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The Czech Vid in English (A Grammatical and Lexical Approach)

(Diplomová práce)

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Table of Contents

1. Introduction

In my diploma thesis I will deal with the category of verbal aspect in Czech and English. My work will focus on the means of formation of perfective verbal forms in Czech and this analysis will be then applied through grammatical and lexical approaches to English in order to get a database of possible means denoting the equivalent meaning. The result of the thesis will be a contrastive analysis of the situation in the Czech grammatical system and of the means in English.

As for the title of the work itself, we decided to use the Czech equivalent of the noun 'aspect', i.e. 'vid' in it. The reason why we did so was the fact that the category of verbal aspect does not exist in English as such. In order to stress that aspect is not grammaticalized in English and that we will use Czech as a point of departure for the analysis, we chose to use the Czech term. Another justification of making this decision can be mentioned that even the Czech linguist Ivan Poldauf himself used the term 'vid' in a short afterword in his dictionary *Česko-anglický slovník* (1990) whose title was "A note on the 'vids'".[1] He probably wanted to highlight the fact that the word 'aspect' has a slightly different meaning in English, since its system of aspectology is based on the opposition of simple and continuous verb forms and their different meanings.

As it was already mentioned above, as a starting point of this diploma thesis will be Czech language. In the twentieth century there were several significant studies published concerning the problems of aspect that presented various approaches to this category and helped to develop this field, as well.

In order to present the views of the Czech linguists the most important essays would be mentioned and examined in great detail, namely the works of Ivan Poldauf (1943, 1954, 1964), František Kopečný (1962), and Miroslav Komárek (2006).

The results of the study of Czech 'vid' will be then compared with the situation in English, with special attention paid to the views of Randolph Quirk (1992) and Libuše Dušková (1974, 1983, 2003) who devoted several of her essays to the problems of the conception of verbal aspect in English. To illustrate their

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[1] Ivan Poldauf, "A note on the 'vids'," *Česko-anglický slovník* (Praha: Státní pedagogické nakladatelství, 1990) 1124.

theoretical remarks, many examples taken not only from Quirk and Dušková, but also those from Fronek (1999), Swan (2005) and of our production will be mentioned, as well.

The final part of the diploma thesis will be focused on the analysis of results of my queries that I made in the online parallel corpus Intercorp. Our aim is to find out if the results of our work are really used in translations or if there are any other possibilities to denote the equivalent meaning both in the source language and target language and if the translators pay attention to verbal aspect.

The results of the contrastive analysis will finally be evaluated in order to find out if there is any correspondence of means in English used to denote the aspectual meaning of the Czech perfective verbs.

2. Prefixation and verbal aspect in Czech

There were two significant Czech philologists dealing with verbal aspect in the 20th century with whose ideas and remarks I want to deal with – Ivan Poldauf and František Kopečný. Their important works that were published in the time span of twenty years – namely the essays "Mechanismus slovesných vidů v nové češtině" (1942) and "Spojování s předponami při tvoření dokonavých sloves v češtině" (1954) by Poldauf, and the publication *Slovesný vid v češtině* (1962) by Kopečný – had a great influence on the development of views of this lexico-grammatical category. Their studies detailed the basic features of the Czech aspectual system and fixed the primary concepts and terms that are necessary for its description.

Poldauf and Kopečný did not completely share the same opinions on aspect of Czech verbs. Nevertheless, there are certain interesting similarities and differences concerning their opinions that I would like to mention because they are related to the question of prefixation. This means of formation of perfective verbs plays a key role not only in the Czech aspectual system but also in the conceptions of both of these linguists.

My aim is to deal with the facts they discussed in their works that are relevant for this diploma thesis in order to sketch the approaches that will be applied to English.

2.1 Vid. Aspectual prefixes

In the following study of the category of verbal aspect in Czech, I will refer to Poldauf's comments that he made in his above mentioned essays on verbal aspect (1943, 1954, and 1964) and the remarks made by Kopečný (1962). Both of them dealt with the problematic nature of this category. In their studies they especially focused on the classification of verbal prefixes that are, besides suffixation (see below), used to form perfective verbs. As it was already mentioned above, their contributions were important for the development of the system of Czech aspectology. Comments and remarks made to this topic by Komárek (2006) are no less important, and therefore will be included in the analysis, as well.

Both Poldauf and Kopečný regard verbal aspect as a highly abstract grammatical category that exceeds the scope of vocabulary and morphology through which it is realized. It is also highly important to distinguish 'vid' from Aktionsart. Both of them employ the basic aspectual opposition of perfective and imperfective verbs and within the category of imperfective verbs they distinguish between verbs that do or do not have the repetitive nature of the verbal process.

They agree on two devices of aspectual formation: **prefixation** (e.g. *péct – upéct, psát – dopsat, jet – předjet*) as a means of perfectivization, and **suffixation** (*dát – dávat, brát – brávat, zkrátit – zkracovat*) that is productive in the field of formation of imperfective verbs (except for the suffixes *-ne, -nu* and *-nou-,* e.g. *ležet –> lehne/ lehnu/ lehnout, bodat –> bodne/ bodnu/ bodnout, štípat –> štípne/ štípnu/ štípnout*[2] etc.) and also as a means of formation of iterative verbs. Both of them consider these techniques as formative and verbs united in one aspectual pair as forms of the same lexeme.

Poldauf set in his essay "Spojování s předponami při tvoření dokonavých sloves v češtině" (1954) an important requirement concerning the perfective aspect of verbs that contain a prefix: according to his interpretation a prefixed verb is perfective if the rest of a given verb is able to exist on its own as an imperfective verb, e.g. *vy-nést, do-nést, za-psat, na-psat, přede-psat, pro-vrtat* etc. When a prefix and a verb form a grammatically functional unit aspect of the verb is imperfective, e.g. *zapisovat, promlouvat, provrtávat* etc.

Poldauf deals with the classification of perfective prefixes which will be important for our further analysis. Prefixes that form perfective verbs with a new meaning calls Poldauf **lexical**.[3] When a lexical prefix is attached to an imperfective verb a new dictionary entry, i.e. a new independent verb, is formed. Such verb has to be listed separately in a dictionary. Kopečný (1962) gives the following examples: *zradit, slézt, popsat, upsat, natáhnout, zalít, otlouci, přibrat,* etc. (90). He remarks that imperfective counterparts of these verbs containing a lexical prefix – so-called 'secondary imperfective verbs' (90) – are formed by using suffix *-ova,* e.g. *zrazovat, popisovat, otloukat,* etc. (90). As an instance of a particular lexical prefix with lexico-grammatical function can serve prefix *pře-*:

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[2] Kopečný (1962) 99-100.
[3] See Ivan Poldauf, "Spojování s předponami při tvoření dokonavých sloves v češtině," *Slovo a slovesnost* 15 (1954): 50.

přeběhnout, přejít, přeskočit, přehodit (having the meaning 'over' or 'across'), *přeslechnout, přepočítat se* (having the meaning 'past'), *přehrabovat, přehazovat* (having the meaning 'all over a thing') etc.[4]

However, there are also several exclusions to this rule which lead to further classification of perfective prefixes:

- There are special cases in which is the unprefixed part of the verb homonymous with a marked iterative verb, e.g. *vydělávat* (earn).

- Other instances of such exclusions are prefixes that are not compatible with the meaning of a given verb, e.g. *oklamat, nakreslit, promluvit,* etc. As for prefix *pro-,* it has usually the meaning 'movement through a thing, from one side to the other one' or 'to pierce' which has nothing to do with speaking. It is not clear any more why a given prefix was used, this word formation process is not productive any more. Since there is no logical explanation of use of such prefixes to be found, they are called **purely aspectual**.[5] The number of these prefixes is low.

- In some cases, prefix does not cause any change of meaning of a verb, e.g. *provrtat*. Apart from the previous type of prefix, this one is still productive and its usage is transparent. Poldauf (1954) calls it a **classifying** prefix because it places a verbal process under a rather general concept.

- Prefixes expressing future, e.g. ***po**jedu,* ***po**letím,* ***po**plavu,* ***po**nesu,* ***po**vezu.*

- Prefixes containing a long vowel, e.g. *z**á**vidět, př**í**slušet, n**á**ležet, nen**á**vidět, z**á**ležet* (Kopečný 1962, 98).

- The 'ability' meaning of prefix *u-* in so-called capacity verbs, i.e. verbs expressing the ability of the left-hand complement to perform the action described by the underlying verb[6], e.g. ***u**nesu, **u**vezu, **u**zvednu, **u**jdu, **u**běhnu, **u**letím* etc.

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[4] Kopečný (1962) 91.
[5] Poldauf (1954) 50.
[6] Luboš Veselý, "On so-called capacity verbs," *Naše řeč* 92 Jul. 2009: 2.

Kopečný (1962) considers the last group of Poldauf's exceptive verbs as perfective.[7] But he points out the fact that these verbs are closely related to the imperfective verbs that denote the same meaning, e.g. *umím*. He labels this group of verbs as "non-actual perfective verbs" (128) and places them next to biaspectual verbs in the system of verbal aspect.

Poldauf (1954) supports his statement that capacity verbs are imperfective by claiming that they do not express a process with certain duration. According to him we cannot ask the question "What is happening?". He is aware of the fact that there is a relation between capacity verbs and perfective verbs but in his view it is only as a "borrowing of the form of perfective verbs".[8] However, it is important to stress the fact that capacity verbs and perfective verbs that express ability have some common features: their validity is non-actual and they are aimed at reaching a certain result.

2.2 Subsumption

The term 'subsumption' is not used in the classic English linguistic terminology – it can be found only in the very specific field of computational linguistics. Subsumption is more frequently employed in the Slavic branch of linguistics, for example in German or in Czech. It is widely discussed by Komárek in his essay "Prefixace a slovesný vid" (2006), whose remarks on classification of verbal prefixes (including also the views of Poldauf and Kopečný) will be mentioned later in this chapter. Despite the lower frequency of usage of this concept, the definition of 'subsumption' can be found for example in *A Dictionary of Grammatical Terms in Linguistics* (1992) by Robert Lawrence Trask. He gives the following definition:

> The relation which holds between a more general category A and a more specific category B when B contains all of the features of A and some additional features besides: in this case A is said to 'subsume' B. For example the category NP [PLUR +] (a plural noun phrase) subsumes the category NP [PLUR +] [PERS 3] (a third person plural noun phrase). (268-269)

Komárek (2006), in fact, uses the concept 'subsumption' in the same way.

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[7] Kopečný (1962) 128-129.
[8] Ivan Poldauf, "Souhrnný pohled na vid v nové češtině," *Slovo a slovesnost* 25 (1964): 50.

He stresses the fact that dealing with the nature of verbal prefixes as devices of forming perfective verbs is complicated by the fact that these prefixes do not only change aspect of a given verb but they also modify its lexical meaning in many different ways. Semantic difference concerning an aspectual pair formed by prefixation can be observed on various levels: prefix can change the meaning of an imperfective verb completely (e.g. *dělit – přidělit*) but the semantic modification can be very slight or even null, as well (e.g. *vařit – uvařit, psát – napsat*).

What concerns the views of Poldauf, he distinguishes in his essay, "Spojování s předponami při tvoření dokonavých sloves v češtině" (1954), between two groups of prefixes that have a perfective function and do not change the lexical meaning of verbs, i.e. they are not classified as lexical prefixes (see chapter 2.1). These classes were already mentioned above briefly:

1. **Purely aspectual prefixes**

   – Kopečný (1962) points out the fact that there is an important criterion of classification of purely aspectual function of a prefix[9]: it is the redundancy, and therefore absence of another imperfective derivation: the above discussed capacity verbs such as *uslyšet, uvidět; udělat, učinit, ušít, uvařit* are perfective counterparts to *slyšet, vidět, dělat, činit, šít, vařit*. There is no shift in meaning; the only difference concerns the verbal aspect. These verbs do not have imperfective forms, e.g. **uslyšovat, uviďovat*.

2. **Classifying**, i.e. **subsumptional prefixes (in Czech: "řadicí předpony"[10])**

   – These prefixes have a semantic function but they do not add anything new to the meaning of a given verb because they express the meaning that is included in semantics of the base form of a verb. They only emphasize a certain distinctive feature. As Kopečný (1962) remarks, the meaning of the perfective form of a verb can be, in fact, included in the process that denotes the imperfective base verb.

