or thing it denotes[25], cf. also the the sentence no. 3.34 *She looks very pleased with herself.,* where the Czech equivalent *se sám/se sama* indicates the emphatic function of the utterance.

Reflexive pronouns cannot occur as the subject of a clause. They may only be used in the subject position as emphatic complements of subject personal pronouns:

3.39 **He himself** *told me he was intending to retire. Sám mi řekl, že chce jít do důchodu.* (*Himself told me he was intending to retire.)

Reflexive pronouns may also function to emphasize a subject or object consisting of a full noun phrase. In such cases, stress is normally on the reflexive pronoun:

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[25] "Slovník spisovného jazyka českého, III, R-U," 250.

3.40 ***The head of the department herself*** *knows that the staff are unhappy. Sama vedoucí oddělení ví, že zaměstnanci jsou nespokojení.*

3.41 ***The head of the company*** *wrote to us **himself** to explain why they had been so slow in sending us the toys. Sám ředitel společnosti nám napsal, proč jim tak trvalo doručit ty hračky.*

3.42 *Have **the children** paid for it **themselves?**[26] Děti to zaplatily samy?*

In spoken English, the reflexive pronoun is sometimes used as a header or as a tail.

3.43 ***Myself, I*** *think it's crazy. Osobně si myslím, že je to šílené.*

3.44 ***He'd*** *prefer wine, **himself**. Sám by dal přednost vínu.*

It seems that we find certain consistency concerning the Czech reflexive forms only in reflexive pronouns used for emphasis, where all the Czech equivalents of the English reflexive forms are *sám, sama*.

3) Reflexive pronouns for politeness

Reflexive pronouns for politeness create the third group we are going to examine and we will mention their Czech equivalents below.

Reflexive pronouns are sometimes used instead of personal pronouns, especially to mark politeness.

3.45 *Most people were late, including **us**. Většina lidí přišla pozdě, včetně nás.*

(more informal)

3.46 *Most of the audience arrived late, including **ourselves**. Většina lidí přišla pozdě, včetně nás samotných.*

(more formal/polite)

In Czech, the adjective of the attributes (*nás*) is colloquial and it highlights either the person or in the prepositional construction close approximation, therefore in

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[26] Carter, "Cambridge Grammar of English," 384.

our case we stress the pronoun *nás*, which is again an emphatic variant, whereas in English the reflexive pronoun *ourselves* is specified as the device of politeness. In Czech the adjective *samotný* can be hardly specified as the device to express politeness, in Czech this adjective indicates the uniqueness of the subject and unusual character of the situation, rather that politeness, it is a case of the division of this subject from the group denoted in the given context. From our point of view, the Czech equivalent does not point out politeness.

After *as for, like, but for, except for,* reflexive pronouns are particularly common although personal pronouns are also possible in each case. The reflexive use here indicates greater politeness and difference:

3.47 *These holidays are designed for people like **yourself,** young, fancy-free and unattached*[27]. *Tyto dovolené jsou navrženy právě pro takové lidi, jako jste vy, mladé, nespoutané a nezadané.*

(or: *These holidays are designed for people like you... Tyto dovolené jsou navrženy pro lidi, jako jste vy....*)

Even in this case the Czech equivalent does not have to express politeness, though we agree with CGE that differentiation is indicated in this case.

[shop assistant addressing a customer who is considering a garment]
3.48 *Is it for **yourself**? To je pro vás (osobně)?*

Even in this case, English stresses the function of politeness, which does not occur in the Czech example, because this problem occurs consistently concerning the English reflexive pronoun we are forced to assume that the component of politeness is determined by the closer relationship between the subject and the substantive in the prepositional phrase, therefore politeness follows from the explicit emphasis on the subject. It is difficult to state, whether the adverbial *osobně* in the sentence *To je pro vás (osobně)?* makes the expression more polite, today it seems rather obsolete.

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[27] Carter, "Cambridge Grammar of English," 385.

3.49 *As for **myself**, I haven't decided yet. Já osobně jsem se ještě nerozhodnul.*

4) Reflexive pronouns meaning *alone*[28]

Reflexive pronoun, with or without the preposition *by*, are also used to mean *alone*, from one's own resources, *without help*.

3.50 *Did she draw that **herself**? Ten obrázek nakreslila sama?*

3.51 *I think it would be better if you did it **yourself**. Myslím si, že by bylo lepší, kdybys to udělala sama.*

3.52 *He did it all **by himself**. Všechno to udělal sám.*

3.53 *I can help until 4, then they'll have to manage **by themselves**. Můžu jim pomáhat do 4, pak už si to musí zařídit sami.*

Carter also mentions the common problems that may arise for students of English in the note on reflexive pronouns in other languages[29]. In languages other than English, verbs referring to basic everyday actions often take reflexive pronouns. Such verbs are reflexive in English only if there is a reason to emphasize the action:

3.54 *He got up, washed, shaved, dressed and had breakfast. Vstal, umyl se, oholil se, oblékl se a nasnídal se.*

(*washed himself, shaved himself, dressed himself* would mean that this is surprising because he is usually unable to do these things on his own)

3.55 *She's seven now. She's old enough to wash **herself**. Je jí sedm let. Je dost velká na to, aby se umyla sama.*

(She doesn't need any help)

Other common verbs often used reflexively in other languages but which are not reflexive in English include *concentrate, feel, lie down, sit (down), hurry, open*:

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[28] Carter, "Cambridge Grammar of English," 385.

[29] Ibid.

3.56 *You must really **concentrate** if you want to learn how to play it. Jestli se chceš naučit, jak to hrát, musíš se opravdu soustředit.*

(*You must really concentrate yourself if you want to learn how to play it.)

*Does she **feel** sick? Je jí špatně?*

(*Does she feel herself sick?)

Carter[30] also mentions reciprocal pronouns, which are used to express mutual relationship. It is worth mentioning the reciprocal pronouns in our thesis beacuse they may cause problems to foreign students of English. We can divide these pronouns into reciprocal pronouns (*each other, one another*) and reciprocal possessive pronouns (*each other's, one another's*) indicating not only mutuality but also that possession of some property by both parties involved in an action. Carter mentions the following examples:

3.57 *They are always criticising **each other**. Stále se vzájemně kritizují.*

3.58 *A: They both look like **one another,** don't they? Jsou si podobné, že?*
      B: So they should, they're sisters. Měly by, jsou to přeci sestry.

Both pronouns may be used with the *'s* possessive determiner construction.

