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Bakalářská práce

A lexico-semantic analysis of phrasal verbs  
in English and their Czech equivalents

Lexiko-sémantická analýza frázových sloves  
v angličtině a jejich české ekvivalenty

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Alžběta Hálová

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## ANOTACE

Tato bakalářská práce se zabývá frázovými slovesy v angličtině a jejich českými ekvivalenty. V teoretické části jsou nejprve popsány slovtvorné procesy v anglickém a českém jazyce. Větší pozornost je věnována prefixaci, zejména té slovesné. Následně jsou podrobně popsána frázová slovesa v angličtině, a jak je různá literatura vnímá.

V praktické části je proveden korpusový výzkum nejvíce se vyskytujících frázových sloves, následně dochází k analýze zjištěných dat. Ke každému frázovému slovesu je poté udán odpovídající český ekvivalent. Na závěr praktické práce je zhodnoceno, do jaké míry spolu výrazy korespondují.

Na závěr celé práce je navrhnout nový přístup k frázovým slovesům jak pro studijní účely, tak pro účely jejich vyučování.

## ABSTRACT

This Bachelor thesis deals with phrasal verbs and their Czech equivalents. The theoretical part focuses on the basic word-formation processes in English and Czech language with more attention on the process of verbal affixation. Phrasal verbs are then described in detail and how the literature approaches this phenomenon.

In the practical part, corpus-based research of the most frequent phrasal verbs is practised. Then the analysis of the data follows. Czech equivalents are assigned for each of the findings and is evaluated how the results correspond with each other.

In the final part of the thesis, a new approach to phrasal verbs is proposed as a new possible method of dealing with these units or even as a new teaching method.

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## **Introduction**

Phrasal verbs undoubtedly represent an important part of English vocabulary and their frequency is increasing since the beginning of 20<sup>th</sup> century. For a non-native speaker, phrasal verbs are often a problematic area, possibly the most difficult part of English vocabulary. Many linguists approach these phraseological units in such ways that can confuse a non-speaker and a learner of English.

This thesis aims to analyse the lexico-semantic properties of phrasal verbs in English and their possible Czech equivalents.

The result of this thesis would be a new approach to these phraseological units with regard to their meaning.

This Bachelor thesis is divided into two parts. The theoretical part firstly deals with word-formation processes in English and Czech language and with their potential analogy, the process of derivation is for the purpose of this thesis described in more detail. Then the attention is paid specifically to English phraseology and phraseological units, mainly to phrasal verbs. Czech derivation is then suggested as a corresponding element which produces lexical items of similar nature.

In the practical part, corpus linguistics is briefly introduced as a highly productive method of research. Particular corpus selected for this analysis is then described more closely including its basic functions. Then the specific form of the query is stated including the commentary on the expected results. This analysis examines fifty findings – phrasal verbs which are not expanded and occur in the spoken language of a native speaker of British English. After receiving the data, number of occurrences and frequencies are assigned to each phrasal verb and most importantly, Czech equivalent is given to each phrasal verb. It is reviewed, whether the Czech equivalent corresponds with the original phrasal verb.

The purpose of this thesis is to evaluate already existing approach to phrasal verbs in dictionaries of phrasal verbs and give a new perspective on these phraseological units.

## **Theoretical part**

### **1. Verb and its brief history**

The term comes from a Latin or Old French meaning “word”. This part of speech combines with a subject to make a sentence by bringing an action to it. Its etymology goes to the 12<sup>th</sup> century to Latin and to the 14<sup>th</sup> century to Old French, when it referred to “word of God”.

### **2. Word-formation processes in English language**

As Bauer points out (1983: 33), morphology is divided into two main branches – inflectional morphology and word-formation. Inflectional morphology is concerned with the structures of lexemes, word-formation focuses on the formation of new lexemes.

English has two types of word-formation processes – major and minor. They are three major processes – derivation, also called affixation, conversion and compounding. The most common minor processes are back-formation, clipping, blending and acronyms.

#### **2.1. Conversion**

Conversion, often called zero-derivation, Bauer (1983: 32) views as a change of word class of a particular word without modifying its form. This process is considered (1983: 226) as a highly effective way of creating new words in English, as it can form words of nearly any part of speech, especially the open form class.

- Adjectives-nouns conversion – *chemical, poor*
- Noun-verb conversion – *to bottle, to find, to email*
- Verb-noun conversion – *fear, sleep, laugh*
- Adjective-verb conversion – *to green*
- Preposition-noun conversion – *ups and downs*

## 2.2. Compounding

Compounding is defined as joining at least two words in order to create one longer item. Bauer (1983: 202) believes that compounds are mainly represented by nouns. Bauer (1983: 30) classifies compounds either as endocentric or exocentric. In the first case, the word behaves as a hyponym of the grammatical head. Exocentric compound, on the other hand, is not subordinated to the grammatical head. He (1983: 202) also lists some most frequent subgroupings of compounds:

- Noun + noun – the most common one, they are in most cases endocentric; *skinhead*
- Verb + noun – they are all exocentric; *cut-throat, pickpocket*
- Noun + verb – *nosebleed, sunshine*
- Verb + verb – very rare; *make-believe*
- Adjective + noun – *deep structure*

## 2.3. Derivation

Lyons (1977: 522) view this morphological process as a creation of a new lexeme by adding an affix. The term “affixation” therefore also corresponds with this definition.

Affix is defined as a morpheme that is added to a word stem. Bauer (1983:18) defines prefix and suffix as the two types of affix.

A prefix is attached before a base (*dis-agree, re-turn, pre-fix, sub-marine*). The process is called prefixation. Bauer (1983: 216) classifies prefixes as class-changing and class-maintaining. Class-changing prefixes change the part of the speech of the word (*be-witch, a-sleep, en-slave*). Class-maintaining prefixes change only the semantic meaning of the item (*king-dom, green-ish, friend-ship*).

Bauer (1983: 220) furthermore claims that suffixation is a process when a suffix is attached after a base. He gives some examples of suffixation:

- Suffixes forming nouns from nouns – *girl-dom, astronautess...*
- Nouns from verbs – the most frequent type of derivation; *categorization, lexicalization, formation, fracturation, arrival, killer, management...*
- Nouns from adjectives – *excellence, dependence, elegance, certainness* (-ness – the most used suffix in English), *freedom, falsehood, warmth...*



- Adjectives from nouns – *environmental, intellectual...*
- Adjectives from verbs – *unbelievable,...*
- Adjectives from adjectives – *greenish, goodly...*
- Verbs from nouns – *metrify, fishfy, stucturize...*
- Verbs from adjectives - *shorten, widen, whiten...*

There is not a type “verb from verb” suffixation, however it can be seen in other languages, for example in French, as in *tousser* - to cough and *toussoter* - to cough slightly.

### **2.3.1. Verb affixation in English**

A prefix is attached to a verb root to form a new verb with a changed meaning, e.g. do – outdo. Suffixes, moreover, change even the word class. They are attached to a noun or an adjective base, e.g. simple – simplify, assassin – assassinate.

## **3. Word-formation processes in Czech language**

Based on the thesis dealing with word-formation process in Czech and English written by Věra Levová (2012: 13), Czech language share with English these word-formation processes: derivation, compounding, clipping, acronyms, back-formation and some other minor processes. However, in this thesis the focus will be only on the major process affixation.

### **3.1. Derivation**

It represents the main word-formation process in Czech. In her thesis, Levová (2012: 14) expressed the difficulty of derivation in this Slavic language. She observed that there are several kinds of Czech derivation, including affixation.

For purposes of this thesis, the attention will be furthermore paid on verb affixation, which is considered the most basic procedure in Czech language.