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[9] Kopečný uses a different terminology than Poldauf – see below.
[10] Poldauf (1954) 50.

– E.g. ***pro****vrtat* (emphasizes the feature of getting through a thing), ***za****dusit* (prefix *za-* puts emphasis on the feature 'to prevent from access of air'), ***od****dělit* (*od-* emphasizes the feature 'to detach a part from the whole') etc. Such prefixes have a grammatical function – they distinguish the perfective verb form. Nevertheless, the fact that these prefixes highlight a feature of verbal process cannot be overlooked, as well.

Subsumption is for Poldauf the dominant word-formation type of perfective verbs. The conception that he dealt with in his essay "Spojování s předponami při tvoření dokonavých sloves v češtině" (1954) became one of the 'foundation stones' of the theory of verbal aspect in Czech.

Kopečný (1962) employs the term 'subsumption' in his views of aspect, as well, but he views it differently – as "an inclusion in a more general conception."[11] His opinion, in fact, corresponds to the above mentioned definition made by Trask. But there is a certain shift in Kopečný's classification of concepts used by Poldauf. He does not contrast purely aspectual prefixes and subsumptional prefixes. Subsumption is, according to his interpretation, "a semantic base of majority of purely aspectual prefixes" (93). Instead of the term 'purely aspectual prefixes' he uses the concept 'purely aspectual function of prefixes'.

2.3 Different views of Poldauf and Kopečný

As it was already mentioned in chapter 2, the views of Poldauf and Kopečný were not identical. But the differences concerning the terminologies of these linguists are not of great significance. Therefore, I will mention them only briefly.

Kopečný (1962) puts into the category of prefixes with purely aspectual function not only the subsumptional prefixes but also those that are lexically empty and whose meaning is weakened. Interestingly enough, these prefixes are, in fact, parallel to the purely aspectual prefixes of Poldauf (1954). But there can

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[11] František Kopečný, *Slovesný vid v češtině* (Praha: Nakladatelství Československé akademie věd, 1962) 91.

be found certain differences in the definitions of these 'lexically empty' or 'purely aspectual' prefixes. For example Kopečný (1962) defines prefix *u-* in verbs such as ***u**činit*, ***u**dělat*, ***u**vařit* to be a "perfectly empty" prefix (129), whereas according to Poldauf (1954), as it was mentioned above, this prefix is subsumptional and it has the meaning "to create or adjust conditions for something, or to process a raw material etc." (Poldauf 1954, 56). On the other hand, Poldauf (1954) classifies prefix *po-* in verbs such as ***po**mřít*, ***po**zamykat* as purely perfective, while Kopečný regards it as a lexical prefix.

It is obvious that it is not easy to define this class of aspectual prefixes because the criteria are, apparently, too vague. This fact can be observed in the interpretation of the verb ***promluvit*** by Poldauf (1954). He uses it as an example of purely aspectual prefix whose meaning is not compatible with the meaning of the verb itself. But a more detailed analysis reveals the fact that this prefix has by verbs dicendi such as *provolat*, *prohlásit*, *pronést*, *prohodit*, *prořeknout se* and also by other verbs (e.g. *propuknout*, *provést*, *prosadit*) the meaning 'obvious manifestation or result of a process after overcoming a resistance or a latency phase' (Komárek 188-189). According to Komárek the views of Kopečný are more realistic because he takes into account the fuzzy edges of these classes of prefixes.

2.4 Problematic nature of aspectual pairs

There are two important questions relating to the purely aspectual prefixes:

1) To what extent fulfil these prefixed perfective verbs the requirement of semantic identity of both members of an aspectual pair?

2) To what extent is an imperfective verb of an aspectual pair able to be perfectivized?

There are verbs with purely aspectual and lexically empty prefixes such as *zhrozit se*, *podivit se*, *pochopit*, *porozumět* (Poldauf 1954, 63), *uvidět*, *uslyšet* (Kopečný 129). Imperfective verbs that belong to them refer to the evaluative approach – emotional or intellectual – of the agent (*hrozit se*, *divit se*, *myslet si*), adequacy of his understanding (*chápat*, *rozumět*) or reaction of his sense organs to a specific external stimulus (*vidět*, *slyšet*). None of these imperfective verbs has

character of an action; all of them (even *vidět, slyšet*) denote a static state of agent's mind, there is no process involved. Perfective forms of these verbs express the origin of this state (*pochopit, porozumět, uvidět, uslyšet*) or even its short-term duration (*zhrozit se, podivit se, pomyslit si*). In comparison to their imperfective counterparts they could be classified as dynamic. The static sense of this group of imperfective verbs can be supported by the fact that they can be replaced by a verbonominal form of the predicate: *zhrozit se, podivit se, pomyslit si –> bylo mu to hrozné, divné, jasné* etc.

It is clear that there are semantic differences between perfective and imperfective verb forms that were discussed above. The differences in meaning cannot be interpreted as mere variations of aspect. These pairs of verbs do not correspond to the above mentioned requirement made by Poldauf. Therefore they cannot be considered as aspectual pairs in the strict sense of the word. Even the prefixes attached to these verbs cannot be classified as purely aspectual prefixes. Similar problems could be observed by verbs with subsumptional prefixes. For example, the pair of verbs *lnout* (state verb) and *přilnout* (action verb) is not an aspectual pair as Poldauf claims in his article published in *Slovo a slovesnost* from 1954. That it is impossible to link verbs denoting a state or a relation with verbs denoting a process is indirectly confirmed by Poldauf himself in the same essay. He stresses the fact that the pairs of state verbs and action verbs suggested by the French linguist Marc Vey such as *hladovět – vyhladovět, churavět – ochuravět, kotvit – zakotvit* (verbs of state) are, in fact, not aspectual.[12]

The question of ability of imperfective verbs to be perfectivized is even more complicated. If both of the verbs of an aspectual pair imply a resultative state and the only difference between them is that by the perfective verb form the resultative perfect is semantically marked (due to the achievement of resultative state), then none of the above discussed verbs is able to be perfectivized. None of them has implicitly mutational character. The same statement could be made about other verbs containing purely aspectual or subsumptional prefixes: *kolébat, tajit, dívat se, modlit se, spěchat, stačit* (Poldauf 1954, 60), *bloudit, mračit se, zlobit se, chválit, držet, snídat, obědvat* (Kopečný 1962) etc. If a semantic

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[12] Poldauf (1954) 51-52.

differentiation of these verbs should be done, then the number of non-paired verbs, i.e. verbs that do not occur in an aspectual pair, would rise.

Poldauf (1954) works with a special condition of ability of verbs to be perfectivized. The important prerequisite is for him the linearity of verbal process. By the term 'linearity' he means a definition of the process by two points (A *pomáhá* B – A helps B), by a point and direction (A *odchází* – A is leaving) or even by "a vibration going in all directions" (qtd. in Kopečný 190) (A *řve* – A screams).

2.5 The scope of subsumption

The key role for finding an accurate definition of the scope of subsumption and of use of various prefixes that could be classified as subsumptional has the already above discussed essay by Poldauf published in 1954. He formulated the features of verbs that form aspectual pairs very precisely.

According to him, it is important not only the total correspondence of meanings of both verbs but also the synonymy of derived imperfective verb with the imperfective verb itself, e.g. *chýlit se = schylovat se*. He also made a semantic analysis of subsumptional prefixes. Poldauf's approach to them is, in comparison with Kopečný, onomasiologic: subsumption is largely based on spatial concepts and notions (interior, exterior, surface, extent, space, addition or disposal of something, repression, direction etc.).[13] The processes that do not have this spatial connotation and refer rather to a person associates Poldauf with concepts of 'pleasure' and 'displeasure', e.g. *pobavit, pochválit, pokárat, poškádlit* (Poldauf 1954, 61).

Komárek (2006) argues that it is not necessary to accept Poldauf's views completely. For example, he points out the fact that even by the verbs that Poldauf labels as evaluative in terms of feelings of pleasure cannot be left out their reference to spatial (or local) notions, e.g. *pochválit, pohanět, políbit* vs. *zahrnout chválou, hanou, pokrýt polibky*.[14] This group of verbs containing an 'evaluative' prefix *po-* is not homogenous, e.g. *pochválit, poděkovat* vs. *pozlobit, potrápit* (in

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[13] Poldauf (1954) 60.
[14] Examples taken from Komárek (2006) 191.

the sense 'to tease a little bit'). The significance of Poldauf's contribution to the classification of aspectual prefixes is the fact that he demonstrated the status of subsumptional prefixes – they can have a meaning of their own. Prefixed verbs that contain such type of affix can be sorted out in several semantic groups.

Poldauf (1954) proved the mutual connectedness of various meanings of prefixes and systemic differences among the groups of verbs with subsumptional prefixes, e.g. *vymáchat, vymandlovat, vykoupat* (55) having the implication 'to process something' compared with *zmáchat, zmandlovat, zkoupat* (62) having the implication 'to destroy'. Poldauf makes also distinction between prefixes **o-** and **z-** in verbs such as *omládnout* (stress is put on the outward resemblance) and *zmladit, otužit* and *ztužit* (63). From this viewpoint, it is necessary to focus on the competition of prefixes *o-* and *z-* also by other verbs denoting a change of state: **o-** denotes rather a perspective of an observer who can notice the external display of the changes, e.g. *omládnout, oslepnout, ohluchnout* etc., whereas prefix **z-** denotes an internal change, e.g. *zestárnout, zkostnatět*, etc. However, the relevancy of this *o-/z-* opposition is weakened by the fact that these prefixes are rarely attached to the same word-base, i.e. in some cases is generalized the external viewpoint, in other cases the internal perspective is the crucial criterion of classification.

2.6 Problematic nature of subsumption

As Komárek (2006) claims, "the concepts of subsumption and subsumptional prefixes are full of contradictions" (191). Since subsumption is sometimes understood as a means of forming perspective verbs, problems concerning the specification of its nature may arise.

The main contradiction which is crucial for subsumption was defined already by the above mentioned Poldauf's study published in 1954. The basis of highlighting (by means of subsumptional prefixes) is semantic classification of verbal process but this highlighting is gradually losing its semantic nature. Komárek (2006) points out that it is important to stress that this contradiction applies to perfective verbs containing a subsumptional prefix only, i.e. it does not apply to other perfective (or even imperfective) verbs with the same prefix which does not have the subsumptional function. For example, verbs *roztrhat, rozdrolit,*

rozloučit se (191) containing subsumptional prefix *roz-* and verbs *rozdat, roznést, rozvést, rozpoutat, rozkopnout* (191) in which prefix *roz-* does not have the subsumptional function, form, according to Poldauf, a special homogenous group of "semantic classification of verbal processes" (qtd. in Komárek).

Komárek's views of subsumption are a little different. He states that the function of all verbal prefixes is, in fact, classifying (that is the reason why for labelling of the relation between prefix and the meaning of the verb itself is used the term 'subsumption' – 'řazení'). To justify his statements he says the following: "Prefixes explicitly denote important features of meaning of a verb, they not only put verbs into a system of semantic classes[15] but they are also formal signals of this classification" (Komárek 2006, 191-192). This classifying, i.e. semantic function, have subsumptional prefixes, as well. According to Komárek, it does not matter if these prefixes are redundant in a prefixed verb. He claims that this fact is only relative. A fine example of this statement is the verb *rozlít* used in two different contexts: ***rozlít víno do sklenic*** (Komárek 2006, 192) includes a subsumptional prefix, whereas in the verb ***rozlít víno na koberec*** (Komárek 192) the subsumptional function of this prefix is weakened. Motivation of a given subsumptional prefix is also semantic because it explicitly expresses a feature that is unifying for a semantically and formally defined class of verbs. The function of verbal prefixes is to form a paradigmatic system of these semantic classes. Komárek argues that "to deny this function by the subsumptional prefixes would mean not to respect the integrity of the paradigmatic system" (192).