3.59 *My neighbor and I are always borrowing **one another's/each other's** bike. S mým sousedem si vzájemně půjčujeme kola.*

These pronouns may be compared with the reflexive pronouns:

3.60 *We entertained **ourselves** when it rained.*

(either the whole group is entertained or each member of the group entertains himself or herself)

3.61 *We entertained **each other** when it rained.*

(each member entertains the other members)

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[30] Carter, "Cambridge Grammar of English," 386.

Mediopassive

In this part of our thesis we will compare two categories - the reflexive and the mediopassive. Both mentioned categories occur in Czech, as well as in English. Our analysis will be based on a bohemistic study by Hudousková[31].

The term mediopassive is not generally prevalent, CGE describes it as pseudotransitives, cf.

"Verbs which are normally transitive also sometimes occur intransitively in clauses where the subject is in reality the recipient of the action or event, and where the agent is not mentioned. This type of intransitivity is called pseudo-intransitive. Verbs used in this way include, e.g.

clean, iron , read, close, keep, sell, cook, open, store, drink, pack, wash, drive, photograph, fold, print[32]"

Hudousková[33] had specifies a detailed analysis of the Czech reflexives in comparison with so called mediopassives. According to Hudousková [34], the mediopassive has the following features:

- a finite verb + se: restricted to the 3rd person singular
- non-agentive function: the agent removed from the position of the syntactic subject and cannot be expressed by the form of adjunct (?)
- [+hum] interpretation: the agent (?) perceived as human
- an evaluative adverbial (*dobře, špatně, obtížně, příjemně...*), comparison, effect (expressing a quality of an action)

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[31] Andrea Hudousková, *Reflexivní forma slovesná a mediopasivum.* (2008)

< http://ucjtk.ff.cuni.cz/zdarek/prezentace/2008/19_hudouskova.pdf> (accessed August 11)

[32] Carter, "Cambridge Grammar of English," 475i.

[33] Hudousková, "Reflexivní forma slovesná a mediopasivum,"1.

[34] Hudousková, "Reflexivní forma slovesná a mediopasivum,"1.

Hudousková [35] mentions the following examples, which we have translated into English and further analyzed, Hudousková considers the semantic structure to specify the differences, which might not be evident on the syntactical level. Even the initial example of Hudousková *V luxusní čtvrti se staví nová vila.* has to be translated as *There is a new villa being built in the rich neighborhood*. For example also Janet Nicol in her study *One Mind, Two Languages*[36] shows that the sentence *This house builds well.* is probably unacceptable. If we compare this sentence with the frequent examples of English mediopassive, e. g. *This shirt washes easily. This car drives well.*, we find out that the mediopassive probably expects a very specific subject, the conception of a house is generalized to such high extent that it resists the mediopassive but it would probably be acceptable to say *this type of house builds easily.*, cf.

a) agens: *záměrně, aby*

3.62 *V luxusní čtvrti se záměrně staví nová vila.*

3.64 *V luxusní čtvrti se staví nová vila, aby přilákala bohatou klientelu.*

a) agens: intentionally, in order to

3.63 *There is a new villa being intentionally built in the rich neighborhood.*

3.65 *There is a new villa being built in the rich neighborhood in order to attract wealthy clients.*

Other examples with agens mentioned furthermore by Hudousková, cannot be translated by the mediopassive. As follows from the analysis of a group with the semantic role of instrument, the English equivalent is realized by the existential construction *There is...*, the concept of an instrument is simply added. This comparison may seem relevant for the illustrative sentences which are acceptable as mediopassive in both Czech and English. Nevertheless, for comparisson we have created an extensive note containing our translations of the mediopassive constructions mentioned by Hudousková[37].

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[35] Hudousková, "Reflexivní forma slovesná a mediopasivum,"2.

[36] Janet L. Nicol, *One Mind, Two Languages: Bilingual Language Processing (Explaining Linguistics)*. (Oxford: Blackwell Publishers, 2001.).

[37] b) instrument   b) instrument

One of the most interesting examples within the analysis by Hudousková is the reference no. 5, where she in the margin mentions the reflexive constructions with the meaning of possibility and necessity.

3.66 *Dospělí lidé se zdraví. (Je nutné zdravit dospělé lidi.)*
3.67 *Lišky se jí. = Je možné jíst lišky.*
3.68 *Z Prahy do Brna se jede dvě a půl hodiny.*

The English equivalent of a), *Adults greet.* is unacceptable in English and a probable equivalent would be *You must greet adults./One must greet adults.* Similarly, the example b

V luxusní čtvrti se nová vila staví jeřábem.	*There is a new villa being built by crane in the rich neighborhood.*
c) dativ: recipient, nikoli prospěchový dativ	c) dative: recipient, not beneficiary dative
V luxusní čtvrti se Aleně (= pro Alenu) staví nová vila.	
V luxusní čtvrti se pro Alenu staví nová vila.	*There is a new villa being built for Alena in the rich neighborhood.*
d) časové adverbiále	d) temporal adverbials
V luxusní čtvrti se nová vila staví dva roky.	*There is a new villa being built in the rich neighborhood for two years.*
e) způsobové adverbiále	e) adverbials of manner
V luxusní čtvrti se nová vila staví zodpovědně a pečlivě.	*There is a new villa being built responsibly and carefully in the rich neighborhood.*
f) hodnotící adverbiále	f) evaluative adverbials
*V luxusní čtvrti se vila (pro Alenu) staví obtížně.	**?There is a new villa being built problematically (for Alena) in the rich neighborhood.*
g) čas	g) tense
V luxusní čtvrti se stavěla / staví / bude stavět nová vila.	*There was a new villa built / a new villa is being built/is going to be built in the rich neighborhood.*
h) vid	h) aspect
V luxusní čtvrti se stavěla / postavila nová vila.	*There was a new villa being built /was built in the rich neighborhood.*

has an equivalent *Chanterelle is edible./ It is possible to eat chanterelle.* But we can hardly translate it as *Chanterelle eats.* Even in the example c) cannot be used the verb *go/drive* as a mediopassive and we have to paraphrase it as *It takes/lasts two hours from Prague to Brno.* The contribution by Hudousková[38] is interesting for our thesis because it shows that the mediopassive is used in English to higher extent in comparison with Czech. It is probably caused by the stable grammatical category of the reflexives and variability of their functions in comparison with the English reflexive pronoun. Further, it is repeatedly mentioned by Dušková, when she claims that relatively simple English inflection generates the need to apply other syntactic devices. This also follows from our translation of the pilot sentence of the analysis by Hudousková *V luxusní čtvrti se staví nová vila.,* where we had to translate it with the use of the English functional construction *There is...*

4. Perfective and imperfective aspect

Perfective and imperfective aspect is a complex verbal category, which is not grammaticalized in English. Czech verbal aspect can be also interpreted as a lexical phenomenon. These are usually cases with a lexical prefix, which changes meaning of the verb (there exists a wide variety of meaning from the simple prefixes, such as *u-*, which has almost no semantic meaning, e.g. *vařit* X *uvařit*, to the prefixes with very concrete meaning, e.g. *před-, pod-, nad-, v-*, which cannot have the sole function of aspect). There is a very limited number of English equivalents that would reflect the system of Czech affixes (e.g. prefixes *en-, out-, over-*) and they are not applicable for most of Czech aspectual pairs. Similarly, the grammaticalized English progressive aspect cannot be in all cases an equivalent of the Czech imperfective aspect.