### 3.1.1. Verb affixation in Czech

Verbs are created mainly through the process of derivation. Jan Petr et al. (1986: 387) point out that a Czech verb can be derived from:

- a) concrete and abstract nouns
- b) adjectives
- c) adverbs
- d) verbs
- e) pronouns
- f) interjections
- g) other words regarding to context

#### A. Prefixation

Based on Jan Petr et al. (1986: 387), prefixation is the basic, highly productive and effective way of creating a verb. As a result, lexical meaning of the root changes, however its grammatical properties remain usually unchanged. For more systematic approach, these meanings can be divided into groups regarding to the function of each prefix:

- Meaning of place
- Meaning of time
- Modification of grammatical mood

Jan Petr et al. (1986: 398) state these types of verbal prefixation:

- a) deverbial – a prefix is attached rather to verbs with imperfective aspect (these verbs express an action that is in progress and therefore has not yet ended) then to those with perfective aspect.
- b) from nouns - there can be found four groups to express the meaning of the prefix:
  - 1) to make something in some way- (*ožebračit*)
  - 2) to become someone (*sbratřit se*)
  - 3) to become in some way (*zalesnit*)
  - 4) to place something somewhere (*uskladnit*)

- typical prefixes: na-, o-, od-, po-, pod-, pro-, roz-, u-, z-, vy-, za-

c) adjectives – adjectival prefixes can be divided into two semantic groups:

1) to make someone in some way (*onemocnět*)

2) to become someone (*pohoršit*)

- typical prefixes: o-, po-, roz-, u-, vy-, vz-, z-, za-

#### *Classification of prefixes – semantic view*

1) Lexical prefixes – semantically complete – from the point of semantics, the change of the base verb is so significant, that a new unit is created

2) Grammatical prefixes – semantically empty – change only in the grammatical aspect

#### *Doubling of a consonant of prefix*

It is present in the verbs that starts with the same consonant as the last one in the prefix (*roz + zlobit, nej + jednodušší*)

-typical prefixes: na-, po-, při-, vy-, z-, roz-, bez-

## **B. Suffixation**

Jan Petr et al. (1986: 407) claims that as the verbal suffixes relate to the verb to its conjugational paradigm, they should rather be called stem-forming suffixes. These suffixes have therefore rather stem-forming function than word-forming function. There are these types of verbal suffixation:

a) noun suffixation – It also causes grammatical feature of base verb. A morphological alternation of the word's ending occurs while the suffix attaches the root of the base verb. It is characterised by a change in these sounds of speech. As Krčmová (2017) describes, a sound of speech is an elementary segment of the realization of sound in speech. In phonology, a term “phoneme” is often used. Speech sound is divided into two basic groups – vowels, where we can class monophthongs, diphthongs, triphthongs, and consonants, which refer to the rest of the letter of the alphabet. Based on the division of the speech sounds according to

Krčmová, Jan Petr and COLL (1986: 407) and also Štícha and COLL (2018: 962), there are several types of alternation:

- i. Shortening of the long vowel in the base's prefix (*práce – pracovat, rybář – rybařit, zedník – zedničit, chytrák - chytračit*)
  - ii. Complete change of a vowel in the base's prefix (*sluha – sloužit, sníh – sněžit, kruh – kroužit, přítel – přátelit se*)
  - iii. Softening (palatalization) of the consonant in the end of the base word (*sluha – sloužit, dluh – dlužit, lenoch – lenošit, bratr - bratřit*)
- b) adjectival suffixation – Jan Petr et al. (1986: 413) point out that here as well a morphological alternation occurs, more specifically the prefix of the base word vanishes as in *sladký – sládnout*. Sometimes also the vowel in the root of the base changes. Either it lengthens (*starý – stárnout*), shortens (*řídký – řídnout*) or vanishes completely (*suchý – schnout*)
- c) adverbial suffixation – Jan Petr et al. (1986: 415) – claim that this type of suffixation occurs rarely
- d) deverbal suffixation – Jan Petr et al. (1986: 416) – reports that there is either lexical modification of the base verb or lexical-grammatical modification. As a result of the lexical modification is the creation of diminutive verbs (*třepetat se*), lexical-grammatical modification causes change in grammatical aspect and mood.
- e) suffixation from pronouns – Jan Petr et al. (1986: 421) believe that this type of suffixation is unproductive and occurs only in the case of personal pronouns as for example the verbs *tykat, vykat*.
- f) interjectional suffixation – Verbs created from interjectional suffixation are often emotive (*tlachat, řehtat se*).

| word class   |             |          |            |           |               |
|--------------|-------------|----------|------------|-----------|---------------|
| nouns        | adjectives  | pronouns | verbs      | adverbs   | interjections |
| vy-skl-ít    | bohat-nout  | ty-kat   | vařit      | opět-ovat | běd-ovat      |
| veslo-vat    | divoč-et    | vy-kat   | u-vařit    | opozd-it  | cink-at       |
| barv-it      | bíl-it      |          | po-vařit   | opak-ovat | krá-kat       |
| slou-žit     | slad-it     |          | do-vařit   |           | mňou-kat      |
| soud-it      | vesel-it se |          | za-vařit   |           | me-čet        |
| vlád-nout    | tloust-nout |          | na-vařit   |           |               |
| zahrad-ničit | slab-nout   |          | s-vařit    |           |               |
| za-les-nit   | pln-it      |          | kup-ovat   |           |               |
| vy-skl-ít    | červiv-ět   |          | doděl-ávat |           |               |
| kral-ovat    | mládn-out   |          | hvízd-nout |           |               |
| pytl-ačit    | ze-sil-ovat |          |            |           |               |

### C. Reflexivization

Jan Petr et al. (1986: 424) views it as a syntactic process of derivation, when free morphemes are added to an existing verb. The morphemes are *se-*, *si-*, which usually function as reflexive pronouns. However, while used in this process, they lose this characteristic feature.

- Verbs with morpheme *se-*: *otočit se*,
- Verbs with morpheme *si*: *rozumět si*, *dopisovat si*

### D. Compound verbs

Verbs can also be formed by joining a verb and adverb together. Two separate words from different word classes connect and create one word – verb.

Examples: *pracovat (verb) + spolu (adverb) -> spolupracovat (verb)*

## 4. Phraseology

This lexico-linguistic discipline studies set or fixed expressions consisting of multiple units. An example are idioms or phrasal verbs.

In the last twenty years, the emphasis on this area of linguistics has increased. Each linguist's point of view on phraseological units differs in a way, but the crucial idea is basically the same. For **Howarth** (1998: 25) and **Hunston** (2002) the essential lies in the nature, number, lexical and syntactic flexibility and the distance of the elements. Important is also the frequency of occurrence and semantic unity.

**Langacker** (1987: 57) considers phraseological unit as a *symbolic* unit, it is characterised as a construction that a speaker has mastered completely and is therefore able to use it automatically in everyday conversation without concentrating on the creation of this phrase. This definition share even other linguists (e. g. **Bybee**: 1985).

Corpus linguistics has increased its importance and nowadays it is a method used most frequently while dealing with the study of phraseology.

**Sinclair** (1991: 16) describes collocation, which is a sub-type of phraseme, as a process, when two or more words are found inside a set distance of each other more often than they usually do.

**Hunston** (2011: 5) views phraseology as a very common expression applied to describe the trend of words, and groups of words, to occur more often in some situations than in others.

**Cowie** (1994: 3168): “Phraseology is the study of the structure, meaning and use of word combinations.”

Phraseology is significantly linked with semantics. It is non-compositional, which is by some linguists seen as the defining criterion of phraseological units, other see it as a secondary feature. **Meřćuk** (1998: 24), for example, sees it as defining criterion.

Semantically, the basics is one of the qualities of phraseological units which is called idiomaticity. It states the degree of motivation – to which extent the meaning of the whole unit relates with the meanings of the individual components of the phraseological unit.