Subsumption could be therefore viewed as a consequence of a combination of prefix and verb; it does not motivate the choice of prefix. Komárek states that thanks to this fact a new view of perfective and imperfective verbs forming a subsumptional pair should be taken into account. He believes that subsumption is a useful limiting factor of formation of aspectual correlation. The subsumptional relation between a prefix and a verb only prevents an imperfective verb from being formed from a prefixed perfective verb. He admits that it would be economic if this imperfective verb would explicitly (through the prefix) express

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[15] Poldauf himself was aware of this fact because he mentioned in his essay "Souhrnný pohled na vid v nové češtině" (1964) the following: "In Czech a prefix modifies the meaning of verb although it is sometimes only a 'false' change, since it brings a feature that isn't new, e.g. *přiblížit se*." (54) He emphasized the descriptiveness of Czech that is closely related with the tendency to be explicit. This fact can be demonstrated by the frequent occurrence of subsumptional prefixes.

the same classifying semantic feature and would be used as the imperfective opposite of an unprefixed imperfective verb. But because of the above mentioned subsumptional limitation it is not possible. Consequently, there arises a new and, according to Komárek's views, adequate interpretation of an frequently discussed fact that unprefixed imperfective verb forms different prefixed perfective opposites to achieve various meanings, e.g. *trhat*: *roztrhat (papír), vytrhat (plevel), natrhat (květiny), otrhat (jablka)* (Komárek 2006, 192). He thinks that the relation between imperfective and perfective verbs should be viewed in the opposite way, e.g. *roztrhat* x *trhat*, *vytrhat* x *trhat* etc. The use of an imperfective verb is, as a matter of fact, a specific way of imperfectivization through that are neutralized the semantic differences between prefixed perfective verbs whose subsumptional prefixes put them into various semantic classes. Compare:

Roztrhal *jsem noviny. (I tore a newspaper.)*
Vytrhal *jsem bodláky. (I plucked thistles out.)* | *Proč jsi je* **trhal**?*(Why*
Natrhal *jsem kopretiny. (I plucked marguerites.)* | *did you tear/pluck/pick*
Otrhal *jsem jablka. (I picked apples.)* | *them?)*[16]

This interpretation reveals the potential character of inherent semantic features that are implied by unprefixed imperfective verbs. These implicit semantic features are evident thanks to their explicit expression by the perfective verb forms. This confirms the essential role of subsumptional prefixes in the process of formation of meaning. Sometimes it is even not possible to form a secondary imperfective opposite to the verb containing a subsumptional prefix, e.g. *vaří oběd* (wrong: *uvařuje*) but *váže/uvazuje kravatu*; *plete svetr* (wrong: *upletuje*) but *plete/uplétá věneček*; *myje se/umývá* se etc. An important factor of the formation of these verbs the question which actions do they refer to, how typical and frequent are these actions. Crucial is also the usage of this type of prefixed verbs.

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[16] Komárek (2006) 193.

2.7 Biaspectual verbs

To support the theory of purely aspectual, perfectivizational function of prefixation Komárek (2006) uses the example of biaspectual verbs of foreign origin is used. These verbs lost their biaspectuality which resulted from the formation of a prefixed perfective verb, i.e. they gradually integrated into the Czech system of aspect. They also become members of semantic classes of Czech verbs that contain a specific prefix. Komárek (2006) stresses the fact that a verb of foreign origin cannot enter the system of verbal aspect without entering one of the semantic classes. Similar subsumptional relations between prefixes and verbs can be observed by these prefixed perfective verbs of foreign origin. Most often used is prefix *z-* (*zrealizovat, zkompromitovat*), especially by the verbs denoting a change of condition. Other frequent prefixes are, for example, *vy-* (*vyprodukovat*), *o-* (*opublikovat*), *na-* (*nainfikovat*). Less frequently are used also other prefixes (see the slang verb *vodoperovat*). The number of the prefixes that can be attached to this type of verbs of foreign origin is restricted.

The polysemy or homonymy of prefixes is also possible, e.g. *opublikovat* x *okomentovat* (Komárek 193). The meaning of a prefixed verb of foreign origin can be sometimes narrowed, e.g. *zdemolovat* denotes an unlawful act that is evaluated negatively, whereas the biaspectual verb *demolovat* has also the connotation 'to pull down/ demolish a house.' The subsumptional nature of the prefixes can be demonstrated by prefix *vy-* attached to the perfective verbs with the Latin prefix *e(x)-*, e.g. *vyextrahovat, vyexportovat, vyemigrovat*.

2.8 Relation between aspect and Aktionsart

Verbal aspect and Aktionsart (i.e. the manner of verbal action) are closely related to each another. The classes of semantic classification of processes which include verbs with verbal prefixes form the majority of so-called Aktionsarten. This concept has been discussed in the field of aspectology for a long time. Komárek (2006) mentions, for example, the Swedish linguist Sigurd Agrell who dealt with its problematic nature in his essay called "Aspektänderung und Aktionsartbildung beim polnischen Zeitworte" (1908). He distinguished between two terms – 'Aktionsartbildung' (formation of Aktionsart) and 'Aspektänderung'

(change of aspect). And contemporary linguists do not doubt the necessity to make such distinctions any more.

Komárek (2006) formulated the following main relations between aspect and semantic classification of verbal processes (Aktionsart):

1) Imperfective process can be perfectivized only after being put into a specific class of semantic classification: by means of prefix (***vykopat***) or suffix (*kop**nou**t*).

2) Perfective process does not change its verbal aspect after being put into a specific semantic class, e.g. ***předat***, ***vykopnout***.

3) Perfective process can be imperfectivized on a condition that it is not a member of a specific semantic class that would block that. E.g. *dát –> dávat, vyvolat –> vyvolávat; zavolat –> 0*). The semantic class is not changed by imperfectivization.

4) If the relation between a prefix and a verb is subsumptional, the secondary prefixed imperfective verb is either not formed and is replaced by unprefixed (unclassified) imperfective verb (*uvařit – vařit*) or it is potential (*lepit známky = nalepovat známky*).

5) Imperfective marked process can be expressed by iterative verbs, e.g. *vyvolává –> vyvolávává*. The semantic class is not changed.

2.9 Summary

As clearly shown from the facts mentioned, it is not easy to draw a clear borderline between subsumptional and purely aspectual prefixes. Since the main interest of this thesis is to deal with the English equivalents of Czech perfective prefixed verbs, I decided not to distinguish strictly between these two classes of prefixes in the analysis and employ rather the more general approach of Miroslav Komárek (see chapter 2.6). So to make the analysis clear the question of subsumption will not be included in it. Nevertheless, in order to exemplify this class of subsumptional prefixes, chapter 5.1 deals with analysis of tokens of subsumptional prefix *roz-* supplied by Intercorp.

3. Category of verbal aspect in English

As previously mentioned in the introductory chapter, the category of verbal aspect is not grammaticalized in English. Linguists tend to make aspectual distinctions between perfect and progressive verbs forms. However, the starting point of this analysis of English aspect is Czech, I will deal with this possibility only briefly and then I will proceed to the equivalent means in English that are used to denote the same meaning as Czech perfective prefixed verbs.

The Czech linguist extensively Libuše Dušková mentioned the question of verbal aspect in English not only in her grammar book *Mluvnice současné angličtiny na pozadí češtiny* (2003) but also in her essays published in the journal called *Philologica Pragensia*, namely the following two: "The perfect tenses in English vs. the perfective aspect in English" (1974) and "Has the English verb system the category of aspect?" (1983). Since she used Czech grammatical system in order to study English, her views are significant for this diploma thesis. Therefore I will refer to the results of her studies in this chapter. To make the analysis more complex the remarks of English speaking authors – Randolph Quirk (1992) and Michael Swan (2005) – will be taken into account, as well.

Dušková points out in the above mentioned essay from 1983, the term 'aspect' "is sometimes used in reference to the progressive and the perfect forms" (14) of verbs. She claims that, in order to find the answer to the title question of her essay, it is useful to consider it from the Czech point of view because in this Slavonic language the category of 'vid' is one of the basic categories of verb.

Mathesius (1947) stresses a significant fact that relates to the preceding remarks made by Dušková: he claims that in English is not important the opposition between verbal process that is fulfilled and the one that stresses rather the course of an action (as it is in Czech), but crucial is "the distinction made between actions that are placed in the past completely and those which refer to the present because they are completed by reaching a certain result" (Mathesius 202).

The aspectual feature (i.e. the feature denoting completeness or a result of an action) by perfective verb forms is a result of combination of the semantics of a verb and of a simple verb form. The meaning of completeness of a verbal action can be observed only by iterative verbs. A given verb does not need to have only

the perfective form – the preterite form is possible, as well, e.g. *Where did I put my glasses? – Where have I put my glasses?* (Kampak jsem dal brýle?) (Dušková 2003, 241) The difference between these tense forms does not consist in the completeness (i.e. aspect) of an action but in their different temporal reference. In the first sentence the speaker focuses on the point in time when he lost the glasses whereas in the second sentence is stressed the result of the past action. According to Dušková, that is the reason why the perfective verb forms are not means category of aspect but of verbal tense.

The progressive verb forms are also, to a certain extent, related to the semantics of a verb. The progressive form adds the feature of duration of a verbal process, and that is aspectual meaning. Yet the reference to a specific period of time cannot be excluded, as well. Therefore, Dušková suggests that the progressive verb forms can be labeled as an "aspectually-temporal category" (Dušková 2003, 242).

Dušková stresses the fact that was already mentioned in the first chapter: the category of verbal aspect does not exist in English in the form that it has in Czech. In Czech each verb (except for the group of biaspectual verbs discussed in chapter 2.7) is, according to its morphological structure, either perfective or imperfective. Aspect of a verb is inherent to all the possible forms of a given verb. Concerning the grammatical and lexical system of English language, there are certain means that have the equivalent function as Czech verbal prefixes. They will be discussed in greater detail in the following chapters.

3.1 Context

In English progressive form of a verb is aspectually marked whereas the simple tense form is from the point of view of aspect regarded as neutral. But the 'aspect' of a simple tense form can be shaped by context, e.g. *say* means in Czech *říci* (perfective verb) and *říkat* (imperfective verb), *learn* means *naučit se* (perfective verb) and *učit se* (imperfective verb), the equivalents of *buy* are *koupit* (perfective verb) and *kupovat* (imperfective verb). It should be stressed that such change of aspect through a different context is not possible in Czech.

The similarity between English progressive forms and Czech imperfective aspect is restricted only to the feature of duration or progression of verbal process. But there are two features in those the progressive forms differ from Czech verbs with imperfective aspect: topicality and temporariness (restricted duration) of verbal process. Dušková (2003) points out the fact that progressive forms correspond to imperfective aspect but in the opposite direction (Czech –> English) is this relation only partial. E.g. *Jan kouří* corresponds to *John is smoking* only under the condition that the action expressed by the verb is happening at the moment. If the sentence has a general meaning, i.e. *John is a smoker*, it corresponds to the simple present tense form *John smokes*.

As it was already mentioned, simple verb form is viewed by Dušková as aspectually neutral. That means that in order to find out whether a given verb presents the verbal action as completed or still in progress, the semantics of the verb, its complementation, and the situational and sentential context need consideration. To justify her statement she gives the following sentences: *we drank beer* (pili jsme pivo), *he drank a glass of beer* (vypil sklenici piva), *I patiently waited while he drank his glass of beer* (trpělivě jsem čekal, zatímco pil svou sklenici piva) (Dušková 2003, 242). The last sentence also proves the fact that telic predicate in simple form usually denotes a completed act and it can, thanks to the influence of context, express duration of an action, as well.