Czech-English or English-Czech contrastive studies are irreplaceable in our analysis. Vilém Mathesius[39]claims that "the question of verbal aspect in Germanic languages has been the subject of many treatises, which often tackle it in a rather involved manner. This is due to the fact that they (…) lack an insight into this question." The approach also determines the selection of the examples needed for elaboration of Czech aspect, whose English equivalents

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[38] Hudousková, "Reflexivní forma slovesná a mediopasivum."

[39] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 68.

cause mistakes[40] very frequently. Probably the most effective way is to compile Czech groups of aspectual pairs with the same or very similar communicative functions and find their English equivalents.

Mathesius's[41] classification of these groups is relatively brief. Mathesius distinguishes the following aspectual differences:

a) The continuative aspect *(nesu, táhnu [I am carrying, I am pulling]).*
b) The ingressive aspect, stressing the beginning of the question *(Hoch se rozplakal. [The boy began to cry.]).*
c) The terminative aspect, the final phase *(Vojsko přitáhlo do města. [The army marched into the town]).*[42]

Mathesius's second aspectual difference classifies verbal action as a fact or a process.[43] The verbal action as a fact is complex and the verbal action of process is cursive (e.g. *Pamatuji si, že jsem ti tu knihu půjčil. X pamatuji si, že jsem ti tu knihu půjčoval.*).[44] Concerning this second difference and specified communicative function (complex X cursive), Mathesius serves as the basis for the following analyses. Cf. Dušková[45] as well, who demonstrates similarities among English progressive forms and Czech imperfective aspect on the grounds of cursive approach to action[46].

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[40] Sparling, "English or Czenglish.", Lenochová, "Remediální cvičení z angličtiny."

[41] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 68-73.

[42] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," in the note on page 68 points out the difference between objective and subjective aspect (Aktionsart and Apect). Nevertheless, the continuative, ingressive and terminative aspect are ranked among phrasal verbs (i.e. Aktionsart) initiative, terminative, restrictive, continuative, instantaneous, durative, of gradual formation, which are considered as a verbal category of mood (Aktionsart) and as a lexical category; similarly, to this group also pertain restrictive and diminutive verbs.

[43] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 69.

[44] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 69, points out that Czech has special cursiveness only in imperative. We say "Skoč!" but "Skákej, skákej!"if the person who is to jump hesitates (the imperfective form is intended to express an emphatic command). The negative imperative is even more frequent: "Neskákej!"

[45] Dušková, "Mluvnice současné angličtiny na pozadí češtiny,"241.

[46] Dušková, "Mluvnice současné angličtiny na pozadí češtiny," 242.

But this correspondence is not complete because the English progressive aspect, as contrasted to the Czech imperfective aspect, implies topicality and temporariness (restricted duration). Czech phrase *Jan kouří* has two English equivalents *John is smoking* and *John smokes*. According to Dušková, in contrast with Czech, English simple verbal form is neutral concerning aspect, i.e. its complex or cursive interpretation[47] is based upon:

- semantics of the verb
- complementation of the verb
- other sentential and situational context

Dušková[48] analyses potential English equivalents with perfective function in more detail than Mathesius[49], she includes:

- adverbial particles (*down, out, off, through*) referring to final phase of action
- prefixes:
  - *en- (slave, force)*
  - *out- (grow, live, run)*
  - *over- (eat, sleep)*
- syntactic constructions with several types of complement (e.g. *He drank himself silly.*)
- verbo-nominal complexes with *have, give take….*
  - *to have a drink of water*
  - *to take a deep breath*

Mathesius[50] also mentions that derivation (*overcome, half-smile*) and the complete phrases of the *he shot him dead, he talked him deaf and dumb, she started crying* kind.

We thereinafter put forward our resulting classification of instruments of perfective aspect because we assume that for the purpose of this thesis, an analysis based on the classification of Czech aspectual pairs would be too detailed and chaotic concerning the English equivalents.

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[47] Dušková, "Mluvnice současné angličtiny na pozadí češtiny," consistently applies Mathesius's terminology: complex and cursive.

[48] Dušková, "Mluvnice současné angličtiny na pozadí češtiny,"243.

[49] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 69-70.

[50] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 71.

In Czech, we express emphasis on action (*překontrolovat*), its progression or duration (*pít, popíjet*), termination (*dopít*) or completeness (*posadit se*) by prefixes and suffixes but English does not have such aspectual instruments. For translation of such verbal forms to English, we use either simple verbal forms, or certain selected grammatical and lexical means.

A. The Czech verbs with a prefix with specific accentuation on the implementation of an action (*svázat, přitáhnout*) are often translated by the English verbs with adverbial particle *-up*.

4.1 ***Zavázala*** *si boty. She **tied** her shoes.*
Svázali *vězně. They tied **up** the prisoners.*
4.2 ***Táhla*** *za sebou kousek provázku. She was **pulling** a piece of string behind him.*
Přitáhni *si židli. Pull **up** a chair.*
4.3 ***Zamkni*** *dveře. **Lock** the door.*
Pozamykej *dům, než odjedeš na prázdniny. **Lock up** the house before you go on vacation.*
4.4 ***Dojez*** *ten oběd. **Eat up** the lunch.*
4.5 ***Dopij*** *si to mléko. **Drink up** your milk.*

B. The Czech verbs with a prefix expressing perfectiveness of an action (*vypít pivo, potřást hlavou*) are often translated by the simple form of English verb (*drink, shake*):
4.6 ***Vypil*** *dvě piva a šel domů. He **drank** two beers and went home.*
4.7 ***Potřásl*** *hlavou. He **shook** his head.*
4.8 ***Spolkla*** *prášek. She **swallowed** a pill.*