However, what all linguists agreed on was **Cowie’s** (1983: 14) statement, that there is no clear dividing-line between idiomatic and non-idiomatic units. For example the phrasal verb *come out* can neutrally express the action of leaving a certain place. As a highly motivated unit it is often used in statements about a person’s sexual orientation.

#### **4.1. Multi-word lexical verbs**

**Biber and Leech** (1999: 403) claim that four main types of multi-word combinations exist that contain relatively idiomatic units and function like single verbs:

- phrasal verb: verb + adverbial particle - *go out, go back, come back,*
- prepositional verb: verb + preposition - *go up, come down, get in,*

- phrasal-preposition verb: verb + particle + preposition - *get away with, come up against, get on with*
- other multi-word verb constructions: verb + noun phrase (+preposition), verb + prepositional phrase, verb + verb

## 4.2. Phrasal verb

**McCarthy and O'Dell** (2004: 4) argue that for creation of a phrasal verb, we need a main verb and a particle. A combination of the verb and the particle results in a phraseological unit with a single meaning.

Phrasal verbs are by many linguists seen as the most characteristic feature of the English language. The beginnings of this phenomenon can be seen in the earliest 18<sup>th</sup> century. **Michael Mattaire** published his *English Grammar* in 1712, where he among other things focused on the verb-particle structure. In that time, the basic syntactic peculiarities of the verb-participle construction firstly appeared. Another example is **Samuel Johnson** and his *A Dictionary of the English Language* from 1755. Gradually, the term phrasal verb has developed.

In the beginning of the 20<sup>th</sup> century, they became a great topic. **Logan Smith** was the first one who has mentioned the term “phrasal verb” in his *Words and Idioms* (1925). He saw this expression as one of the biggest peculiarities of English Language.

**Cowie** (1998: 78) defines phrasal lexemes as fixed and semi-fixed complex elements which are treated by dictionaries as “phrases” or “idioms”. Multi-word expressions can further be classified into idioms, similes, proverbs, formulae, sayings, metaphors and collocations.

**Vodička (2002: 9)** prefers the division of phrasal verbs with regard to their particle, in most cases a preposition or adverb or both. These idiomatic connections join together and often lead to expressions that cannot be guessed from the semantic meanings of the individual words that make up this phrase. Many phrasal verbs, of course, correspond with their components' definition.

**Vodička (2002: 11):**

- Verb + preposition – these type of phrasal verb goes with the subject – it is followed by the preposition (in some cases the noun stands in the very end of the sentence)
- Verb + adverb – goes with the subject or without it
- Verb + adverb + preposition – the preposition stands right before the subject

In his dictionary, **Vodička** (2002) arranges phrasal verbs in alphabetic order according to the first word of the phrase - the verb. Therefore, all particles that are possible to use with e.g. the verb “see” are introduced to the reader. Sinclair uses the same method in Collins Cobuild Dictionary of Phrasal Verbs (1989).

**Vince** (2008: 168-172) reports that English language uses these word structures in everyday conversation more than in formal language. He adds that usually it is impossible to guess the meaning of the phrase from the combination of words. He divides the two-part verbs as:

- unsplittable – verb + preposition – the object cannot be put between the verb and preposition. The meaning is sometimes recognisable - *come across, get at, stand for, get over, look into, look after, take after, run into, head for, join in, run through.*
- splittable – verb + adverb particle – the object can be put between the verb and particle, or after the particle. If the object consists of multiple words it can be placed after the particle. If a pronoun works as the object (me, it, him), it can be placed between the verb and the particle, the meaning can be sometimes guessed - *carry out, give in, fill in, leave out/miss out, sort out, work out, turn off, put off, drop off, told us off, let down, pick up, bring up, give up, look up.*
- no object – verb + adverb particle - these verbs do not have an object – they are intransitive - *build up, break down, speak out, go on, wear off, show off, turn up, turn out.*

He divides three-part verbs similarly:

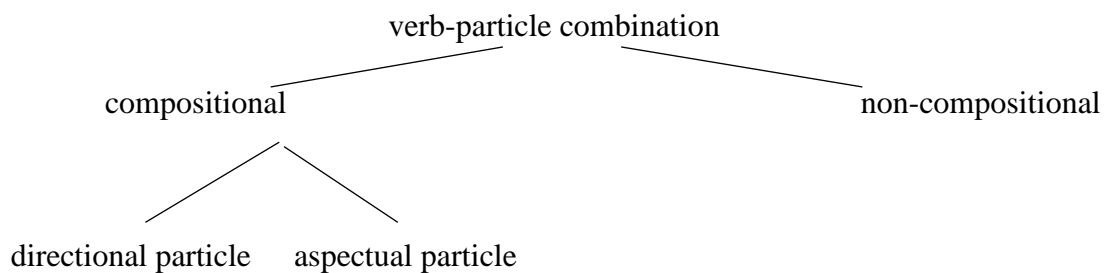
- unsplittable - verb + adverb particle + preposition - the object always stands after the preposition - *come up with, get round, come up against, get away with, go down with, put up with, do away with, look forward to.*



- unspittable - verb + adverb particle + preposition + object or verb + particle (no object) - *run out of, run out, catch up with, catch up, get on with/along with, get along, keep up with, keep up*

**Thim** (2012: 11) points out that semantic characteristics of phrasal verbs is highly questionable – from purely compositional (intentional arrangements) to idiomatic.

The scheme below created by **König** (1973: 98) represents that there are three semantic types of phrasal verbs - literal, aspectual and non-compositional.



**Greenbaum** (2000: 11) views multi-word verbs as combinations of verbs along with other words from different word classes. Together they form an idiomatic unit, when the meaning within the phrase cannot be predicted from the definition of each part of the expression individually. In free combinations, the sense of the verbs and the particles can both be guessed.

A phrasal verb is according to **Huddleston** (1988: 345) the combining of two or three words, when each item of the phrase belongs to different grammatical category — a verb and a particle, an adverb or a preposition. Together they form a single semantic unit.

**Huddleston and Pullum** (2002: 273) point out that these semantic units cannot be dealt according to their individual parts but must be taken as a whole piece. They are therefore non-compositional units.

As **Declerck** (1991: 45) mentions, that three main types of phrasal verb constructions can occur. It depends on whether the particle that combines with the verb is a preposition, particle or both.

**Collins** (1995: 162) as well classifies phrasal verbs into groups according to which element the verb combines with:

- Verb + preposition (prepositional verbs) – a preposition is the element (the head of phrase)
- Verb + particle (particle verbs) – the head of the phrase is a participle
- Verb + particle + preposition (particle-prepositional verbs) – the participle is often followed by a preposition

According to **McCarthy and O'Dell** (2004: 6), phrasal verb consists of a verb and a particle.

Particle is a small word – either a preposition or adverb. They list some of the most common phrasal verb particles: *about, (a)round, at, away, back, down, for, in, into, off, on, out, over, through, to and up*.

**McCarthy and O'Dell** (2004: 10) also points out that particles have either a clear basic meaning in the phrase - *invite out, in, over, round, up, along, back*, or they can also be interpreted with various meanings. The particle is situated either before or after the object of the verb, sometimes both alternatives are possible.

It is important to understand the meaning of the whole unit, because each part of the unit separately means something different: *look* - use your eyes, *up* - opposite of down, *look up* - search the information.

**McCarthy and O'Dell** (2004: 14) claim that phrasal verbs are typical of spoken and written informal English – letters to friends, articles, journalism. They can have multiple meanings, no direct connection is present between them, even though, sometimes a semantic similarity can be found while dealing with literal and metaphorical meanings: *blow up a balloon* x *blow up a building* – to explode x *someone blows up* – to become angry.