3.2 Adverbial particles

Adverbial particles such as *down, out, off, through, up* etc. can form perfective verbs. As examples of verbs containing a particle that alters the aspect of the verb can be given the following verbs:

- <u>down</u>: *write down* (zapsat si) (Dušková 2003, 243), *go down* (sejít), *fall down* (spadnout), *jump down* (seskočit) (Fronek 140), *roll down* (skutálet se) (Fronek 423)
- <u>out</u>: *blow out* (sfouknout), *work out (a problem)* (vyřešit problém), *try out* (vyzkoušet) (Dušková 2003, 243), *leave out* (vynechat) (Dušková 2003, 204), *come out* (vyjít/ vyjet/ vyplout) (Fronek 90),

fly out (vyletět) (Fronek 182), *shake out* (vytřepat) (Fronek 450), *wear out* (obnosit) (Fronek 579)

- off: *shake off* (setřást), *cool off* (vychladnout) (Dušková 2003, 243), *bite off* (ukousnout si) (Fronek 45), *cut off* (odříznout/ odstřihnout/ useknout) (Fronek 112), *rub off* (vydrhnout, vymazat, odrhnout) (Fronek 426), *tear off* (strhnout) (Fronek 518), *wipe off* (smazat) (Fronek 589)

- through: *think through* (promyslet), *soak through* (promočit) (Dušková 2003, 243), *break through* (prolomit) (Fronek 56), *play through* (přehrát = 'from the beginning to the end') (Fronek 368), *rake through* (prohrabat) (Fronek 399)

- up: *drink up* (vypít), *eat up* (sníst), *brush up* (vykartáčovat) (Dušková 2003, 243), *clamber up* (vydrápat se) (Fronek 82), *climb up* (vyšplhat se, vylézt) (Fronek 84), *cut up* (rozřezat, nasekat) (Fronek 112), *finish up* (dojíst, dopít) (Fronek 176), *gobble up* (zhltnout) (Fronek 205), *use up* (spotřebovat, utratit) (Fronek 562), *jump up* (vyskočit) (Fronek 265)

As could be observed by the Czech equivalents of these verb particles modify the meaning of verbs because they explicitly refer to the final part of a verbal process.

These verbs consisting of a verb and an adverbial particle have to be clearly distinguished and separated from two other groups of phrasal verbs that are discussed by Dušková (2003): she mentions the cases when a verb followed by an adverbial particle forms a new semantic unit. The meaning of each component of this unit loses its original meaning. E.g. *bring* (přinést) + *up* (nahoru) → *bring up* (vychovat), *carry* (nést) + *out* (ven) → *carry out* (provést, vykonat), *give* (dát) + *in* (dovnitř) → *give in* (ustoupit) (Dušková 2003, 204). The second class of the verbs is characterized by the fact that both components retain their meaning, e.g. *give back* (vrátit), *call off* (odvolat), *leave out* (vynechat) (Dušková 2003, 204).

Quirk (1992) labels the verbs consisting of a lexical verb and a particle as "multi-word verbs" (1150). He states that these particles "belong to two distinct but overlapping categories, that of prepositions and that of spatial adverbs (though

23

such adverbs are not necessarily used with spatial meaning)" (1150). Therefore he applies the term 'particle' to words that "follow and are closely associated with verbs" (1150). Quirk sorts them by their function into three different groups:

a) particles that function as prepositions, e.g. *against*, *as*, *for*, *from*, *into with*, etc.

b) particles that can be used only as spatial adverbs, e.g. *ahead*, *apart*, *away*, *back*, *on top*, *together*, etc.

c) particles that can be used both as prepositions and spatial adverbs, e.g. *about*, *above*, *down*, *off*, *out* (in American English), *over*, *past*, *under*, *up*, etc.

Quirk calls particles from the last group, i.e. those functioning as spatial adverbs "prepositional adverbs" (1151). It is obvious that this last group seems to correspond to Dušková's adverbial particles that are means of formation of perfective adverbs.

Dušková (2003) mentions an important fact – if a progressive form of these verbs is used, they are imperfective, e.g. *he was working out a problem* (řešil nějaký problém), *she was shaking off the snow* (setřásala ze sebe sníh) (243).

3.3 Prefixes

There are prefixes in English that can be attached to a verb in order to form a perfective verb form. Dušková (2003) and Quirk (1992) give the following examples (Czech translations are supplied from Fronek's dictionary):

- <u>en-</u>*: slave* (otročit) –> **en***slave* (zotročit), *rage* (zuřit) –> **en***rage* (rozzuřit), *force* (nutit) –> **en***force* (vnutit) (Dušková 2003, 243)

- <u>dis-</u>: *obey* (poslouchat) –> **dis***obey* (neuposlechnout), *possess* (vlastnit) –> **dis***possess* (zbavit majetku) (Quirk 1541)

- <u>mis-</u>: *hear* (slyšet) –> **mis***hear* (přeslechnout) (Quirk 1541)

- <u>out-</u>: *grow* (růst) –> **out***grow* (přerůst), *live* (žít) –> **out***live (one's wife)* (přežít manželku), *run* (běžet) –> **out***run* (předběhnout), *shine* (svítit) –> **out***shine* (zastínit) (Dušková 2003, 243)

- <u>over-</u>: *eat* (jíst) –> **over**eat (přejíst se), *sleep* (spát) –> **over**sleep (zaspat) (Dušková 2003, 243), *pay* (platit) –> **over**pay (přeplatit), *work* (pracovat) –> **over**work (přepracovat se), *fly* (letět) –> **over**fly (přeletět) (Quirk 1542)
- <u>under-</u>: *cook* (vařit) –> **under**cook (nedovařit), *play (role)* (hrát roli) –> **under**play (nepřehrávat) (Quirk 1542)
- <u>inter-</u>: *weave* (plést) –> **inter**weave (proplést) (Quirk 1543)
- <u>re-</u>: *build* (stavět) –> **re**build (přestavět), *wind* (ovinout, navinout) –> **re**wind (převinout), *evaluate* (hodnotit) –> **re**evaluate (přehodnotit) (Quirk 1544)

These perfective prefixes seem to have a special lexical meaning: **dis-** ('to do the reverse perfective action'), **mis-** ('to something in a wrong way'), **under-** ('to do something in a moderate way'), **re-** ('to do something again'), etc. As it is obvious from the relatively limited number of prefixes with perfective function, they are not a very productive means of formation of verbs denoting a finished or fulfilled verbal process.

3.4 Syntactic constructions

3.4.1 Complement

Some types of complement are able to change verbal aspect. Examples are the following object complements: *he drank himself silly* (zpil se do němoty), *he drank himself to death* (upil se k smrti), *they talked her silly* (umluvili ji) (Dušková 2003, 243).

Dušková (2003) claims that another possibility to form a perfective verb is to use verbs such as *bang*, *run*, *wear*, etc. complemented by an adjective in the function of subject complement, e.g. *the door banged shut* (dveře se zabouchly), *the river has run dry* (řeka vyschla), *the catch sprang open* (západka odskočila) (243).

Quirk (1992) discusses other instances of adjectives functioning as object complements. He agrees with Dušková that these constructions contain perfective verbs by stating that the verbs "express the result of the process denoted by the verb" (417). To justify this fact he mentions the following examples: *He **pulled***

*his belt **tight***. (Přitáhnul si pásek.), *He **pushed** the window **open***. (Otevřel okno.)
(417) Quirk remarks that these verbs have a "causative meaning" (417) because
they can be paraphrased in the following way: *He pulled his belt tight. –> He
caused his belt to be tight by pulling it.* He points out the fact the there is an
analogy between adjectives used in these constructions and adverbs which "can be
seen in the resultative effect of an adverb such as *out*" (417). To prove this
statement he gives the following example: *He pushed the window open/ out. = He
caused the window to be open/ out by pushing it.* (417)

Nevertheless, despite the fact that Dušková (2003) classifies the above
mentioned examples as complements, she stresses the fact that these predications
are copular (a part of verbonominal construction) because they cannot stand in a
sentence on their own. E.g. *the door flew/ blew open* (dveře se průvanem)
rozletěly) –> **the door flew/ blew* (dveře letěly/ vanuly) (507). As highlighted by
the previous example, the nominal element cannot be left out. It is "an obligatory
sentence member, since these verbs denote in such constructions only an
attributive relation between a feature and an object that it belongs to" (Dušková
2003, 505). That is the reason why there is a special syntactic-semantic group of
copulative verbs. This group – Dušková (2003) calls it a "type 'become' copulas"
(206) – includes verbs such as *come, get, go, grow, fall, make, turn*, etc. (207).
These verbs will be discussed in the chapter 3.4.2.1.

From the facts discussed above it is obvious that there is not always a clear
distinction between verbonominal constructions that include a copulative verb and
constructions that are formed be an autosemantic verb and a complement. Special
attention must be paid to the syntactic function of each element in order to analyze
them correctly.

3.4.2 Verbonominal constructions

Verbonominal constructions containing copulative verbs such as *bear,
draw, get, give, have, put, pay, take* etc. and a nominal element are also a means
of formation of perfective verbs. I will discuss some of them in greater detail later
in this chapter. To these verbs should be, according to Dušková's comments,
counted also the copulas mentioned in the previous chapter, i.e. *come, get, go,
grow, fall, turn*, etc. which I decided to deal with in a separate chapter below (see

chapter 3.4.2.1). The object of these verbs is expressed by nouns denoting an action while a given verb itself expresses only the grammatical categories (tense, mood, etc.), e.g. *have a rest* (odpočinout si), *give a laugh* (zasmát se). Dušková (2003) points out an important fact: verbonominal constructions are those that can be replaced by a full-meaning verb, e.g. *have an argument = argue, make a start = start, give an explanation = explain*, etc. If such verb does not exist, this construction should be then considered from the point of view of lexicology (not of syntax), e.g. *we do business with them* (obchodujeme s nimi), *the boys are doing some mischief* (chlapci tropí nějaké neplechy), *take place* (konat se) (Dušková 2003, 419). As Dušková (2003) remarks a verbonominal construction is not a matter of syntax if there is no formal cognation of the full-meaning verb and the object in the synonymous construction, e.g. *he struck him a hard blow* (zasadil mu tvrdou ránu) – *he hit him hard* (tvrdě ho udeřil) (Dušková 2003, 420).

What concerns the use of verbonominal constructions instead of their full-meaning counterparts, it is mainly the matter of their meaning, syntax and functional sentence perspective. While verbs from that originated the nominal part of verbonominal construction denote actions or processes that are not separated, the constructions refer to a single instance of a verbal process that can be modified, coordinated or quantified in various ways. Verbonominal constructions are useful from the aspectual point of view because they are used to denote finished verbal processes, i.e. perfective aspect. From the point of view of syntax the use of verbonominal constructions is motivated by the need to omit object which is not possible with full-meaning verb equivalents, e.g. *I have made arrangements* (zařídil jsem to) – **I have arranged* (Dušková 2003, 420). The verb *arrange* is transitive, it requires an object. Modifying the nominal action is useful in terms of functional sentence perspective, as well, e.g. *he gave me a stern look* (přísně se na mě podíval) vs. *he looked at me sternly* (díval se na mě přísně) (Dušková 2003, 420). The range of possibilities of modifying an action noun is also wider than the number of possible modifications of full-meaning synonyms by adverbs. A verbonominal construction can be for example modified by a relative clause, e.g. *he gave me a look which startled me* (upřel na mne pohled, který mě polekal) (Dušková 2003, 420).

Dušková (2003) gives these examples of verbonominal constructions: *he gave the door a push* (strčil do dveří), *I had a drink of water* (napil jsem se vody), *she took a deep breath* (zhluboka se nadechla) (243). Dušková (2003) stresses the fact that the perfective aspect of these constructions is a result of combination of a simple verb form and of the highlighting of one particular completed act of a given verbal process.

Quirk (1992) labels the verbs mentioned by Dušková as "eventive verbs" (750). He claims that "a frequent type of object generally takes the form of a deverbal noun preceded by a common verb of general meaning, such as "*do, give, have, make, take*" (750). From the semantic point of view, this type of object is "an extension of the verb" (750). Since the verb itself is semantically weak, the main focus shifts to the object. Therefore such nouns become the head of a given verbal phrase.