C. Context may also help, while translating the Czech verbs with a prefix expressing perfectiveness of an action by simple form of English verb.
4.9 ***Učil se*** *španělsky tři měsíce a pak toho nechal. He **learnt** Spanish for three months and then gave it up.*
Naučil se *španělsky za tři měsíce. He **learnt** Spanish in three months.*
4.10 *She **read** slowly. **Četla** pomalu. Petr si ten dopis **přečetl** a pak ho spálil. Peter **read** the letter and then burnt it.*
4.11 ***Kupovali*** *zbraně a střelivo. They **bought** arms and ammunition.*
*Tohle sako jsem si **koupil** v Londýně. I **bought** this jacket in London.*

D. The verbs expressing perfectiveness of an action (*dopít*) are sometimes translated by the English verbs with adverbial particle ***up*** (*drink up*):

4.12 ***Dopij*** *si mléko. Drink **up** your milk. **Pij** mléko. **Drink** milk.*

4.13 ***Dojez*** *ten oběd. Eat **up** the lunch. **Jez** zeleninu. **Eat** vegetables.*

4.14 ***Nenech*** *to vyschnout. Don´t let it dry **up**. Tento inkoust obvykle **schne** 2 vteřiny. This ink typically **dries** in 2 seconds.*

E. We express completeness of an action with emphasis on its perfectiveness by prefixes (*po-, posadit se, za-, vy-*) English substitutes these (aspectual) means by adverbial particles, such as *down, sit down, on, out, off* etc..

4.15 *Musíme se **posadit** a promyslet si to. We need to **sit down** and have a think about this. Někdy tam **sedíme** celé hodiny. Sometimes we **sit** there for hours.*

4.16 ***Zapiš*** *to. **Write** it **down**. Najdi to slovo ve slovníku a **zapiš** si definici. Look up the word in a dictionary and **write down** the definition.*

*****Píše*** *jí dlouhé dopisy a básně. He **writes** her long letters and poems.*

4.17 ***Vyzkoušej*** *si ty boty. **Try on** these shoes.*

*****Zkouší*** *mojí trpělivost. She **tries** my patience.*

4.18 ***Vyšel*** *měsíc. The moon **came out**.*

*****Přicházela*** *každý den a starala se o ně. She **came** every day and took good care of them.*

4.19 *She **drove off** with my cell phone. **Odjela** mi s mobilem.*

*****Jeli*** *jsme osm hodin ve vánici. We **drove** for eight hours in a snow storm.*

4.20 ***Píše*** *jí každý den. He **writes** her every day.*

4.21 ***Zapiš*** *si to. **Write** it **down.***

4.22 *Dnes večer se **ochladí.** It will **cool down** this evening.*

F. To emphasize perfectiveness of an action in Czech, as negated above, we use mostly prefixes (*pře-hnat, za-, od-, vy-*), this possibility exists also in English but it is not used very frequently (*over-, un-, out-*).

4.23 ***Přehnala*** *to s dietou. She **overdid** the diet.*

4.24 ***Zaspal.*** *He has **overslept.***

4.25 ***Odpojil*** *jsem si ledničku. I **unplugged** my fridge.*

4.26 *To dítě **vyrostlo** ze všech šatů. The child **outgrew** all his clothes.*

G. Verbo-nominal complexes with the verbs *have, give, take* have perfective function too.

4.27 *Uviděl jsem sestřenici, tak jsme k ní zašel a objal ji. I saw my cousin so I went over to her and **gave** her a hug.*
4.28 *Napij se vody. **Have** a drink of water*
4.29 *Zhluboka se nadechni. **Take** a deep breath*
4.30 *Zamávejte nám. **Give** us a wave*
4.31 *Zkus to. **Give** it a try*

5. Negation

There occurs another "mistake" when translating negation. Also Cambridge Grammar of English points out the position of negation, specifically concerning mental process verbs (e.g. *believe, think*). "When mental process verbs such as *believe, suppose, think, imagine* are used to express uncertainty, it is more usual for the negation to be placed on these verbs rather than on the complement clause:" [51]

I don't think the dinner's ready yet. (preferred to:) *I think the dinner's not ready yet.*

In Czech, the sentence "*Nemyslím si, že večeře je už hotová.*" is acceptable but probably not very frequent in spoken language, in comparison with *"Myslím si, že večeře ještě není hotová."* There occurs a solution, which has relation both to the tendency of English to compulsorily express the subject, especially personal, and to the tendency of Czech to shift the rheme of an utterance to final position. Other potential explanation is connected with the meaning of English *think* and Czech *myslet,* it is possible that English *think/I don't think* expresses polarity of the attitude of the speaker with respect to the rest of the utterance. Czech utterance *myslím, že* behaves in a similar way, nevertheless the Czech utterance *nemyslím si, že* contains, in comparison with English, semantic components which restrict its meaning and

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[51] Carter, "Cambridge Grammar of English," 734.

it is not appropriate to use this more specific restricted meaning to express solely positive or negative polarity.

Compare:

I think   →   →*ano…*

that… = Myslím, že

I don't think   →   →*ne…*

From this comparison is excluded:

→*ano…*

Nemyslím si, že   as a formal possibility.

      →*ne…*

From our previous contemplation therefore follows that in this specific difference between English and Czech concerning expression of negation:

1) Czech has a tendency to shift the component with high functional load, i.e. *not* to rheme, or

2) There is a different meaning of the negated verbs expressing mental process.

English has a tendency to place sole negation in a sentence, this results in substitution of primarily negative words (e.g. *nothing, no one, nowhere*) by indefinite pronouns, which is a common phenomenon described in detail, as well as the fact that in Czech can occur even negative word following a verb with negative polarity.

Concerning this implication, the English verbs with a negative meaning that require complementation by negative indefinite pronouns are interesting:

Compare:

5.1 *I refused to have **anything** with him.*[52] instead of incorrect:

5.2 **I refused to have something with him.*

From this follows an interesting comparison – the Czech equivalent is probably:

5.3 *Odmítl jsem s ním mít něco/cokoliv společného.*

The English sentence with a negative verb has the same complementation as the verb with the negative particle *not*.

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[52] Carter, "Cambridge Grammar of English," 735.