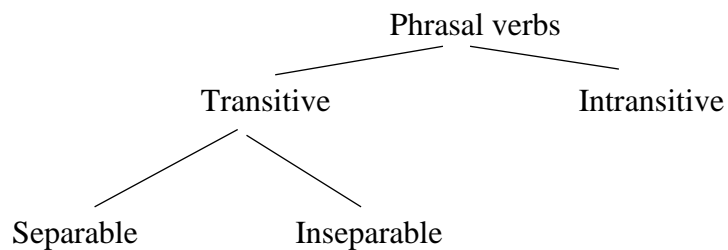
**McCarthy and O'Dell** (2004: 8) also point out that a single verb can be used as an equivalent to the whole phrasal verb. The meaning stays more or less the same. These synonyms are used in more formal situations (put off – postpone, take off – remove, turn up – arrive). They also add (2004: 12) that a noun can be created from a phrasal verb: *rip off* - *a rip-off*; *drop out* – *a dropout*; *break in* – *break-in*.

Many linguists share the same view in the case of classification. They particularize these multiple-word expressions as phrasal (particle) verbs, prepositional verbs or combination of both. However, in context these units are for their ambiguity hardly ever classifiable and do not function strictly as the literature states.

#### 4.2.2. Transitivity and stress placement

McCarthy and O'Dell (2004: 6) also report that it matters to be familiar with the grammar pattern of phrasal verbs - if the verb takes an object or stands without it: *eat out* – no object, *bring back* – the verb must have a non-human object, *ask out* – human object needed).

As mentioned earlier, a phrasal verb consists of multiple elements. One of it carries stress, either the verb or the particle. Which one is stressed depends on two factors – separability and valency.



Transitive phrasal verb requires an object to function. Intransitive verb, on the contrary, stands alone without an object. If we can insert an object between the verb and the particle, the phrasal verb is called separable. In the opposite case, when it cannot be separate, it is inseparable. Intransitive phrasal verbs are therefore always inseparable. Some phrasal verbs are both intransitive and transitive.

Hart (2017: 162) made a point that transitivity of a phrasal verb has an effect on stress placement:

- a) Stress on the particle:

Particle carries the stress, when the phrasal verb is separable and transitive.

*If you don't make up your mind right away, we're leaving without you.*

X

*If you don't make your mind up right away, we're going without you.*

Particle also carries the stress, when the verb is intransitive.

*The house is falling apart.*

The particle of the three-word phrasal verb also carries the stress regardless of whether the verb is inseparable or separable.

b) Stress on the verb:

The verb is stressed, when the verb is inseparable and transitive.

*I'll look after him.*

### 4.2.3. English equivalents according to the geographical area

Even though phrasal verbs are used in everyday conversation throughout English-speaking countries, their usage varies according to the geographical areas the speaker comes from – The British Isles, The United States or Australia. For this reason, an equivalent can be often heard as the phrasal verb's variation. Examples of equivalents according to **McCarthy and O'Dell** (2004: 142):

| <b>AmE</b>  | <b>BrE</b>         |
|-------------|--------------------|
| bawl out    | tell off           |
| call around | phone/ring round   |
| figure out  | suss out, work out |
| goof off    | mess about/around  |
| wash up     | freshen up         |

*Table 1: American and British equivalents*

| <b>AuE</b>    | <b>BrE</b>          |
|---------------|---------------------|
| barrack for   | cheer for           |
| belt into     | throw yourself into |
| get into      | lay into            |
| shoot through | do a runner         |

*Table 2: Australian and British equivalents*

Many phrasal verbs come into existence every year. **McCarthy and O'Dell** (2004: 142) claim: "Some are invented because of social change and the need to develop words to describe new phenomena. These new phrasal verbs are particularly

common in informal language and are frequently used by the media and young people so as to sound up-to-date and lively.“

#### **4.2.4. Phrasal verbs in other languages**

Based on the article from September 2005 that appeared in MED Magazine, English has phrasal verbs derived from Latin and Germanic languages. It is often mistakenly claimed that phrasal verbs are phenomena that are only dealt with in English language. However, even though being very characteristic of English, other languages have also the tendency to compose verbs with similar appearance, even though they are not often known by the term “phrasal verb”. Phrasal verbs are represented in many languages by compound verbs.

##### **I.Scandinavian languages**

Languages like Swedish, Danish and Norwegian use very alike “verb + particle” principle as in English (*ga upp – go + up – get up*).

##### **II.German language**

It calls them “separable and inseparable prefix verbs” – either they can or they cannot be separated from their verb (*anstehen; bestehen*).

The structure always has “particle + verb” form. The particles precede the verbal stem in the infinitive. The particle is post verbal in a declarative sentence and in imperatives.

##### **III.Romance languages**

Spanish, Portuguese, French, Italian, Romanian and also Latin create a phrasal verb with a single word form in the particle + verb order.

French phrasal verb *mettre bas* means *to give birth*. *Mettre* on its own means *to put*, *bas* translates as *bottom* or *low*

##### **IV.Slavonic languages**

In this group belongs languages from Central and Eastern Europe, central Asia and Russia as Poland, Ukraine, Czechia, Slovakia, Russia, Croatia and others. Their appearance is always in “particle + verb” order and written as a single word

*(dochodzic – to + come – arrive).*

Phrasal verbs that appear in other Indo-European language family are characterised with similar mechanism, even though they are not always called “phrasal verbs”. They also consist of a verb and a particles – prepositions or adverbs. The meanings of the combinations are also different from those without the participle.

## **Practical part**

As many linguists point out, the majority of phrasal verbs tend to be colloquial or even informal. This expression appears in everyday communication with friends. It is viewed as casual and occur in spontaneous dialogues.

For this analysis I have chosen to work with a corpus. Corpus linguistics is compared to other research techniques more complex and comprehensive method of analysis. Currently, it is used as one of the main methods in linguistics. Considering that phrasal verbs occur more in the spoken conversation, I will be using the Spoken BNC2014.

### **5. British National Corpus**

British National Corpus (BNC) was created by a team of three publishers, the University of Oxford and Lancaster University, as well as the British Library. It includes expressions from British English of the late twentieth century. It contains **11 422 617** words used in written and spoken English conversations. The first edition of BNC was created in 1994, other editions were released in 2001 and 2007.

The aim of the practical part of my thesis is to list fifty phrasal verbs that are most frequent in the spoken conversation of native speakers of English according to corpus data. The findings are then examined semantically and lexically. Firstly, a Czech semantic equivalent is assigned to each of the findings, if possible. It is then reviewed, whether and to which extent, the equivalent corresponds with the original phrasal verb.

#### **5.1. Spoken BNC2014**

Spoken BNC2014 was developed in the years 2014-2018. Currently, it contains more than 11 million words of spoken discussions of British English.

This spoken corpus has two types of query available – Standard and Restricted. Restricted query shows differences in the frequency, also contains data about the speaker. Standard query looks for nodes - items in the co-text. In the Standard query, it is possible to work with several modes to create a query, CQP syntax and simple query.

CQP syntax is considered a more powerful and formal query language and is also used in other corpus software. As any programming language, CQP syntax follows some grammatical rules. To create a code, CQPSyntax uses certain expressions that are possible to write in the CQPweb's search box. For running a simple query, such as a word "love", a simple word form is enough for this operation. However, when it for example searches for all items containing a prefix *un-*, what is needed is a metacharacter, a symbol with special meaning and function. These symbols are punctuation marks as ? \* + , : @ \_ - and others. Brackets also occur to separate each argument to tell them apart more easily.

When doing a more specific research, POS tagging is also used. Hunston (2002) describes it as „the process of the addition of a code to each word in a corpus, indicating a part of speech“.