An example already mentioned above is the verb **have.** Dušková (2003) remarks that it is classified as a copulative verb when its possessive meaning is weakened to the extent that it can form a semantic unit with a noun denoting an action. This semantic unit can be replaced by a full-meaning verb in the following way. E.g.: *have a bath (= bathe)* (vykoupat se), *have a wash (= wash)* (umýt se), *have a shave (=shave)* (oholit se), *have a shower (= shower)* (osprchovat se), *have a look (= look)* (podívat se), *have a try/ a go (= try)* (zkusit), *have a swim (= swim)* (zaplavat si), *have a walk (= walk)* (projít se), *have a ride (= ride)* (projet se), *have a breakfast/ lunch/ dinner (= 0/ lunch/ dine)* (posnídat/ poobědvat/ povečeřet), etc. (Swan 206-207). Swan (2005) remarks that these constructions are used especially to denote "actions and experiences … in an informal style" (206). Dušková (2003) considers this use of *have* as a fine example of a tendency in English to replace the sentence type S – V (subject – verb) by a three-member construction. Such verbonominal constructions can be sometimes modified by an adjective. E.g. *I had a good look at him.* (Dobře jsem se na něj podíval.), *She had a nice swim.* (Hezky si zaplavala.) (417). As demonstrated by these sample sentences, the modification cannot be sometimes used with a full-meaning verb (**I looked at him well*) or it has a different meaning (*she swims nicely* – hezky plave). There is an important fact to be stressed that was already mentioned above: "this verbonominal construction differs from the

full-meaning verb by dividing a verbal process (by highlighting a single instance of a given process) which can have consequences for the category of aspect" (Dušková 2003, 417).

According to Quirk (1992) some of the heads forming a verbal phrase with eventive verbs "are not derived from verbs" (761). He gives the following examples that have perfective meaning to support his statement: *have a game* (zahrát si), *make peace (with)* (usmířit se), *make a mistake* (zmýlit se), *make an attempt* (pokusit se), *make a correction* (opravit), etc. (751). Another example can be found in Swan (2005): *She gave a silly laugh.* (Přihlouple se zasmála.) (24).

What concerns the verb **give** Swan remarks that, especially in British English, certain verbs that for example refer to sound produced by people can be replaced "by a structure with **give** and a noun" (201). As instances of such verbs he gives the following: *cough*, *cry*, *scream*, *chuckle*, *laugh*, and *shout*. E.g. *He gave a cough to attract my attention.* (201) (Zakašlal, aby mě na sebe upozornil.), *Suddenly she gave a loud scream and fell to the ground.* (201) (Náhle hlasitě vykřikla a padla k zemi.).

Swan (2005) also discusses another case of use of **give** having the perfective meaning – *give* in a verbonominal construction with an indirect object. This structure is used to "replace transitive verbs, especially in an informal style" (201). Examples: *give somebody a smile* (usmát se na někoho)*, give somebody a look* (podívat se na někoho)*, give somebody a kiss* (políbit někoho)*, give somebody a hug* (obejmout někoho)*, give somebody a ring* (in British English = *a phone call*) (zavolat někomu), *give something a push* (strčit do něčeho)*, give something a kick* (nakopnout něco)*, give it a try* (zkusit to)*, give a shot* (in American English = *a try)* (zkusit), etc. (201).

Another group of verbonominal constructions with perfective meaning is formed by the verb **do**. Quirk (1992) gives the following examples of nouns collocating with *do*: *do a dance* (zatančit si), *do a dive* (ponořit se), *do a drawing* (nakreslit), *do a left/right turn* (otočit se doleva/ doprava), *do a sketch* (načrtnout), *do a translation* (přeložit (text)), etc. (Quirk 751). Dušková (2003) uses these examples, the last two containing a gerund: *it will do you no harm* (neublíží vám to), *they have done him a great wrong* (velice mu ukřivdili), *I'll do the cleaning and you can do the cooking* (já uklidím a ty můžeš uvařit), *I must do some*

shopping (musím nakoupit)*, he has done a lot of climbing* (hodně se nalezl po horách) (418).

Predicates consisting of ***make*** and a noun are for example the following: *I made inquiries* (dotazoval jsem se), *she made no reply* (neodpověděla), *make haste* (pospěš si), *are you going to make a long stay?* (zdržíte se dlouho?) (Dušková 2003, 418). As Dušková remarks, from the point of view of stylistics are these constructions are typical for scientific style, e.g. *to make an attempt* (učinit pokus o něco), *to make a decision* (učinit rozhodnutí), *to make a discovery* (učinit objev), etc. (418).

To sum up the above mentioned facts and examples concerning the verbonominal constructions, the following tables will help us with clarification. Czech translations are taken from Fronek (1999). If not marked otherwise, all verbs are taken from Quirk.[17] It will be clear from the overview that these syntactic constructions are replaced in Czech by a verbal predicate, and the features of perfective aspect are displayed on the level of morphology (by prefixes, etc.).

GET

get a fright	vyděsit se, vylekat se
get a glance	podívat se (na)
get a glimpse (of)[18]	zahlédnout
get a view (of)	uvidět (co)

GIVE

give advice	poradit
give an answer	odpovědět
give a bark[19]	zaštěkat
give somebody a bath	vykoupat (někoho)
give a cheer	povzbudit
give a consideration (to)	zvážit, uvážit (co)

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[17] See Quirk (1992) 751-752.
[18] Dušková (2003) 419.
[19] Dušková (2003) 419.

give a cough	zakašlat
give a cry	vykřiknout
give a description	popsat
give encouragement	povzbudit
give an explanation	vysvětlit
give a flicker[20]	zablikat
give a groan[21]	zasténat
give help (to)	pomoci
give a kick	nakopnout
give a kiss	políbit
give a laugh	zasmát se
give a nod	přikývnout
give a pull[22]	zatáhnout
give a push	postrčit
give a reply	odpovědět
give sb. a scolding[23]	vyhubovat (někomu)
give a shrug[24]	pokrčit rameny
give a shudder[25]	zachvět se
give a sight	vzdechnout
give a smile	usmát se
give a squeak[26]	vykviknout, vypísknout
give a wash	umýt (co), opláchnout (co)
give a wave	zamávat

HAVE

have an argument	pohádat se
have a bath	vykoupat se

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[20] Dušková (2003) 420.
[21] Dušková (2003) 419.
[22] Dušková (2003) 419.
[23] Dušková (2003) 419.
[24] Dušková (2003) 419.
[25] Dušková (2003) 418.
[26] Dušková (2003) 419.

have a chat	popovídat si
have an influence (on/over)	ovlivnit
have a look (at)	podívat se (na)
have a shower	osprchovat se
have a sleep	vyspat se
have a smoke	zakouřit si
have a swim	zaplavat si
have a talk	promluvit si
have a taste	ochutnat
have a walk	projít se
have a wash	umýt se

MAKE

make an accusation (against)	obvinit
make an agreement (with)	dohodnout se (s)
make allowances (for)	přihlédnout (k čemu)
make an attack (on)	zaútočit (na)
make a bargain (with)	uzavřít smlouvu (s)
make a call (on)	zavolat (komu)
make a choice	rozhodnout se
make a comment	poznamenat, okomentovat
make a contribution (to)	přispět (k)
make a copy	okopírovat, opsat
make a criticism (of)	zkritizovat
make a decision	rozhodnout se
make a discovery (that)	objevit (že …)
make an escape	utéct, uniknout
make a guess	odhadnout
make in inquiry (into/ of)	dotázat se (na), přezkoumat
make an improvement (on)	zlepšit se, překonat, polepšit si
make an investigation (into/ of)	přezkoumat/ vyšetřit
make a note (of)	poznamenat si

make an objection (to)	namítnout (proti)
make an observation	poznamenat
make a payment	zaplatit
make a promise	slíbit
make a proposal	nabídnout, navrhnout
make a recommendation (that)	doporučit
make a reduction in	snížit, omezit (co)
make a reference to	odvolat se (na), zmínit se (o)
make a request (that/ for)	požádat (o)
make a start	začít
make a suggestion	navrhnout
make a turn	odbočit, zahnout
make use of	využít (čeho)

PAY

pay a call (on)/ a visit (to)	navštívit

PUT

put emphasis on	zdůraznit
put an end to	skoncovat, zarazit (co)
put a question to	zeptat se (koho)
put a stop to	skoncovat, zarazit (něco)

TAKE

take aim[27]	namířit, zacílit
take a bath	vykoupat se
take a breath	nadechnout se
take care (of)	postarat se (o)
take dislike to	zprotivit si (něco/ někoho)
take a dive	ponořit se
take a glance (at)	podívat se (na)

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[27] Dušková (2003) 419.

take a guess	odhadnout
take a look (at)	podívat se (na)
take (a) note (of)	poznamenat si (co)
take notice (of)	povšimnout si (čeho)
take offence (at)	urazit se (kvůli)
take a photograph (of)	vyfotografovat (co)
take pity (on)	slitovat se (nad kým)
take a risk	zariskovat
take a seat	posadit se
take a shower	osprchovat se
take a shave	oholit se
take a sleep	vyspat se
take a smoke	zakouřit si
take a swim	zaplavat si
take a walk	projít se
take a wash	vykoupat se

As it can be seen in the tables above, some of the verbonominal constructions have two possible variants: either with the verb *have* or *take*, e.g. *have/ take a look/ bath/ a sleep/ a walk/ a wash*. The meaning of these constructions is the same. The only distinction is the localization of their use. Quirk remarks that *have* is "the typical British verb and *take* is the typical American verb" (762).

One final remark is necessary at the end of this chapter. Dušková (2003) points out an important fact concerning the perfective character of these verbonominal constructions: if such constructions are used in a progressive form they do not express a completed verbal process. Instead, such forms denote an unlimited duration of an action, i.e. the progressive forms of these constructions are imperfective, e.g. *he was having a smoke* (kouřil), *he was having a swim* (plaval), *she was taking photographs* (fotografovala), etc.

3.4.2.1 Verbs denoting change

I decided to dedicate a special chapter to verbonominal constructions that Swan (2005) labels in his grammar book as verbs denoting change. He lists the following verbs: **become, get, go, come, grow, turn**, and verbs related to adjectives (103). These copulative verbs that were already mentioned above (Dušková (2003) labels them as 'type 'become' copulas') are used in verbonominal constructions in a special way – to refer to a change of subject or object that was affected by it. Quirk (1992) calls these verbs "resulting copulas" (1172). He contrast them with "current copulas" (e.g. *be*, *appear*, *feel*, *seem, remain,* etc.) (1172) whose meaning is "stative and cannot co-occur with the progressive aspect" (1172). These stative copulas are equivalent with the group of copulative verbs that Dušková (2003) labels as "type 'be' copulas" (206). Quirk gives the following examples to illustrate the difference between these two distinct groups of copulas:[28]

- <u>current copula</u>: *The girl **seemed** very restless.* (Dívka vypadala velmi neklidně.)
- <u>resulting copula</u>: *The girl **became** very restless.* (Dívka velmi zneklidněla.)

This distinction is made on the basis of function of the complement in a sentence: either is the complement used with verbs that have a stative meaning (current attribute) or it is used in a construction with verbs that denote an event that is completed by achieving a certain result (resultative attribute).

As for the function of the verbs discussed by Swan, Quirk (1992) states the following in the chapter dealing with copular complementation by adjective phrase (in the function of subject complement):

> A verb is said to have copular complementation when it is followed by a subject complement or a predication adjunct, and when this element cannot be dropped without changing the meaning of the verb. The verb in such a clause is a copular (or linking) verb, and is equivalent in function to the principal copula, the verb *be*. (1171)

To support Quirk's definition, the examples taken from Swan (2005) (pages 103-105) and Fronek (1999) can be used. As their Czech translations from

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[28] Quirk (1992) 1172.

Fronek's dictionary show, not all of them – especially the constructions denoting a gradual change – are perfective. These copulative verbs collocate not only with nominal elements (e.g. *get*, *go*) but also with infinitives or past participles (e.g. *get*, *grow*, *come*).

3.4.2.1.1 Become

become angry[29]	rozhněvat se
become dark	ztmavnout, potemnět
become nervous	znervóznět
become sad	zesmutnět

3.4.2.1.2 Get

get ready	připravit se
get younger	omládnout
get ill	onemocnět
get old	zestárnout
get broken	zlomit se
get dressed	obléci se
get married	oženit se, vdát se
get tired	unavit se
get lost	ztratit se
get to like	oblíbit si
get to know	poznat

Get occurs in constructions not only with adjectives (in informal style) but also with past participles. *Get* in a construction with infinitive denotes a gradual change, e.g. *She is nice when you get to know her.* (Když ji začnete poznávat, zjistíte, že je milá.) (Swan 104).

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[29] Fronek (1999) 38.