Compare:

5.4 *I did not want to have **anything** to do with him.*

The Czech equivalent has to contain primarily negative particle *nic*:

5.5 *Nechtěl jsem s ním mít **nic** společného.*

Because the negative particle *nic* cannot be a complement in the sentence:

5.6 *Odmítl jsem s ním mít něco/cokoliv/*nic společného.*

The comparison of these Czech and English sentences containing verbs with negative meaning confirms that in Czech the sentential negation is a matter of grammatical concord and in English it follows from the meaning of a sentence. To create a correct equivalent of Czech sentences containing verbs with negative meaning, it is for the Czech speaker necessary to enlarge his/her scale of the negated verbs, such as *do not have (nemít)* even by verbs with **negative** meaning (e.g. *refuse*), which have, in comparison with Czech, the same complementation.

a)   *I did not want→*

                              anything.
      I refused to do →

                    →něco.
b) *Odmítl jsem*
                    →*nic.

                    →*něco.
      Nedělal jsem
                    →nic.

English, as well as Czech, can emphasize the negation. The English pronoun *none* is more emphatic than *not any.*[53]Carter[54] mentions an example:

5.7 *The weather forecast predicted showers all afternoon there were none.*

5.8 The example above is more emphatic than:

5.9 *The weather forecast predicted showers all afternoon there weren't any.*

Cf. the Czech equivalents:

5.10 *Podle předpovědi počasí měly být odpoledne přeháňky, ale nebyly žádné.*
5.11 *Podle předpovědi počasí měly být odpoledne přeháňky, ale nebyly.*

From the comparison with the Czech equivalents follows that in the Czech sentence, the more emphatic equivalent is created by adding the indefinite pronoun emphasizing the negation *žádné* to the basic emphatically unmarked construction …, *ale nebyly*. The Czech equivalent is similar to English, in Czech, naturally, occurs the concord of negation in the second sentence, in English is …*, ale nebyly* expressed by the existential construction *there...,* therefore the problem is reduced to copulative sentences with the subject *there*[55], in which *there* anticipates a substantive subject. Specifically, it is an action type, by which are also expressed atmospheric actions (e.g. weather conditions), compare: *there was a flash of lightening.*[56] The difference in emphasis in Czech equivalents is, however, eliminated in the English sentences of following types:

5.12 *I did nothing at all yesterday.*
5.13 *I didn't do anything yesterday.*

where the sentences with the negative pronoun *nothing* are significantly more emphatic.[57]

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[53] Carter, "Cambridge Grammar of English," 718.

[54] Ibid.

[55] Dušková, "Mluvnice současné angličtiny na pozadí češtiny," 353.

[56] Dušková, "Mluvnice současné angličtiny na pozadí češtiny," 335.

[57] Carter, "Cambridge Grammar of English," 739.

In this case, there exists only one Czech equivalent:

5.14 *Včera jsem neudělal **vůbec nic**.*

Likewise, the emphasis is neutralized in the Czech example:

5.15 *Když jsme přijeli do Londýna, neznali jsme nikoho.*

The English unmarked equivalent is:

5.16 *We didn't know anybody when we first came to London.*[58]

The English emphatic equivalents are:

5.17 *We knew nobody when we first came to London./We knew no one when we first came to London.*

Of course, in Czech, we could add the emphatic *vůbec nikoho,* but *at all* can be added both to emphatic *nothing,* and to unmarked *anything.*

There occurs another problem concerning negation with respect to comparison with Czech, which is expressing the negation referring to two or more alternatives. Carter[59] claims that: "Neither can be used on its own in replies to refer to two alternatives which have already been mentioned:

5.18   *A: Does that mean they're going to win or lose?*
        *B: **Neither.** We think they'll probably draw.*

The Czech equivalent of the answer above would be:

5.19 *B: Ani jedno z toho. Bude to asi nerozhodně.*

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[58] Carter, "Cambridge Grammar of English," 739.

[59] Carter, "Cambridge Grammar of English," 740.

Neither is also used as a determiner before singular countable nouns, it enables to make a negative statement about two things at the same time.[60]

5.20 *Neither parent should be held responsible for what happened.*

5.21 *Ani jeden rodič by neměl být volán k odpovědnosti za to, co se stalo.*

5.22 *Ani jeden z obou rodičů by neměl být volán k odpovědnosti za to, co se stalo.*

In Czech, *ani,* as a coordinative conjunction, connects two or even more sentential members of the same validity.

In English, the negative statement with *neither* is made about two things at the same time, the negative statement *neither of* is used with pronouns and plural countable nouns preceded by a determiner.[61]

5.23 *Neither of the two choices leaves us in any doubt.*

5.24 *Neither of the teachers were at the meeting*.

Cf. with the Czech equivalents:

5.25 *Ani jedna z těchto možností nevyvolává žádné pochyby.*

5.26 *Na schůzi nebyl ani jeden učitel.*

From the comparison with the Czech equivalents follows that the Czech rule, according to which Czech *ani* in the negative sentence connects two or even more sentential members of the same validity, has two alternatives in English, according to complementation.

→ *neither party* (determiner + singular countable noun)

Ani jeden

→ *neither of* (+ pronouns/ + determiner + plural countable nouns)

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[60] Ibid.

[61] Carter, "Cambridge Grammar of English," 741.

As stated above an invaluable resource for synchronistic analysis of Modern English is Vilem Mathesius´ work on a comparative basis, often with the Czech language. *A Functional analysis of present-day English on a general linguistic basis*[62] is an introduction to a scientific study of English, thus complementing the more practical works analysed in our bachelor thesis. Selecting this particular work for the theoretical analysis of negation should be explained in a greater detail. In the chapter on negation[63] English is systematically compared with Czech. Mathesius distinguishes negated words as naming units[64] comparing relative frequency of Czech and English prefixes.

Although lexical negation does not appear among the most frequent "mistakes" of Czech students of English and our thesis is not concerned with lexical issues, we stress the permanent comparative approach as a principle which is invaluable for our research. In sentence negation Mathesius focuses on the negative concord in Czech, a problem Mathesius had been dealing with before[65]. The comparison is not limited to Modern Czech but even Old Czech, Old English and Old and Middle German are considered[66], it is shown that the Czech negative concord when applied in Modern English and German is used as a means of emphasis. While in the literary language a second negative cancels the first, in speech two negatives reinforce each other.

It is typical of Mathesius that he tries to explain this issue from a psychological point of view: "One could say that popular speech applies the psychological point of view, whereas the literary language reflects the viewpoint of logic."[67]

"Although negation in English is expressed only once, it has two forms…We can say *I have not any money.* or *I have no money...*Negation of the complement of the verb (*I have no money*) is literary, bookish, whereas the other form is allegedly colloquial."[68]

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[62] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis."

[63] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 165, ff.

[64] In this description we use Mathesius´ terminology although it is often dated and not used elsewhere, cf. eg. naming unit x lexical unit

[65] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 189, Cf. Vachek´s note no. 115.

[66] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 167.