After running a Standard query in CQP web, the system builds a list of concordances, which are highly frequent. They are situated in the table of hits, also called collocates, and organised according to their statistic score. The results are showing a little of the text before and a little of the text after each hit (result) of the query. After clicking on any of the hit, it leads to full resource of the collocate, which is highlighted in the text. Each collocate is also complemented by quantitative information– metadata. Recording location, number of speakers, recording date and recording length are just a few examples.

## 5.2. Corpus selection

For my research, I am working with the Standard Query in CQPweb of the Spoken BNC2014, using POS tagging. The query has this form: *[pos="V.\*"] [pos="RP"]*.

After running this query, the corpus generates all verbs regardless of their grammatical tense that occur with a particle – adverb or preposition.

Moreover, it eliminates the expressions which are not a particle. The corpus also looks up those phrasal verbs that occur only in direct relation with its particle and are not expanded. The frequency of this query is **7,012.053** instances per million words, which is a high number.

If I would include even expanded phrasal verbs to this research, the frequency would be even higher. To make this analysis processable, I am therefore choosing the fifty



most frequent phrasal verbs that occur in the speech of a native speaker of British English.

The results based on the Spoken BNC2014 are attached in the appendix.

## 6. Analysis of the gathered data

At first, I am going to add a Czech equivalent to each result, using the English-Czech Dictionary of Phrasal verbs by Lukáš Vodička. These phraseological units carry multiple semantic meanings depending on the context. Therefore, it can be quite problematic to choose the corresponding equivalent. I am therefore stating one non-idiomatic – Vodička calls them deducible, and one idiomatic translation to highlight the semantic diversity.

Let me now comment on the analysis. Several of the findings can be assigned a literal Czech translation that semantically corresponds with its English equivalent, as in *to go on*, *to come back*, *to go out* and others.

I have observed that the semantic meaning of the Czech equivalent often corresponds to the English particle of the phrasal verb, as for example in *to go **through*** – *pro-jít* or *to put **up*** – *zv-ednout*.

While examining the phrasal verbs and their matching Czech verbs, I have even noticed a certain behaviour of some of the Czech prefixes and also adverbs or prepositions. They seem to correspond with a particular English particle (see Table 3). I consider this the essential part of this analysis.

|                |   |
|----------------|---|
| <b>up</b>      | vy-, vs-, vz-, po-, zv-<br>nahore, nahoru |
| <b>in</b>      | ve-, za-<br>dovnitř                       |
| <b>on</b>      | na-<br>dál, na                            |
| <b>back</b>    | za-<br>zpět, dozadu, opět,                |
| <b>out</b>     | vy-, z-<br>ven                            |
| <b>down</b>    | se-, u-<br>dolů                           |
| <b>round</b>   | ob-<br>okolo                              |
| <b>over</b>    | pře-<br>nad                               |
| <b>off:</b>    | u-, od-, vy-                              |
| <b>through</b> | pro-                                      |

*Table 3: English particles and Czech prefixes*

In the theoretical part I have stated that a phrasal verb is a unit composed of multiple words that carries a single meaning. Czech language does not know the term “phrasal verb”, but it creates new verbs on a similar semantic level through the process of affixation. Due to a different linguistic typology, the Czech prefixation is compared to English phrasal verbs morphologically different process, as Czech is an inflectional and English an analytic language.

| <b>up</b> | <b>on</b> | <b>out</b> | <b>back</b> | <b>in</b> | <b>down</b> | <b>off</b> | <b>round</b> | <b>over</b> | <b>through</b> |
|-----------|-----------|------------|-------------|-----------|-------------|------------|--------------|-------------|----------------|
| be        | be        | be         | be          | come      | come        | come       | come         | come        | go             |
| bring     | carry     | come       | come        | get       | get         | fuck       | go           |             |                |
| come      | come      | find       | get         | go        | go          | go         |              |             |                |
| end       | get       | get        | go          | put       | sit         |            |              |             |                |
| get       | go        | go         |             |           |             |            |              |             |                |
| give      | hang      | turn       |             |           |             |            |              |             |                |
| go        | hold      | work       |             |           |             |            |              |             |                |
| grow      | put       |            |             |           |             |            |              |             |                |
| make      |           |            |             |           |             |            |              |             |                |
| meet      |           |            |             |           |             |            |              |             |                |
| pick      |           |            |             |           |             |            |              |             |                |
| put       |           |            |             |           |             |            |              |             |                |
| set       |           |            |             |           |             |            |              |             |                |
| shut      |           |            |             |           |             |            |              |             |                |
| turn      |           |            |             |           |             |            |              |             |                |
| wake      |           |            |             |           |             |            |              |             |                |

*Table 4: the verbs organised according to the particle*

As mentioned earlier, phrasal verbs in Vodička's dictionary are listed alphabetically according to the verb. In many other publications as for example in Cowie's & Mackin's or Sinclair's dictionaries of phrasal verbs is used the same approach. My analysis made me realize that this approach can be viewed as impractical considering that the particle is the crucial item for the translation. A more systematic technique could be to list the particles alphabetically and to each of them assign a table of verbs that combine with them (see Table 4).

After examining the selected data in detail, I have learnt that verbs *to go* is the most frequent from all the verbs with 12 203 occurrences. Then is *to come* (9 770 occurrences), *to get* (3 439) and *to be* with 2 016 occurrences (see Table 5 and Table 6).

The particle *on* is the most frequent item that combines with the verb *to go* and *out* most likely attaches to the verb *to be*.

|                |        |
|----------------|--------|
| <b>to go</b>   | 12 203 |
|                |        |
| <b>to come</b> | 9 770  |
|                |        |
| <b>to be</b>   | 2 016  |
|                |        |
| <b>to get</b>  | 3 439  |

*Table 5: frequency of the verbs*

The verbs *to get* and *to come* in most cases associates with the particle *back* (see Graph 1 - 5).

The particles *up*, *out* and *on* most often repeat in the list of the phrasal verbs and their occurrences reach the top – *up* with 9 157, *out* with 7 985 and *on* with 6 798 (see Table 7).

| <b>to be</b> | <b>to come</b> | <b>to get</b> | <b>to go</b> | <b>to put</b> | <b>to turn</b> |
|--------------|----------------|---------------|--------------|---------------|----------------|
| on           | back           | back          | back         | in            | out            |
| back         | down           | down          | down         | on            | up             |
| out          | in             | in            | in           | up            |                |
| up           | off            | on            | off          |               |                |
|              | on             | out           | on           |               |                |
|              | out            | up            | out          |               |                |
|              | over           |               | round        |               |                |
|              | round          |               | through      |               |                |
|              | up             |               | up           |               |                |

*Table 6: the most frequent verbs and their particles*

|                |       |
|----------------|-------|
| <b>up</b>      | 9 157 |
| <b>on</b>      | 6 798 |
| <b>out</b>     | 7 985 |
| <b>back</b>    | 6 286 |
| <b>in</b>      | 2 948 |
| <b>down</b>    | 3 698 |
| <b>off</b>     | 827   |
| <b>round</b>   | 924   |
| <b>over</b>    | 222   |
| <b>through</b> | 149   |