3.4.2.1.3 Go

change of colour:	*go brown*	zhnědnout
	go blue (with cold)	zmodrat (mrazem)
	go green (with envy)	zezelenat (závistí)
	go red (with embarrassment)	zčervenat, zrudnout (rozpaky)
	go white (with anger)	zbělat (vzteky)
negative change: people	*go mad* (British English)	zešílet
	go crazy	zešílet, zbláznit se
	go deaf	ohluchnout
	go blind	oslepnout
	go grey	zešedivět
	go bald	zplešatět
negative change: animals, things	*go lame* (horses)	zchromnout
	go wrong (machines)	pokazit se
	go rusty (iron)	zrezivět
	go bad (meat, vegetable)	zkazit se
	go mouldy (cheese)	zplesnivět
	go off/ sour (milk)	zkysnout
	go stale (bread)	okorat
	go flat (beer, lemonade, car tyres)	vyšumět, splasknout

Swan (2005) points out that the verb *go* is used especially in informal style. According to his interpretation, when *go* is used in a construction with an adjective it can denote two meanings:

- change of colour: *go brown/ blue/ red* etc.
- negative change: related to people (e.g. *go bald/ crazy/ mad*), animals (*go lame*), and things (*go flat/ wrong*)

37

Go in such constructions can be replaced by *turn*, or, in order to denote a more gradual way of change, by *grow*. It is not possible to use *go* in verbonominal constructions with *old*, *tired* and *ill* (see *get*).

3.4.2.1.4 Come

As Swan points out in *Practical English Usage* (2005) the verb *come* can be used in a few fixed collocations that denote verbal processes that have a successful ending, e.g. *come true* (splnit se, vyplnit se), *come right* (podařit se, vydařit se): *I'll make all your dreams come true.* (Splním ti všechny tvé sny.), *It will all come right in the end.* (Nakonec se všechno podaří.) (Swan 104), *The handle has come loose.* (Dušková 2003, 416) (Držadlo se uvolnilo.)

Come used in constructions with infinitive can denote "changes in mental state or attitude" (Swan 104). E.g. *I slowly came to realise that she knew what she was doing.* (Pomalu mi **docházelo**, že ví, co dělá.), *You will come to regret your decision.* (Budeš svého rozhodnutí **litovat**.) As it is apparent from the form of verbs used in the Czech translation of these sentences, they are imperfective because they do not express a completed action. The emphasis is put rather on the duration of the given action, on its progress.

Dušková (2003) mentions another possible construction with the verb *come*: it can be used with past participle of the verbs with prefix *un-*. E.g. *the seam came unstitched* (šev se rozpáral), *the knot came untied* (uzel se rozvázal) (Dušková 2003, 416).

Come can be used also in the following constructions:

- *come + to be*: *She came to be his admirer.* (Stala se jeho obdivovatelkou.) (Dušková 2003, 416)
- *come* in a prepositional phrase with a noun: *come to a halt* (zastavit se), *come to an end* (skončit) (Dušková 2003, 416)

3.4.2.1.5 Grow

According to Swan *grow* is used in constructions with adjectives denoting a "slow and gradual change" (104). In terms of formality of language, Swan points out the fact that *grow* is "more formal than *get* or *go*" (104). What concerns the stylistic point of view, *grow* is perceived as "a little old-fashioned or literary"

(104). E.g.: *Without noticing it he grew old.* (Zestárnul, aniž by si toho všimnul.), *When they grew rich they began to drop their old friends.* (Když zbohatli, začali ztrácet staré přátele.) (Swan 104), *grow cold* (ochladnout), *grow lazy* (zlenivět) (Fronek 212), *grow worse* (zhoršit se) (Dušková 2003, 416), etc.

Grow used in a construction with infinitive can be used to denote gradual "changes in attitude" (105). These constructions have a similar denotation as the verb *come* followed by infinitive. Example: *He grew to accept his stepmother, but he never grew to love her.* (Swan 105) (Postupně přijal svoji nevlastní matku, ale nikdy ji neměl rád.). As it is obvious from the translation, in Czech it is possible to express the equivalent meaning by using the adverb 'postupně.'

3.4.2.1.6 Turn

According to Swan *turn* is used to denote a "visible or striking change of state" (105). It is usually used in constructions with words denoting colours. E.g.: *She turned bright red.* (Zrudla.) (Swan 105), *She turned pale.* (Zbledla.) (Dušková 2003, 416), *turn green* (zezelenat), *turn grey* (zešedivět) (Fronek 543).

Swan remarks that "*turn to* can be used before the names of materials" (Swan 105), e.g. *turn to ice* (zmrznout) (Fronek 543), *turn to stone* (zkamenět) (Swan 105).

3.4.2.1.7 Fall

Fall used in a verbonominal construction denotes the meaning 'become':

fall asleep	usnout
fall ill	rozstonat se
fall silent	utichnout
fall in love	zamilovat se

3.4.2.1.8 Verbs derived from adjectives

Swan states that there are several verbs whose stem is formed by an adjective and "ha[s] the meaning 'get more' or 'make more' " (105). Many of them end with suffix -*en*. As Quirk (1992) remarks, -*en* is a verb suffix that "combines with adjectives" (1557), e.g. *deafen* (ohluchnout), *sadden* (zarmoutit),

tauten (zatnout, napnout, např. sval), *quicken* (zrychlit), *ripen*, (uzrát/ vyzrát/ dozrát), *widen* (rozšířit), *harden* (ztuhnout, ztvrdnout).[30] Swan's examples (105):

> *The fog **thickened**.* (Mlha zhoustla.)
>
> *They're **widening** the road here.* (Rozšiřují tu silnici.)
>
> *His face **brightened**.* (Tvář se mu rozzářila.)
>
> *His eyes **narrowed**.* (Přimhouřil oči.)
>
> *Could you **shorten** the sleeves on this jacket?* (Mohl bys u toho saka zkrátit rukávy?)

Other examples taken from Fronek (1999): *fatten* (vykrmit, ztloustnout) (170), *freshen* (ochladit) (189), *blacken* (načernit, začernit, pošpinit (pověst)) (46), *thicken* (zahustit) (523), *whiten* (nabílit, zbělet) (585).

3.5 Summary

As it is obvious from the above discussed facts, there are various means in English that may denote the equivalent meaning as their Czech perfective counterparts:

- context
- adverbial particles
- prefixes
- syntactic constructions
    - complement
    - verbonominal constructions

Context is mentioned as one of the options but we have to bear in mind that it is, in fact, crucial anytime we want to denote a perfective action.

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[30] Examples taken from Quirk (1992) 1557, Czech translations supplied from Fronek (1999).

4. Czech 'vid' vs. its equivalents in English

Since this diploma thesis uses Czech as the starting point of classification of English, a summary of the main functions of Czech prefixed verbs with perfective meaning should be made before proceeding to the contrastive analysis of the facts discussed in the previous two chapters.

As mentioned in chapter three, Czech prefixed verbs that denote completeness or a result of an action are classified as perfective and they are placed into opposition to their imperfective counterparts that focus rather on the duration of an action, e.g. *dopít* x *pít, přejít* x *jít, přešít* x *šít, projet* x *jet, prošlapat* x *šlapat, sletět* x *letět*, etc. This distinction is not an accurate one. If a more detailed study is to be made, several distinctive features may be analysed.

There are basically three general meanings of Czech prefixed perfective verbs:

1) Such verbs are used, for example, in order to **put emphasis on a certain feature of a verbal action**. The meaning of these verbs is not changed after the attachment of a prefix. These prefixes are called 'subsumptional' and they were previously discussed in chapter 2.2 dealing with phenomenon of subsumption. As mentioned above, such prefixes are important from point of view of semantics, although they do not add new meaning to the stem of a given verb. E.g. perfective verbs with prefix *roz-*: *rozbrázdit, rozcupovat, rozčeřit, rozčlenit, rozčtvrtit, rozdělit* (meaning 'into pieces') (Poldauf 1954, 57). This prefix will be dealt with in great detail in the chapter 5.1.

2) Aspectual prefixes may also stress **the duration or course of an action**, e.g. *pobýt, posedět, postát, popíjet, nasmát se, nasedět se, nadělat se.*

3) The most frequent type of prefixed perfective verbs is represented by the verbs that denote **fulfilment of an action**, e.g. *dopít, dojíst, uvařit, upéct, vyčerpat* (vodu), *nalít*, etc., or that stress the **completeness** of it, e.g. *posadit se, položit se, postavit se.*

According to denotations of Czech perfective verbs, various equivalent means of expressing the same meaning can be found in English. As it was

discussed in previous chapters, the most frequent meaning of prefixed perfective verbs in Czech appears to be the fulfilment of an action; the following chapter will focus on the analysis of the possible English verbs denoting the same meaning. This feature will be then also the subject of the practical part of this diploma thesis.

4.1 Fulfilment of an action, completeness

Perfective verbs denoting fulfilment of an action are the most frequent in Czech. They have several possible equivalents in English:

a) **Verbs in a construction with particle *up***

- Special emphasis is sometimes put on the <u>accomplishment</u> of an action.

E.g. ***Lock up*** *the house before you go on holiday.* (Pozamykej dům, než odjedeš na prázdniny.)

Pull up *a chair.* (Přitáhni si židli.)

*She **tore up** the letter.* (Dopis roztrhala.)

*They **tied up** the prisoners.* (Vězně svázali.)

*She **closed up** her office.* (Zavřela svoji kancelář.)

*He **shot up** the deer.* (Zastřelil jelena.)

*The dog **came up** to me.* (Pes ke mně přišel.)

Clean/Clear up *the kitchen before your mother comes home.* (Ukliď v kuchyni, než přijde domů tvoje matka.)

*This man will tell you how to **start up** your business.* (Tento muž vám poradí, jak začít podnikat.)

*They had to **stock up** with food during the floods.* (V době záplav se museli zásobit jídlem.)

- With other verbs is placed special stress (in comparison with their imperfective counterparts) on the fact that a given action is <u>finished,</u> i.e. it cannot continue any more.

E.g. ***Drink up*** *your milk.* (Dopij si mléko.) x ***Drink*** *milk.* (Pij mléko.)

Eat up *the lunch.* (Dojez ten oběd.) x ***Eat*** *vegetables.* (Jez zeleninu.)

*The pool has **dried up**.* (Kaluž vyschla.) x *This ink usually **dries** in two seconds.* (Tento inkoust obvykle schne dvě vteřiny.)

*He **finished up** his project.* (Dokončil svůj projekt.)

b) Adverbial particles

- This means of denotation of perfective aspect was discussed in chapter 3.2. As mentioned there, Dušková (2003) points out that particles such as *down, out, off, through*, etc. are used to form perfective verbs in English.

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

    ***Write** it **down**.* (Zapiš to.)

    *Look up the word in a dictionary and **write down** the definition.*
    (Najdi to slovo ve slovníku a zapiš si definici.)

    ***Try on** these shoes.* (Vyzkoušej si ty boty.) x *She **tries** my patience.* (Zkouší moji trpělivost.)

    *The moon **came out**.* (Vyšel měsíc.) x *She **came** every day and took good care of them.* (Přicházela každý den a starala se o ně.)

    *A bird **flew out** the nest.* (Pták vyletěl z hnízda.) x *An airplane **flew** in the sky.* (Na nebi letělo letadlo.)

    *He **jumped out** of the window.* (Vyskočil z okna.) x *The dog **jumped** around me.* (Pes poskakoval okolo mě.)

    *She **drove off** with my cell phone.* (Odjela mi s mobilem.) x *We **drove** for five hours in a snow storm.* (Jeli jsme pět hodin ve vánici.)

    *My son **fell down** the stairs.* (Můj syn spadl ze schodů.) x *The boy **fell** steadily on his chin.* (Chlapec ustavičně padal na bradu.)

    *He **blew out** the candles on his birthday cake.* (Sfouknul svíčky na svém narozeninovém dortu.) x *Wind **blew** hard all night.* (Celou noc foukal silný vítr.)

    *The coat **wore out**.* (Kabát se obnosil.) x *He **wore** the coat for many years.* (Nosil ten kabát po mnoho let.)

43

*The hairdresser **cut off** her damaged hair.* (Kadeřník jí ustřihnul poničené vlasy.) x *She **cut** his hear every month.* (Stříhala mu vlasy každý měsíc.)

c) Simple form of a verb

- The simple past or present tense form of a verb may denote a perfective meaning of its Czech equivalent. The completeness of an action is then determined by context.