[67] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 167, ff.

[68] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 168.

"English, similarly to Czech, has litotes, i.e. an affirmation expressed by two negatives that cancel each other, *It is uncommon that…Not without some hesitation he said…*both these expressions denote a reserved statement."[69]

"Quantitative expressions, however, present complications…In the case of comparatives care should be taken to distinguish the meaning of *not* and *no*."[70]

5.27 *He did not pay more than £20.*

5.28 *He paid no more than £20.* (this statement stresses with satisfaction the fact that the sum was small, in Czech *"o nic víc méně než…"*).

The difference between:

5.29 *Not many of us wanted the war. = Few of us wanted the war.*

5.30 *Many of us did not want the war. = Many of us were opposed to the war.*[71]

"If an English sentence is negated by one of several complements of the verb, each of which may be negated, there is a tendency to negate the complement that comes first, cf.

5.31 *Nobody ever saw him smile.*

5.32 *Never did anybody see him smile.*

English tends to indicate the negation validity of the whole sentence as soon as possible."[72]

"If a complex sentence consists of a principal clause expressing the speaker's attitude to something and a subordinate clause denoting the content of what underlies this attitude, in English the negation is expressed in the principal clause, while in Czech in the subordinate:

5.33 *I don't think he'll come. – Myslím, že nepřijde.*

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[69] Ibid.

[70] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 169.

[71] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 169.

[72] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 170.

5.34 *I don't feel I deserve it. – Cítím, že si to nezasluhuji.*"[73]

There are some interesting observations concerning negation in Collins Cobuild English Usage from the University of Birmingham[74]. From the point of view of the Czech speaker it is important to distinguish between two different treatments of the negated auxiliary verb *to have*. When *have* is used as a main verb with ***not***, it is sometimes used without an auxiliary, but only in the contracted forms *hasn't, haven't and hadn't.*[75] The following examples illustrating the rule are complemented by our Czech equivalents.

5.35 *You haven't any choice. Nemáš na vybranou.*
5.36 *The sky hadn't cloud in it. Na obloze nebyl ani mráček.*

The Cobuild compares these two sentences to the more common use the forms *doesn't have, don't have* and *didn't have*.
Examples:

5.37 *This question doesn't have a proper answer. Na tuto otázku nelze odpovědět.*
5.38 *We don't have any direct control of the rents. Nad nájmy nemáme žádnou přímou kontrolu.*
5.39 *I didn't have a cheque book. Neměl jsem šekovou knížku.*[76]

Except the sentence *Na obloze nebyl ani mráček.,* all the Czech equivalents contain the negated verb *mít*. Nevertheless, for our comparative it is important that the different forms in English, with and without the auxiliary verb *to do,* are not reflected in the Czech equivalents. Of course, our analysis of these sentences could be more detailed, the adverbial subject of *the sky* is of interest compared to the Czech adverbial of place *na obloze* and the different word order in the sentence *We don't have any...* due to the FSP stressing the rheme *žádnou přímou kontrolu.*

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[73] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 170.

[74] *Collins Cobuild English Usage* (London: HarperCollins Publishers Ltd, 1992.)

[75] "Collins Cobuild English Usage," 439.

[76] All the Czech equivalents for the illustrative examples from "Collins Cobuild English Usage," have been provided by us.

Furthermore, another interesting observation made by Cobuild is the relative degree of politeness of a negative statement using *really* after **not.** (You can make a negative statement more polite or less strong by using *really* after **not.**) The examples provided are the following:

5.40 *Winning or losing is* **not really** *important. Opravdu není důležité, jestli vyhraješ nebo prohraješ.*

5.41 *It* **doesn't really** *matter. Na tom opravdu nezáleží.*
5.42 *I* **don't really** *want to be part of it.*[77] *Opravdu toho nechci být součástí.*

The Czech equivalents, we are not considering FSP here which obviously determines the different word order, show that in the use of the Czech equivalent *opravdu* for English *really*, does not necessarily have to correspond with the English function. In the second sentence the correspondence is ideal, the degree of politeness is increased in both the English and the Czech equivalents. An interesting observation occurs in the third sentence, where the degree of politeness is not increased but the negation is strengthened even if we use different word order. Therefore it is directly opposing the definition mentioned above. The reason for this might be that English *not really,* has very limited meaning and serves as the signal of politeness, whereas the Czech *opravdu* retains its full lexical meaning.

Now we will analyze a similar example of such intensification. When you make a negative statement using **not** and an adjective, you can make the statement less strong by putting *very* in front of the adjective.

5.43 *The fees are* **not very high**. *Poplatky nejsou moc velké.*
5.44 *I'm* **not very interested** *in the subject. Toto téma mě moc nezaujalo.*
5.45 *That's* **not a very good** *arrangement. Tohle není moc dobrá dohoda.*

In comparison with the examples above, here is the equivalence strong because the Czech *moc,* as well as the English *very,* are more lexically empty than the Czech *opravdu.*

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[77] "Collins Cobuild English Usage," 440

The Czech *moc* is close to an idiom as it is lexically empty and occurs in a number of collocations with high frequency (*nic moc, moc ne, moc málo...*).

A further use of the negative *not* offered by Cobuild is that you can make a positive statement by using *not* in front of an adjective that already has a negative meaning. For example, if you say that something is *not unreasonable* you mean that it is quite reasonable. The following examples are:

5.46 *Frost and snow are not uncommon during these months. Během těchto měsíců nejsou mráz a sníh neobvyklé.*

5.47 *It is not unlikely that they could change again. Není nepravděpodobné, že by se mohli znova změnit.*

It is clear that our Czech equivalents, though they are acceptable, are marked and probably belong to rather formal style. There is their relative unmarkedness in English, note that Collins does not consider them stylistically marked. This can result in the tendency of English to place the negation as close to the subject as possible. Cobuild introduces two more examples with a different word order both confirming this hypothesis, cf.

5.48 *It is not an unpleasant feeling. Není to nepříjemný pocit.*

5.49 *This is not an unreasonable interpretation. Toto vysvětlení není bezdůvodné.*

Cobuild suggests a use of ***not*** in contrast[78] as well, claiming that you can use ***not*** to link two words or expressions. You do this to point out that something is the case, and to contrast it with what is not the case. The offered examples are:

*The plaque confirmed that the paintings were a gift, **not** a bequest. Plaketa potvrdila, že plaketa byla dar, nikoliv odkaz.*

*The world can be only grasped by action, **not** by contemplation. Svět můžeme uchopit pouze činem, nikoliv myšlenkou.*

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[78] "Collins Cobuild English Usage," 440.