*Table 7: the frequency of the particle*

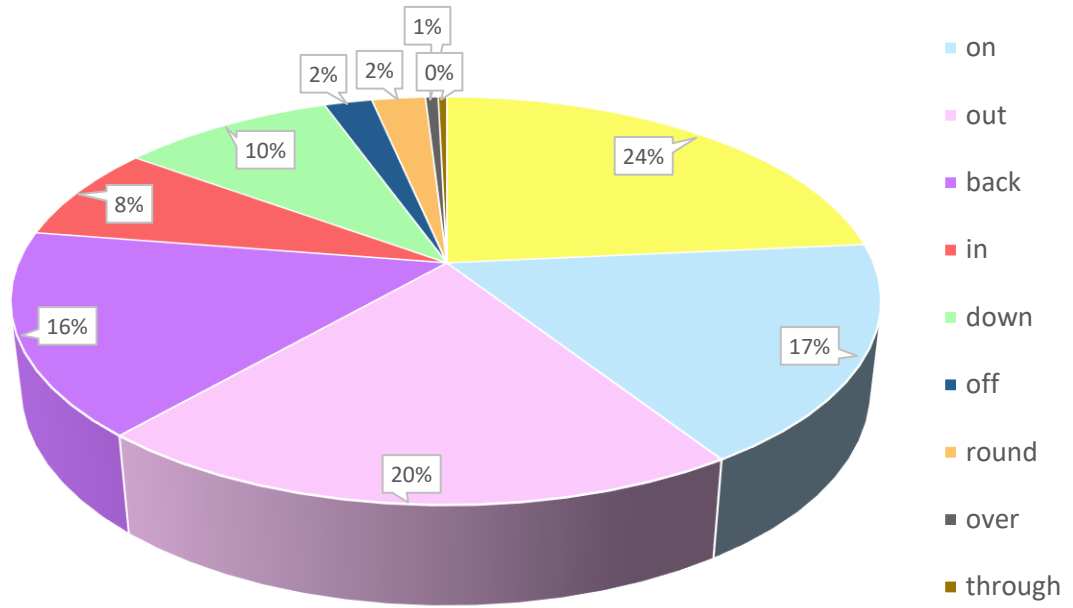
It is no surprise that the particle **up** is listed as the most frequent one. It has a wide range of application in spoken language. One of the way to interpret this particle is that it refers to some higher position, as in *look up, go up or come up* or coming above a surface. Therefore, it concerns a change of direction. In some cases it describes situations when something increased or improved. Sometimes it can also show a process when something/someone goes apart or into pieces.

Another possible application of this particle is to express that some action has been completed, as *drink up, fasten up, put up, pull up* and other. After translating these phrasal verbs into Czech, we can see that all of them have the same verbal aspect – perfective (*vypít, zapnout, postavit, zastavit.*) The action of these Czech verbs has ended and is finished. I found this very interesting, because even though these two languages come from a different language branch, there can be found many similarities.

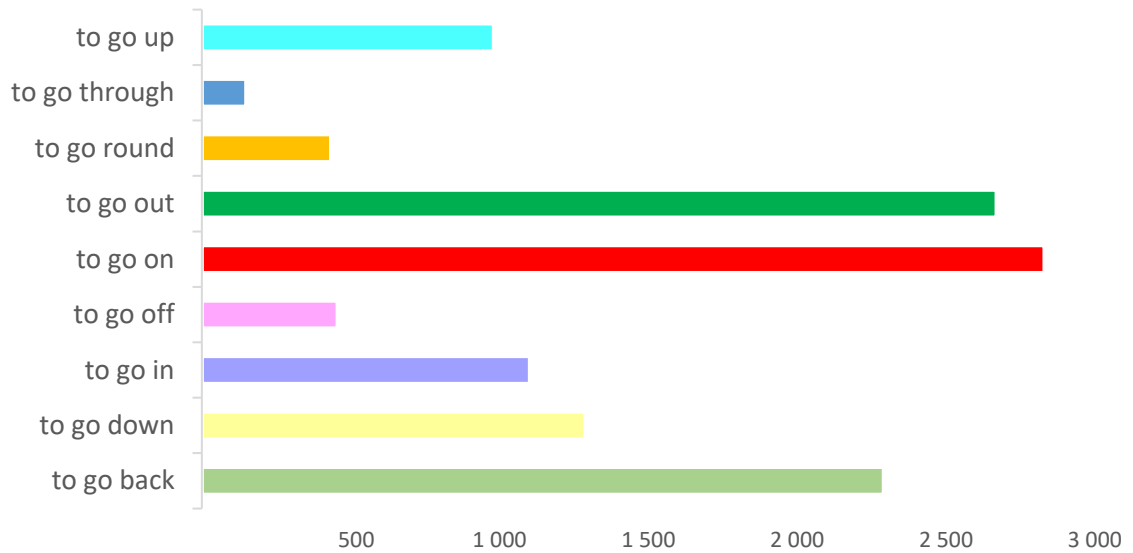
Unsurprisingly, the verbs *to come* and *to go* occur with many particles and are high in frequency. They both signify an action of movement and that naturally implicates a lexical diversity.

If the elements are presenting as it is shown in Table 4, it gives one the impression of more coherence and completeness. There is a possibility that if a dictionary would be organized this way, it can also save its user some time. If the Czech learner of English would be familiar with the link between the Czech prefix and English particle (see Table 3), he can easily find some phrasal verb listed under the particular particle. This is of course only a speculation which needs more research.

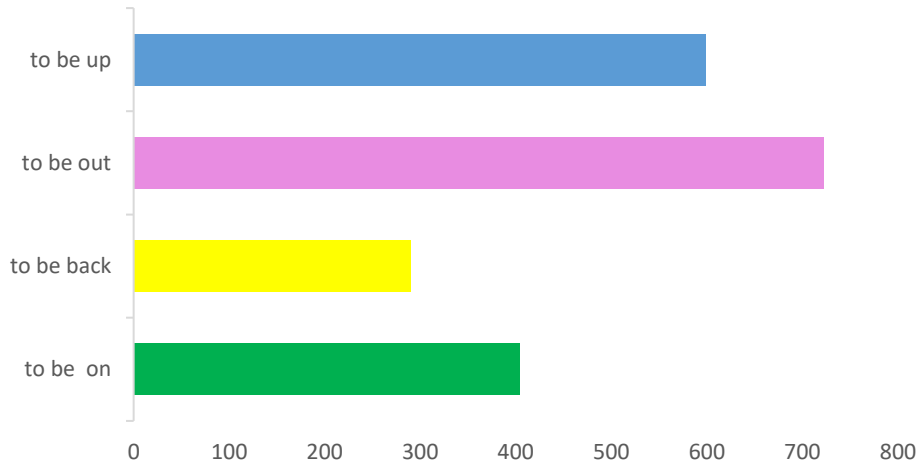
**Graph 1: the frequency of the particles**