  E.g. *He **drank** two beers and went home.* (Vypil dvě piva a šel domů.)

  *He **shook** his head.* (Potřásl hlavou.)

  *She **swallowed** a pill.* (Spolkla prášek.)

  *The train **arrived** at the station.* (Vlak přijel do stanice.)

  *He **missed** the bus.* (Zmeškal autobus.)

  *The mother did not **recognize** her son.* (Matka svého syna nepoznala.)

  *Her husband **washed** the dishes.* (Nádobí umyl její manžel.)

  *They **met** at a party.* (Potkali se na večírku.)

  *He **learnt** Italian in four months.* (Naučil se italsky za čtyři měsíce.) x *He **learnt** Italian for four months and then gave it up.* (Učil se italsky čtyři měsíce a pak toho nechal.)

  *Peter **read** the letter and burned it.* (Petr si ten dopis přečetl a pak ho spálil.) x *Peter **read** slowly.* (Petr četl pomalu.)

  *I **bought** this shirt in Paris.* (Tuhle košili jsem koupil v Paříži.) x *They **bought** fruit and vegetable.* (Nakupovali ovoce a zeleninu.)

d) Prefixes

Not only in Czech but also in English it is possible to use prefixes that denote that an action is completed. Nevertheless, as already pointed out in the chapter 3.3, it is not a very productive way of formation of verbs with perfective meaning.

E.g. *She **overdid** the diet.* (Přehnala to s dietou.)

*He has **overslept**.* (Zaspal.)

*I **unplugged** my fridge.* (Odpojil jsem si ledničku.)

*The child **outgrew** all his clothes.* (To dítě vyrostlo ze všeho oblečení.)

*The letter **enraged** him.* (Ten dopis ho rozzuřil.)

*The plane **overflew** the city.* (Letadlo přeletělo nad městem.)

*His opponent **outran** him.* (Jeho soupeř ho předběhnul.)

*The dog **outlived** his master by five years.* (Pes přežil svého pána o pět let.)

*The warriors **enslaved** their tribal enemies.* (Bojovníci zotročili nepřátele jejich kmene.)

*I feel bad, I **overate** again.* (Je mi zle, zase jsem se přejedl.)

e) **Syntactic constructions**

- The meaning of Czech aspectual prefixes may be in English denoted by constructions consisting of <u>a predicate and subject complement</u> (for more details see chapter 3.4.1).

  E.g. *My daughter finally worked off her anger and **fell silent**.* (Dcera se konečne vyvztekala a zmlkla.)

  *The door suddenly **blew open** which scared me to death.* (Dveře se náhle rozletěly, což mě k smrti vyděsilo.)

  *My mother's hair has **worn thin** in the past two years.* (Mé matce v posledních dvou letech zeslábly vlasy.)

- Another syntactic device in English are verbonominal constructions discussed in chapter 3.4.2. These constructions consist of verbs such as *have*, *give*, *take* and nouns that form the semantic core of a given construction.

  <u>Examples:</u>

  - **<u>Get</u>**: *She **got** only **a glimpse** of him in the distance.* (Jen ho zahlédla v dálce.)

    *When I heard that strange noise I **got a fright**.* (Když jsem uslyšel ten divný zvuk, vyděsil jsem se.)

  - **<u>Give</u>**: *You simply have to **give** it **a try**.* (Prostě to musíš zkusit.)

    *I saw my cousin so I went over to her and **gave** her **a hug**.* (Uviděl jsem sestřenici, tak jsem k ní zašel a objal ji.)

o **Have**: *We **had an argument** with my husband last night.* (Včera večer jsme se s manželem pohádali.)

*I need to **have a shower** immediately.* (Musím se okamžitě osprchovat.)

o **Make**: *The lion **made an attack** on an antelope.* (Lev zaútočil na antilopu.)

*But the antelope **made an escape**.* (Ale antilopa mu unikla.)

o **Pay**: *My mother-in-law **paid** me **a visit** on Monday.* (V pondělí mě navštívila tchýně.)

o **Put**: *The instructor **put emphasis** on the significance of the results of his research.* (Vyučující zdůraznil význam výsledků svého výzkumu.)

*The student **put a question** to the lecturer.* (Student se zeptal přednášejícího.)

o **Take**: *You are not supposed to know the exact number, just **take a guess**.* (Nechci po tobě přesný počet, prostě to odhadni.)

***Take a seat**, please.* (Posaďte se, prosím.)

o **Become**: *He **became** very **angry** when he heard what happened to his son.* (Když uslyšel, co se stalo jeho synovi, velmi se rozhněval.)

*The girl **became sad** after she read the letter from her mother.* (Dívka posmutněla, když si přečetla dopis od matky.)

o **Get**: *The boy **got lost** in the deep forest.* (Chlapec se ztratil v hlubokém lese.)

*I **got dressed** in a few seconds immediately after my alarm went off.* (Oblékl jsem se během několika vteřin po zazvonění budíku.)

o **Go**: *My sister **went green** with envy when she saw my new handbag.* (Když má sestra uviděla moji novou kabelku, zezelenala závistí.)

*The old dog **went blind**.* (Pes oslepnul.)

o **Come**: *The bus **came to a halt** at the station.* (Autobus zastavil ve stanici.)

*His intrigues have to **come to an end**.* (Ty jeho intriky musí skončit.)

o **Grow**: *My son **grew lazy** after playing computer games.* (Můj syn zlenivěl hraním počítačových her.)

*The weather **grew cold** in a few days.* (Během několika dní se ochladilo.)

o **Turn**: *She **turned red** when she saw the photograph.* (Zrudla, když uviděla tu fotografii.)

*The water in the tank **turned to ice**.* (Voda v nádrži zmrzla.)

o **Fall**: *He **fell in love** with his best friend.* (Zamiloval se do své nejlepší kamarádky.)

*The child **fell ill** after swimming in the cold river.* (Dítě po plavání ve studené řece onemocnělo.)

o **Verbs derived from adjectives:**

*The farmer **fattened** the pig.* (Farmář vykrmil prase.)

*Would you like me to **shorten** the skirt?* (Budeš chtít tu sukni zkrátit?)

5. Tokens of the feature "fulfilment of an action, completeness" taken from Intercorp

In order to prove the facts discussed in the previous chapters, tokens of equivalent perfective means in English will be analysed in this chapter. The source of these examples will be an online corpus of Faculty of Arts, Charles University in Prague called Intercorp.

The parallel corpus Intercorp is a part of the Czech National Corpus (CNC) and it includes databases of texts written in majority of languages taught at the Faculty of Arts, Charles University in Prague, e.g. Czech, English, German, French, Spanish, Italian, Lithuanian, Polish, etc. "Intercorp is a part of the research project The Czech national corpus and corpora of other languages, approved for 2005-2011."[31] This non-commercial project was designed in order to create a corpus that would "serve as a source of data for theoretical studies, lexicography, student researches and particularly foreign language learning, computer applications, translators and for the general public." (*Intercorp*)

The Czech-English part I worked with included not only Czech texts (mostly novels) and their translations into English but also novels written by English speaking authors and their Czech translations. The translations from Czech into English were used because Czech was used as the starting point of this diploma thesis while the translations from English into Czech will be employed in order to find out if the translators worked with the fact that they are translating verbs with specific aspectual meaning that should be preserved in both texts.

As for the titles that were used, thanks to the possibility to select the texts that should be browsed by the query builder, I decided to work with the tokens included in the following texts:

Selected books written in English (+ titles of the Czech translations)

AUTHOR	TITLE	CZECH TRANSLATION
Adams, Douglas	*The Hitchhiker's Guide*	Stopařův průvodce po

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[31] *Intercorp. Projekt paralelních korpusů Filozofické fakulty Univerzity Karlovy v Praze.* Ústav Českého národního korpusu FF UK. Web. 21 Apr. 2010 <http://www.korpus.cz/intercorp/>

	to Galaxy	galaxii
Angell, Jeannette	*Callgirl*	Dvojí život
Brown, Sandra	*Crush*	Chuť lásky
	Hello, Darkness	Zdravím tě, temnoto
Clarke, Arthur C.	*Rendezvous with Rama*	Setkání s Rámou
Day, Cathy	*The Circus in Winter*	Cirkus v zimě
Fielding, Joy	*Puppet*	Panenka
Franzen, Jonathan	*The Corrections*	Rozhřešení
Grisham, John	*The Partner*	Partner
Hailey, Arthur	*The Final Diagnosis*	Konečná diagnóza
Irving, John	*A Widow for One Year*	Rok vdovou
Krentz, Jayne Ann	*Falling Awake*	Zajatci snů
Ondaatje, Michael	*The English Patient*	Anglický pacient
Palahniuk, Chuck	*Choke*	Zalknutí
Rowling, Joanne	*Harry Potter and the Sorcerer's Stone*	Harry Potter a Kámen mudrců
Woolf, Virginia	*Mrs Dalloway*	Paní Dallowayová
	Between the Acts	Mezi akty
	A Haunted House and Other Short Stories	Strašidelný dům a jiné povídky

Selected books written in Czech (+ titles of the English translations)

AUTHOR	TITLE	ENGLISH TRANSLATION
Jirotka, Zdeněk	*Saturnin*	Saturnin
Kundera, Milan	*Nesmrtelnost*	Immortality
	Nesnesitelná lehkost bytí	The Unbearable Lightness of Being
	Žert	Joke
Otčenášek, Jan	*Romeo, Julie a tma*	Romeo and Juliet and the Dark

Viewegh, Michal	*Výchova dívek v Čechách*	Bringing up Girls in Bohemia

As apparent from the number of text that I dealt with, in the Czech-English section of Intercorp predominated the translations of English titles. Although I decided to deal with fiction only and thus excluded non-fiction texts such as *Among the Bears* by Benjamin Kilham, the English texts and for that reason also the tokens having their origin in books written in English still prevailed. Since this diploma thesis is focused on the aspectual means of English from the point of view of Czech, this is not an obstacle to reaching an adequate result of the comparative analysis.

Three basic meanings of Czech perfective verbs discussed above in chapter 4 will be analyzed on the basis of selection of certain prefixed perfective verbs:

1) **emphasis on a certain feature of an action** (subsumptional prefixes)
2) **duration or course of an action**
3) **fulfilment of an action**

Each of these features of Czech perfective verbs will be exemplified by verbs containing a prefix denoting a given feature.

Since the possible equivalents in English were sufficiently analyzed in the previous charters, special attention will be paid to tokens that include other means of denoting perfective aspect than those mentioned above. As previously mentioned, I will focus on the correctness of the means discussed in this diploma thesis and also to those that were not mentioned. I will also deal with the tokens in those was not maintained the perfective meaning of verbs in both languages.

Nevertheless, an important fact has to be pointed out before proceeding to the analysis: the aim here was not to process all the data (i.e. all the results) provided by the corpus query builder but only to exemplify the facts concerning the means in English that denote the equivalent meaning as Czech prefixed perfective verbs. If more than one sentence found in Intercorp included the same verb, only one sample was listed in a given table.

5.1 Tokens of selected Czech perfective verbs including subsumptional prefix *roz-*. Their equivalents in English.

The following table supplies a selection of sentences including perfective verbs containing prefix **roz-** having the meaning 'into pieces'. If the corpus provided more than one possible translation, I decided to put several sentences including the same Czech perfective prefixed verb in the table. The purpose is to exemplify the fact that there is always more than one way to deal with these perfective verbs both in translation from Czech into English and also while translating English verbs having the same subsumptional feature into Czech. This fact has to be taken into account while dealing with the tokens analysed in the following two chapters, as well.