As well as in the above- mentioned case of the intensifier *really,* which serves more as a signal and has to be compensated in Czech by the fully lexical *opravdu,* in case of *not,* there is the Czech fully lexical *nikoliv*, which again points out the tendency to the relatively limited English flexion complemented by frequent idioms.

This finding is relevant for *not* used with sentence adverbs, like *not surprisingly, not unexpectedly* or *not unusually* making a negative comment on a statement, as exemplified by Cobuild.[79]

5.50 ***Not surprisingly****, the council rejected the suggestion. *Ne překvapivě, rada tento návrh odmítla.*

5.51 ***Not unexpectedly****, the revelation caused enormous interest. *Ne neočekávaně, to odhalení vyvolalo obrovský zájem.*

5.52 *But,* ***not unusually****, Jo surprised me. *Ale, ne neobvykle, mě Jo překvapila.*

A literally translation of the above-mentioned examples is not easily acceptable in Czech, which would expect a clause with a finite verb (e.g. *Nebylo překvapivé, že rada tento návrh odmítla.*).

6. Conclusion

Some contrastive studies of Czech and English define the most frequent differences within the grammatical categories of the verb (formulated as "mistakes" in the more practically focused works). Our aim is to objectify the differences by defining their common communicative functions, and use an approach with the help of which we can obtain their more complex and linguistically based explanation.

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[79] "Collins Cobuild English Usage," 441.

There are similar grammatical categories in Czech and in English. Methods of their mutual comparison may be based on their form, communicative functions, frequency and so on. Advantages and disadvantages of these methods are obvious, however the common "denominator" are their communicative functions.

The grammatical categories and the linguistic issues we analyze in this thesis are based on pragmatic point of view, which however results from the linguistic experience and erudition of the authors of the practically oriented lists of frequent "mistakes".

We collect some of the most frequent mistakes, analyze their communicative function and with the help of both Czech and English theoretical grammars of the English language we describe in detail their relevant grammatical categories which of course may not be the same in both languages.

While the practical lists of mistakes are gathered from Lenochová[80] and Sparling[81], the theoretical grammars include Dušková[82] and Mathesius[83] with their comparative approach to the verbal grammatical categories, as well as Cambridge Grammar of English and the more comprehensive Czech and English dictionaries.

The first category analyzed in our bachelor thesis is reflexives and mediopassive. Our contrastive analysis of the reflexive forms of verb and their English equivalents is based primarily on Dušková[84] followed by a critical analysis of the description of reflexives in Cambridge Grammar of English.

Mluvnice současné angličtiny na pozadí češtiny is suitable for the development of the "mistakes" based on frequency into a theoretical framework based on a comparative analysis of English and Czech. Dušková[85] stresses that her university textbook includes a rich illustrative material worked out from the viewpoint of the Czech language.

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[80] Lenochová, "Remediální cvičení z angličtiny."

[81] Sparling, "English or Czenglish."

[82] Dušková, "Mluvnice současné angličtiny na pozadí češtiny."

[83] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis."

[84] Dušková, "Mluvnice současné angličtiny na pozadí češtiny."

[85] Ibid.

The Czech particle *se/si* cannot be automatically translated by English reflexive pronouns (*myself, yourself, himself* etc.). If we use *oneself*, which is an approximate equivalent of Czech (*sám*) *sebe,* as a complementation of verbs, we usually emphasize the subject or the meaning of the subject for the given activity. The Czech verbs *cítit se, uvolnit se, soustředit se* are translated entirely without complementation by the reflexive pronoun *oneself* , i.e. *feel, relax, concentrate.* The Czech verbs connected with "physical culture," such as *umýt se, osprchovat se, oholit se, obléci se* usually have English counterparts without the reflexive pronoun *oneself*, cf. *shower, wash, shave, dress.* When we use *oneself* as a complementation of verbs of "physical culture," we emphasize the meaning of the subject for the activity concerned, cf. (about a child) *She dressed herself this morning. Dnes ráno se oblékla sama*. Also another group of the Czech reflexive verbs, as *schovat se, připravit se, vzdát se, rozveselit se, vzbudit se* can be translated into English without the reflexive pronoun (*hide, prepare, give up, wake up,cheer up*). Sometimes is the meaning of the reflexive pronoun ambiguous, e.g. *utopil se, zabil se* (by accident, not deliberately). We express unintentional events in English by non-reflexive verb (*drown, kill*) and we express intention by the verb complemented by the reflexive pronoun (*himself, herself* etc.).

With respect to the fact that the reflexives are not a grammatical category in English and the grammar textbooks take them into account as pronouns with a reflexive function, we examine the reflexivity in Cambridge Grammar of English[86].

Whereas according to it reflexive pronouns typically refer back to subject forms of personal pronouns, the Czech equivalents have three different forms. An analysis of the functions of the reflexive pronouns shows us more details. Cambridge Grammar of English[87] specifies four basic functions of the reflexive pronouns and another paragraph on the reciprocal pronouns: 1) Reflexive pronoun for the same subject and object, 2) Reflexive pronouns for emphasis, 3) Reflexive pronouns for politeness, 4) Reflexive pronouns meaning *alone.*

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[86] Carter, "Cambridge Grammar of English."

[87] Ibid.

We analyze the examples for each of the above specified functions and provide their Czech equivalents to compare their functions on the background of the Czech grammatical category of reflexivity.

The Cambridge Grammar of English[88] claims there are two basic functions of reflexives, the reference to the identical subject and object and the emphasis. But from our analysis follows that the prevalent function will be the emphasis. The emphatic function of the English reflexive pronouns is primary and the co-reference may be substantiated only in such cases where ambiguity could occur. Reflexive pronouns for politeness create the third group we examine.

In Czech, is the adjective of the attributes colloquial and it highlights either the person or in prepositional construction close approximation, therefore in our case we stress out the pronoun, which is again an emphatic variant. Whereas in English the reflexive pronoun *ourselves* is specified as the device of politeness, in Czech the adjective *samotný* can be hardly specified as the device to express politeness, in Czech this adjective indicates the uniqueness of the subject and unusual character of the situation, rather that politeness, in any case the division of this subject from the group denoted in the given context. From our point of view, Czech does not point out politeness. As this problem occurs consistently concerning the English reflexive pronoun we are forced to assume that the component of politeness is given by expressing closer relationship between the subject and the substantive in the prepositional phrase, therefore politeness follows from the explicit emphasis on the subject.