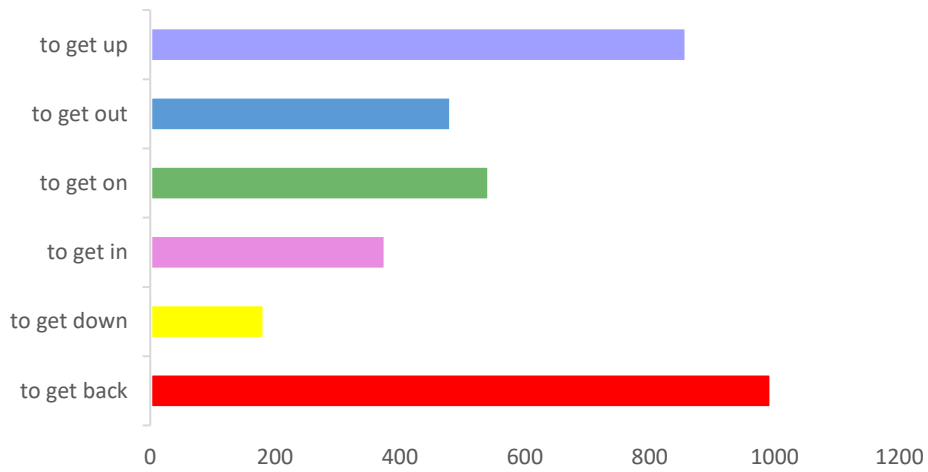
**Graph 2: to go**



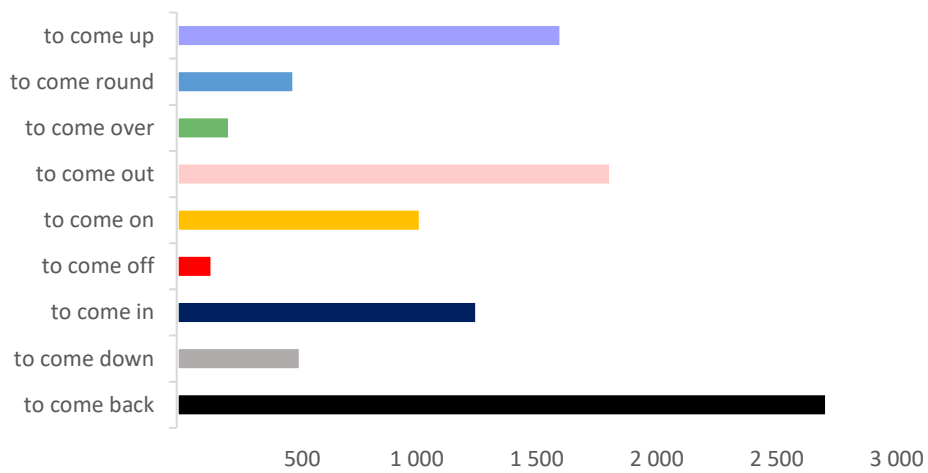
**Graph 3: to be**



**Graph 4: to get**



**Graph 5: to come**



## 7. Commentary and discussion

There are a few things that I have found quite complicated while gathering the data needed for this analysis. Firstly, it was the fact that some phrasal verbs listed in the corpus were semantically the same, however, occurred in several grammatical tenses. The corpus therefore considered them as a different expressions. There was, therefore, a need to unite the same phrasal verbs. After this manual work, the final order of the most frequent phrasal verbs had disarranged and was quite different from the original one.

A quite problematic task was also to run that query that would distinguish phrasal and prepositional verbs.

Another difficulty that relates to the preceding one, was that even after running a specific query, the result was a high amount of data and for the lack of space, only a certain amount of information were used for this analysis (fifty most frequent phrasal verbs).

What I have also found problematic and time-consuming was assigning the corresponding Czech equivalent to each English phrasal verb. One of the obstacles was the formal level of the dictionaries that I have used for translation. Because they often list phrasal verbs according to the verb, it took quite a long time. That was also why I have suggested a different order of the dictionary.

Another issue was that dictionaries often listed too much possible Czech equivalents and made it difficult to choose the corresponding one. Some of the translations (mainly in Vodička's dictionary of phrasal verbs) were even hard to apply in context.

On the contrary, what I have really enjoyed and what I have found interesting was the work with the corpus itself and how such amount of data can occur in one place.

Because of this analysis I have realized how frequent phrasal verbs are and yet so little attention is paid to them on elementary schools.

As a future teacher of English I feel that these phraseological units should be part of the education on elementary schools. Moreover, with regard to this research, apply different approach to phrasal verbs.

## Conclusion

The theme of this thesis are English phrasal verbs and their Czech equivalents. Phrasal verb is a very frequent phenomenon and therefore requires more attention. The aim of this thesis was to analysis English phrasal verbs and find a similar Czech method on the same semantic level.

In the theoretical part, word-formation processes in English and Czech language have been described. Affixation has been highlighted as the crucial method In Czech language. Through this process, most of the Czech verbs are created.

A lot of studies on the field of phraseology has been published in the last twenty years. Linguists share various views on this lexico-linguistic discipline and their perspective differ in some details, however all share the same opinion in the case of idiomaticity, that there is no clear boundary between idiomatic and non-idiomatic units. In the next chapter of the theoretical part the topic were phrasal verbs and their semantic and lexical properties. There are many literature available for the study of these multi-word expressions, due to which was possible to outline the authors' views and give a comprehensive overview and to comparison of the opinions.

Almost in every publication used for this thesis, a major attention is paid to the lexical classification of these phrasemes, whether the particle that accompanies the verb is an adverb or a preposition. During the analysis, it was revealed that these units are ambiguous and it is not always possible to have such clear dividing-line for their classification.

At the end of the theoretical part, I have dealt with phrasal verbs in other Indo-European languages to point out, that a similar mechanism as in English use others in their speech.

In the second, practical part, corpus linguistics was firstly described as a main method of research nowadays.

The conditions of my research were then outlined. I have chosen to work with Spoken BNC2014, corpus of more than 11 million words in spoken language of British English. The basic functions of this corpus are briefly described as well as how to work with it, how to write in SQP syntax, which symbols use to create a query.

The process of conducting this research was firstly to create a suitable query that would generate the right data. I was looking for fifty non-expanded phrasal verbs which



most frequently appear in spoken conversations of native speakers of British English. It was necessary to eliminate those items that didn't have a function of particle.

After running the query `[pos="V.*"] [pos="RP"]`, the result was **7,012.053** instances per million words. This just supported the fact that phrasal verbs are indeed really frequent in the spoken language of a native speaker.

If I included expanded phrasal verbs as well, it would make this analysis even more extensive. And so they left for future research.

The particle *up* appears in the research for its wide scale of usage as the most frequent one. The most frequent verbs are *to come* and *to go*, as they express action of movement and therefore appear quite often in spoken conversations.

After that, the key part of this thesis was then composed, with the use of dictionaries assign to each phrasal verb a Czech translation. While doing this step of analysis, it has been proved that Czech verbal prefixation is a method which lexically corresponds with English phrasal verbs. Because of a different language typology, the processes don't correspond morphologically.

This part of the analysis was the most difficult one, because dictionaries often stated too much translations and was quite problematic to pick the ideal one.

Even though this part of the thesis was the most problematic for me, it was also the crucial one, it also pointed out, that English particles and Czech verbal prefixes semantically correspond with each other. If phrasal verbs are approached according to their particle, it can be viewed as an easier method of remembering them. This can be beneficial either for learners or teachers of phrasal verbs.

The result of this thesis is a new possible method of approaching phrasal verbs either for studying or teaching purposes.

## Resumé

Tato bakalářská práce si klade za cíl provést rozbor anglických frázových sloves z hlediska lexikálního a významového a poté jim přiřadit rovnocenný český protějšek.

V úvodu teoretické části jsou stručně popsány slovotvorné procesy v anglickém a následně českém jazyce, větší pozornost je věnována derivaci. Tento proces představuje v českém jazyce hlavní slovotvornou metodu.

Další kapitola teoretické části se věnuje frazeologii v anglickém jazyce. Je uvedeno, jak k této lexiko-lingvistické disciplíně literatura přistupuje, v čem vidí shodnost a v čem odlišnost. Pozornost je poté věnována anglickým frázovým slovesům, jejich sémantickým a lexikálním vlastnostem.

Na závěr teoretické práce jsou zmíněna frázová slovesa v ostatních indoevropských jako poukázání na to, že tyto frazeologické jednotky nejsou pouze fenoménem angličtiny, ale že jich využívá spousta dalších jazyků, i když nejsou vždy definovány jako „frázová slovesa“.

Praktická část je věnována korpusovému výzkumu. Nejprve je ve stručnosti zmíněna korpusová lingvistika, jakožto jedna z aktuálně nejpoužívanějších metod jazykovědného výzkumu. Následně je uveden Spoken BNC2014 jako korpus použit pro tento výzkum. Ve stručnosti je popsáno, jak tento korpus funguje a jak s ním pracovat. Poté jsou popsány podmínky tohoto výzkumu. Předmětem výzkumu je padesát nejčastěji používaných frázových sloves v mluveném projevu anglických rodilých mluvčích. Z důvodu jednodušší zpracovatelnosti jsou testována pouze frázová slovesa, která nejsou rozložená. Nerozložená frázová slovesa jsou ponechána pro budoucí výzkum. Výsledkem vyhledávání bude tedy padesát nejčastějších nerozložených anglických frázových sloves.

Ke každému z výsledku je následně přiřazen odpovídající český ekvivalent a je zhodnoceno, do jaké míry spolu jednotky korespondují. Pro zjištění českých protějšků je využito česko-anglických slovníků frázových sloves. Je odhaleno, že slovesná prefixace v češtině je metoda, která sémanticky odpovídá anglickým frázovým slovesům. Odlučitelná česká předpona se shoduje s anglickou adverbialní částicí.

Práce se slovníky byla v několika ohledech problematická. Slovníky často udávají mnoho překladů a je často problematické vybrat ten nejvhodnější. Frázová slovesa jsou navíc ve slovnících řazeny podle jejich slovesné části. Z výzkumu je ale patrné, že klíčovou jednotkou pro překlad je anglická adverbialní částice. Systematičtější metoda řazení by proto mohla být seřadit abecedně všechny anglické adverbialní částice a k nim

následně přidělit všechna slovesa, která s touto adverbiální částicí vytváří frázové sloveso.

Výsledkem celé práce je nová potenciaální metoda, jak přistupovat k frázovým slovesům.

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## Appendix

|    | Query result | No. of occurrences | Literal Czech translation | Czech equivalent – non-idiomatic | Czech equivalent - idiomatic            |
|----|--------------|--------------------|---------------------------|----------------------------------|---|
| 1  | to go on     | 2 831              | jít + na                  | jít, jet na/dál                  | pokračovat, s                           |
| 2  | to come back | 2 710              | přijít + zpět             | vrátit se                        | odpovědět                               |
| 3  | to go out    | 2 670              | jít + ven                 | jít/vycházet ven                 | jít do společnosti, vyjít z             |
| 4  | to go back   | 2 291              | jít + zpět                | ustoupit                         | vrátit se                               |
| 5  | to come out  | 1 810              | přijít + ven              | vyjít, vycházet z                | být uveden do společnosti,              |
| 6  | to come up   | 1 603              | přijít + nahoru           | růst – rostliny,                 | objevit se, být probírán,               |
| 7  | to go down   | 1 289              | jít+dolů                  | jít dolů                         | za/spadnout, potopit                    |
| 8  | to end up    | 1 267              | skončit+nahoru            | skončit, dopadnout               |   |
| 9  | to come in   | 1 252              | přijít +do                | vejít                            | dorazit,                                |
| 10 | to find out  | 1 200              | najít+ven                 | zjistit                          | dopátrat se, odhalit zločin             |
| 11 | to hang on   | 1 121              | viset+na                  | držet se dál                     | čekat, vytrvat                          |
| 12 | to go in     | 1 102              | jít+do                    | jít/jet dovnitř                  | zúčastnit se                            |
| 13 | to come on   | 1 017              | přijít+na                 | postoupit kupředu                | pospíšet si                             |
| 14 | to get back  | 995                | dostat+zpět               | ustoupit, jít dozadu             | vrátit se                               |
| 15 | to go up     | 981                | jít+nahoru                | vyjít/vyjet, vyšplhat            | stoupat – v očích, ceně                 |
| 16 | to get up    | 859                | dostat+nahoru             | vylézt, vstát                    | nastrojít se                            |
| 17 | to pick up   | 756                | sbírat+nahoru             | sebrat, zvednout                 | kárat, napomínat                        |
| 18 | to work out  | 725                | pracovat+ven              | vyndat ven                       | cvičit, sportovat                       |
| 19 | to be out    | 723                | být+ven                   | být venku                        | být v bezvědomí; být vyřazený z provozu |
| 20 | to sit down  | 603                | sedět+dolu                | sednout si                       |   |

|    |               |     |                |                              |                                   |
|----|---------------|-----|----------------|------------------------------|-----------------------------------|
| 21 | to be up      | 599 | být+nahoru     | být zdvižený, být nahoře     | být u konce časově                |
| 22 | to wake up    | 551 | vzbudit+nahoru | vzbudit se                   |                                   |
| 23 | to get on     | 543 | dostat+na      | nasadit, navléci             | spěchat, pohnout s něčím          |
| 24 | to turn up    | 535 | otočit+nahoru  | ohnout se, ohrnovat se       | udát se, nastat                   |
| 25 | to carry on   | 534 | nést+na        | vzít si, brát si             | vyvádět, vztekat se               |
| 26 | to come down  | 517 | přijít+dolu    | přijít dolů, sejít           | klesat, ztrácet                   |
| 27 | to come round | 490 | přijít+okolo   | obejít/objet                 | usmířit se                        |
| 28 | to get out    | 482 | dostat+ven     | dostat se, vylézt ven        | zavolat policii                   |
| 29 | to shut up    | 461 | zavřít+nahoru  | zavřít                       | zmlknout                          |
| 30 | to go off     | 456 | jít+ pryč      | odejít, utéct                | zkazit se                         |
| 31 | to go round   | 434 | jít+okolo      | jít/jet okolo                | točit se (hlava)                  |
| 32 | to be on      | 404 | být+na         | být nasazený                 | být pro něco                      |
| 33 | to get in     | 377 | dostat+do      | dostat se dovnitř            | být zvolen                        |
| 34 | to turn out   | 375 | otočit+ven     | vypnout                      | vyjít najevo                      |
| 35 | to set up     | 354 | umístit+nahoru | postavit, vztyčit            | přitáhnout, napnout               |
| 36 | to make up    | 313 | udělat+nahoru  | vynahradiť čas               | smířit se                         |
| 37 | to be back    | 290 | být+zpět       | být zpět, vrátit se          | být vrácený                       |
| 38 | to put up     | 235 | dát+nahoru     | zvednout, postavit           | zavařit, poskytnout někomu nocleh |
| 39 | to come over  | 222 | přijít+nad     | míjet nad hlavou, přelétávat | stavit se na návštěvu             |
| 40 | to fuck off   | 222 |                | flákat se, jít do hajzlu     | jít do prdele                     |
| 41 | to put in     | 217 | dát+do         | dát dovnitř                  | nabídnout, poznamenat             |



|    |                  |     |                |                               |                                       |
|----|------------------|-----|----------------|-------------------------------|---------------------------------------|
|    |                  |     |                |                               |                                       |
| 42 | to put on        | 199 | dát+na         | položit/postavit;<br>nasadit  | aktivovat, obléknout se               |
|    |                  |     |                |                               |                                       |
| 43 | to get down      | 183 | dát+dolu       | dostat se dolů                | soustředit se na něco,<br>rozesmutnit |
|    |                  |     |                |                               |                                       |
| 44 | to give up       | 180 | dát+nahoru     | vzdát se                      | přenechat; zřící se,                  |
|    |                  |     |                |                               |                                       |
| 45 | to meet up       | 156 | potkat+nahoru  | setkat se, narazit<br>na sebe |                                       |
|    |                  |     |                |                               |                                       |
| 46 | to bring up      | 154 | přinést+nahoru | přinést nahoru,<br>vynést     | vychovat, zmínit,                     |
|    |                  |     |                |                               |                                       |
| 47 | to grow up       | 153 | růst+nahoru    | vyrůst                        |                                       |
|    |                  |     |                |                               |                                       |
| 48 | to come off      | 149 | přijít+ pryč   | upadnout,<br>utrhnout         | stát se, zachovat se,                 |
|    |                  |     |                |                               |                                       |
| 49 | to go<br>through | 149 | jít+skrz       | projít/projet                 | pečlivě prozkoumat, zažít             |
|    |                  |     |                |                               |                                       |
| 50 | to hold on       | 149 | držet+na       | držet se, ulpívat             | vytrvat, vyčkávat                     |
|    |                  |     |                |                               |                                       |