The subchapter on mediopassive in English and Czech is for Czech based on the contribution by Hudousková[89]. It is interesting for our thesis because it shows that the mediopassive is used in English to higher extent in comparison with Czech. It is probably caused by the stable grammatical category of the reflexives and variability of their functions in comparison with the English reflexive pronoun. Further, it is repeatedly mentioned by Dušková[90], when she claims that relatively simple English inflection generates the need to apply other syntactic devices.

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[88] Ibid.

[89] Hudousková, "Reflexivní forma slovesná a mediopasivum."

[90] Dušková, "Mluvnice současné angličtiny na pozadí češtiny."

The category of aspect is another major learning problem when we look for English equivalents. Perfective and imperfective aspect is a complex verbal category, which is not grammaticalized in English. Czech verbal aspect can be also interpreted as a lexical phenomenon. Mathesius[91] and Dušková[92] have proved especially valuable for this analysis. Mathesius's classification of these groups is relatively brief. Mathesius[93] distinguishes the following aspectual differences: a) The continuative aspect *(nesu, táhnu [I am carrying, I am pulling],* b) The ingressive aspect, stressing the beginning of the question *(Hoch se rozplakal. [The boy began to cry.],* c) The terminative aspect, the final phase *(Vojsko přitáhlo do města. [The army marched into the town]).* According to Dušková[94], in contrast with Czech, English simple verbal form is neutral concerning aspect, i.e. its complex or cursive interpretation is based upon:

- semantics of the verb
- complementation of the verb
- other sentential and situational context

Our thesis offers additional examples illustrating and verifying the English equivalent.

Negation is another learning issue. Also Cambridge Grammar of English[95] points out the position of negation, specifically concerning mental process verbs (e.g. *believe, think*), when it is more usual for the negation to be placed on these vers rather than on the complement clause. In Czech, the sentence "*Nemyslím si, že večeře je už hotová.*" is acceptable but probably not very frequent in spoken language, in comparison with "*Myslím si, že večeře ještě není hotová.*" There occurs a solution, which has relation both to the tendency of English to compulsorily express the subject, especially personal, and to the tendency of Czech to shift the rheme of an utterance to final position. Other potential explanation is connected with the meaning of English *think* and Czech *myslet,* it is possible that English *think/I don't think* expresses polarity of the attitude of the speaker with respect to the rest of the utterance. Czech

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[91] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis."

[92] Dušková, "Mluvnice současné angličtiny na pozadí češtiny."

[93] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis."

[94] Dušková, "Mluvnice současné angličtiny na pozadí češtiny."

[95] Carter, "Cambridge Grammar of English."

utterance *myslím, že* behaves in a similar way, nevertheless the Czech utterance *nemyslím si, že* contains, in comparison with English, semantic components which restrict its meaning and it is not appropriate to use this more specific restricted meaning to express solely positive or negative polarity.

From our analysis follows that in this specific difference between English and Czech concerning expression of negation, Czech has a tendency to shift the component with high functional load, i.e. *not* to rheme, or there is a different meaning of the negated verbs expressing mental process.

In sentence negation Mathesius[96] focuses on the negative concord in Czech. The comparison is not limited to Modern Czech but even Old Czech, Old English and Old and Middle German are considered, it is shown that the Czech negative concord when applied in Modern English and German is used as a means of emphasis. While in the literary language a second negative cancels the first, in speech two negatives reinforce each other. It is typical of Mathesius[97] that he tries to explain this issue from a psychological point of view: "One could say that popular speech applies the psychological point of view, whereas the literary language reflects the viewpoint of logic."[98]

There are some interesting observations concerning negation in Collins Cobuild English Usage from the University of Birmingham[99]. From the point of view of the Czech speaker it is important to distinguish between two different treatments of the negated auxiliary verb *to have*. When *have* is used as a main verb with *not*, it is sometimes used without an auxiliary, but only in the contracted forms *hasn't, haven't and hadn't.* The following examples illustrating the rule are complemented by our Czech equivalents. *You haven't any choice. Nemáš na vybranou. The sky hadn't cloud in it. Na obloze nebyl ani mráček.* The Cobuild[100] compares these two sentences to the more common use the forms *doesn't have, don't have* and *didn't have.* Except the sentence *Na obloze nebyl ani mráček.,* all the Czech

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[96] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis."

[97] Ibid.

[98] Mathesius, "A Functional Analysis of Present Day English and General Linguistic Basis," 167.

[99] "Collins Cobuild English Usage."

[100] Ibid.

equivalents contain the negated verb *mít*. Nevertheless, for our comparative it is important that the different forms in English, with and without the auxiliary verb *to do,* are not reflected in the Czech equivalents. Furthermore, another interesting observation made by Cobuild[101] is the relative degree of politeness of a negative statement using *really* after *not.* (You can make a negative statement more polite or less strong by using *really* after *not.*) The Czech equivalents, we are not considering FSP here which obviously determines the different word order, show that in the use of the Czech equivalent *opravdu* for English *really*, does not necessarily have to correspond with the English function. An interesting observation occurs in one of the sentences where the degree of politeness is not increased but the negation is strengthened even if we use different word order. Therefore it is directly opposing the definition mentioned above. The reason for this might be that English *not really,* has very limited meaning and serves as the signal of politeness, whereas the Czech *opravdu* retains its full lexical meaning.

The aim of our bachelor thesis is to objectify the difference between the Czech and English grammatical categories of the verb focused on aspect, reflexives, mediopassive and negation. Our analysis has shown has shown the enormous complexity of these language phenomena, of which only a small part could be dealt with here.

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[101] Ibid.

7. Summary

Na základě analýz frekvence nejčastějších chyb naše bakalářská diplomová práce porovnává gramatickou kategorii vidu, negaci, mediopasivum a reflexivnost v češtině a angličtině. Příklady z praxe zasazuje do širšího teoretického rámce, který je odvozen ze stávajících kontrastivních gramatik. Metodologicky využívá společných komunikativních funkcí rozdílných forem, které navíc spadají do různých gramatických kategorií, a dokonce v některých případech, jako například u reflexivity nebo vidu, nemají odpovídající gramatickou kategorii. Zkoumáme ekvivalenty sdílející stejnou komunikativní funkci, což nám umožňuje naši komparativní analýzu objektivizovat. V některých případech, jako například u reflexiva, které je v češtině výrazně rozvinutější, nám srovnávací analýza umožňuje detailněji popsat funkce anglických reflexivních zájmen, než jak to například dělají některé anglické gramatiky. Z naší práce vyplývá, že jde o velké a složité problémy, kterých se nám podařilo analyzovat v naší bakalářské práci jen malou část.

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