Token nr.	CZECH	ENGLISH	ENGLISH TITLE OF THE SOURCE
(1)	Často mu chtěla napsat, ale **roztrhala** to, …	She had often wanted to write to him, but **torn** it **up** ...	*Mrs. Dalloway*
(2)	Neměl jsem Milouše nikdy rád, ale v tu chvíli jsem cítil, že jediným mým přáním je, abych toho domýšlivého slimáka zabil, zničil, **roztrhal**, rozbil na kusy a rozšlapal.	I have never liked Bertie but at this precise moment I felt that my one aim in life was to kill this swollen-headed slug, to destroy it, to crush, **tear** and break it into pieces.	*Saturnin*
(3)	Za dávných časů nechávali lidé	In ancient times, dwarfs were left	*The Circus in Winter*

	trpaslíky umřít zimou nebo vedrem, případně **roztrhat** vlky.	outside to die, either from exposure to the cold and heat or from being **torn apart** by wolves.	
(4)	Pamatuji se, jak se jednou rozzuřil, když nedopatřením **rozkousl** čokoládový bonbón naplněný likérem.	I recall how he once flew into a rage when through some oversight he **bit into** a chocolate liqueur.	*Saturnin*
(5)	A Giles **rozkrojil** svazek banánů na čtyři díly, obnažil bílý kužel a nabídl banán ženě.	Here, with its sheaf **sliced** in four, exposing a white cone, Giles offered his wife a banana.	*Between the Acts*
(6)	Ale Spenser se **rozkročil**, zkřížil si ruce na prsou a odmítl se pohnout.	Spenser crosses one arm over the other, **widens** his stance, refuses to budge.	*Puppet*
(7)	Z kraje náměstí nás pozoruje Jeho vznešené lordstvo Charlie, koloniální guvernér, stojí tam se založenýma rukama a **rozkročil se** snad na dva metry.	From the edge of the town square, His Lord High Charlie, the colonial governor, is watching us, standing with his arms crossed, his feet **planted** about	*Choke*

		ten feet **apart**.	
(8)	On si jeden vybral a dotkl se ho prstíkem, a tatínkova ruka se **rozevřela** jako květ a ukázalo se, že se mýlil.	His own small finger would touch his choice, and his father's hand would **unfold**, blossoming, to reveal the boy's mistake.	*The English Patient*
(9)	Udiveně na něho **rozevřela** oči.	Her eyes **widened** with surprise.	*Romeo and Juliet and the Dark*
(10)	Odmlčela se, jako by byla nahoře na věži a dívala se z okna, které **se rozevřelo** dokořán.	She paused as if she were up in the tower looking from the window that **swung open**.	*A Haunted Houses*
(11)	Slečna Reynoldsová použila šestnáctého kapesníčku, **rozevřela** seznam, přitáhla si blíž telefon na psacím stole a začala vytáčet první číslo.	Holding now her sixteenth Kleenex, Miss Reynolds **opened** a file folder, picked up the telephone on her desk, and began to dial.	*The Final Diagnosis*
(12)	Zatímco ji osušoval, napadlo ho, že by měl zřejmě holčičce **rozčesat** vlasy.	As he was drying her off, he wondered how he was supposed to **untangle** the little girl's hair.	*A Widow for a Year*

(13)	Takže všichni kluci z jeho týmu byli **rozděleni** do ostatních družstev.	So all the boys on his team were **divided up** among the others.	*Hello, Darkness*
(14)	**Rozdělila** proto svou pozornost mezi rozzuřené nebe za oknem a nejbližší karetní partičku.	She **divided** her attention between the crazy skies outside and the card game nearest her.	*The Corrections*
(15)	Snad své lidi neměl **rozdělit** do tak malých skupinek a pokoušet se pokrýt tak velké území.	Perhaps he should not **split** his men **up** into such small groups, and try to cover so much territory.	*Rendezvous with Rama*
(16)	Slečna Barbora **rozdělila** potraviny tak, abychom vydrželi ještě tři dny, a dávky byly opravdu velmi malé.	Miss Barbara had **apportioned** the food in such a way that we could hold out for another three days, and the amounts were really very small.	*Saturnin*
(17)	A je dva, řekla, **nerozdělí** nic.	And, she said, nothing should **separate** them.	*Mrs Dalloway*
(18)	To, co zbylo z přepravních linek Midpaku, se **rozprodalo** všem	What survived of the Midpac's trunk lines had been **sold off** to	*The Corrections*

	společnostem ochotným to koupit, jež se věnovaly stavění věznic, řízení věznic, pražení kávy pro labužníky a finančním službám.	enable the company to concentrate on prison-building, prison management, gourmet coffee, and financial services.	
(19)	Vypadalo to, jako by hladinu **rozčeřila** gigantická mořská hvězdice s rameny v tvaru trubic.	It was as if a giant starfish with tubular arms had **broken the surface**.	*Rendezvous with Rama*
(20)	Dokonce ani **nerozčeří** vzduch, když jím prochází.	Doesn't even **disturb** the air when he moves through it.	*The Crush*
(21)	Dám vás pověsit, vláčet a **rozčtvrtit**!	I'll have you hung, drawn and **quartered**!	*The Hitchhiker's Guide to the Galaxy*

From the above listed tokens is obvious that there are several ways to denote the meaning 'into pieces' of subsumptional prefix *roz-*:

- Adverbial particle *up*: (1) *tear up* (roztrhat), (13) *divide up*, (15) *split up* (rozdělit)

- Other adverbial particles: (3) *tear apart* (roztrhat), (7) *plant apart* (one's feet) (rozkročit se), (18) *sell off* (rozprodat)

- Simple verb form + context: (2) *tear* (roztrhat), (5) *slice* (rozkrojit), (11) *open* (rozevřít), (14) *divided* (rozdělit)

- Verbs derived from nouns or adjectives: (6) *widen* (rozkročit), (9) *widen* (rozevřít), (21) *quarter* (rozčtvrtit)

55

- Prefixes: (8) *unfold* (rozevřít), (12) *untangle* (rozčesat), (16) *apportion* (food) (rozdělit)

- New lexical entries having perfective meaning: (17) *separate* (rozdělit), (20) *disturb* (rozčeřit)

- Verbs having a meaning that is different from the English original: (4) *bite into* (rozkousnout), (10) *swing open* (rozevřít), (19) *break* (the surface) (rozčeřit hladinu)

The first five groups of perfective verbs confirm the facts discussed in the previous chapters. Interesting are the last two groups of verbs. The token nr. (17) proves the fact that besides the verbs *split up* and *divide* (*up*), there is another lexical entry available (*separate*) that denotes, in a certain context, the same meaning. *Separate* is usually used when referring to two or more persons that are divided from one another. See other tokens supplied by Intercorp:

CZECH	ENGLISH	ENGLISH TITLE OF THE SOURCE
„Dva národové jsou v životě tvém, a tvůj lid ze života tvého se **rozdělí**; lid pak jeden nad druhým bude silnější.“	"Two manner of people shall be **separated** from your bowels and the one people will be stronger than the other people."	*The Circus in Winter*
Tady, v tichu, **rozděleni**, každý ve svém inkubátoru, dýchali předčasně narození, ti, jejichž start do života se nepovedl, jejichž existence byla nejistá a kteří svůj první zápas dosud nevyhráli.	In it, quiet and **separate**, each in an incubator, were the premature babies; these- the doubtful starters, their existence insecure, their first encounter not yet won.	*The Final Diagnosis*

Nikdo je nemůže **rozdělit**, řekla.	No one could **separate** them, she said.	**Mrs Dalloway**

What concerns the verb ***disturb***, it has, apart from its synonyms such as *stir* and *ripple* that were not found in the corpus, thanks to its prefix ***dis-*** a rather negative connotation – compared to another token taken from Intercorp: *However, the times when Agata didn't feel like going in the water or had run off to find a friend, the mirror-like surface of the water hardly **stirred** when Beata and I cut through in two meticulously parallel paths.* (Pokud se však Agátě do vody nechtělo nebo pokud právě odběhla kamsi za kamarádkou, zrcadlo hladiny, které jsme s Beátou **čeřili** v úzkostlivě rovnoběžných drahách, se sotva zavlnilo.) (***Bringing up Girls in Bohemia***)

The last group contains verbs that have different denotations than the meaning 'into pieces':

- Token nr. (5) *bite into* (rozkousnout) (***Saturnin***): Czech original verb denotes the fact that the agent caused that a sweet was split into two parts by biting it. But the English translation lacks this feature completely since it denotes that the agent simply bit into it (without stressing the feature included in the meaning of the Czech original).

- Token nr. (10) *swing open* (rozevřít): English original denotes a very fast verbal process. However, this meaning was not preserved in the Czech translation. Both verbs have perfective meaning but *rozevřít* does not have the subsumptional feature 'to open something quickly' which corresponds, in fact, to the feature 'into pieces' because the window is, by opening it, split into two pieces (shutters).

- Token nr. (19) *break* (the surface) (rozčeřit hladinu): English original denotes a very 'intensive and fierce' course of the given action. Nevertheless, the Czech translation denotes rather a 'mild' course of verbal process. The subsumptional meaning of the English verbs should be preserved. Therefore, instead of *rozčeřit*, should be used for example the verb *rozbouřit*.

As is apparent from the analysis of sample sentences including perfective verbs with ***roz-*** and their English counterparts, there are several ways to deal with

verbs such as *rozevřít* or *rozčeřit* in English. However, it is important to preserve the perfective aspect and meaning of given verb both when translating from Czech into English and vice versa.

5.2 Tokens of selected Czech perfective verbs including prefix *po-*. Their equivalents in English.

As it was mentioned in chapter 4, perfective prefix **po-** in verbs such as *pobýt, posedět, postát, popíjet* puts stress on duration or course of an action, i.e. although a given verb expresses a process that is completed, special attention is paid to the fact that it passed in a certain, usually pleasant, way. The analysis of the results of my queries in Intercorp will show how are the above mentioned four verbs that include this prefix treated both in translations from Czech into English and from English into Czech. Special interest will be focused on the accurateness of these translations, i.e. if they really denote perfective meaning in source language and in target language, as well.

Token nr.	CZECH	ENGLISH	ENGLISH TITLE OF THE SOURCE
(1)	„Moc tě pozdravuje, ale dnes ráno odjel do Houstonu, aby **pobyl** přes víkend u Pat. Doufá, že se s ní udobří.“	"He sends his regards, but he left for Houston this morning to **spend** the weekend with Pat. He hopes to patch up things with her."	*Hello, Darkness*
(2)	Společnost těchto dvou mladých lidí ho	But the company of these two had seemed	*The Final Diagnosis*

	osvěžovala; po době strávené s doktorem Pearsonem bylo příjemné **pobýt** s někým mladším.	refreshing, possibly because it was a change **to be** with someone younger after being around Dr. Pearson.	
(3)	„Musíte v létě přijet a **pobýt** u nás," řekl Ron, „oba dva - pošlu vám sovu."	"You must come and **stay** this summer," said Ron, "both of you -- I'll send you an owl."	*Harry Potter and the Sorcerer's Stone*
(4)	Nedokáže **posedět** v klidu víc než pár vteřin.	He never even **sits** still for more than a few seconds at a time.	*The Crush*
(5)	Ollie ještě hodinku **poseděl**, kouřil v setmělém pokoji dýmku a poslouchal, jak dům občas zapraská.	Ollie would **stay up** another hour or so, smoking his pipe in the dark room, listening to his house.	*The Circus in Winter*
(6)	„Chceš si tu ještě chvíli **posedět**, nebo by ses radši vrátil do svého	"Do you want to **sit** here a little, or do you want to go back to your room?"	*The Corrections*

	pokoje?"		
(7)	Chvíli jsme **poseděli** a povídali si.	We **sat around** and talked for a bit.	*The Final Diagnosis*
(8)	„Půjdu taky," řekl Peter, ale chvíli ještě **poseděl**.	"I will come up," said Peter, but he **sat on** for a moment.	*Mrs Dalloway*
(9)	Gary ho sledoval a chvíli **postál** před hracím pokojem, čichal vůni papriček a naslouchal bezeslovnému žvýkání, jemuž se oddávali synové a manželka.	Gary followed him and **stood** for a moment outside the entertainment room, smelling pepperoni and listening to the wordless munching of his sons and wife.	*The Corrections*
(10)	Chvíli **postály**: pak ji jedna nacvičeným, pomalým pohybem převrátila naznak, tváří k slunci.	They **stood** for a while, and then one of them turned her over on her back, to face the sun, with a slow, practised movement.	*Romeo and Juliet and the Dark*
(11)	V předsíni paní Swithinová chvíli **postála** mezi stolky s	Mrs. Swithin **paused** for a moment in the hall among the	*Between the Acts*

	pozlacenými paráty.	gilt-clawed tables.	
(12)	Posadili jsme se ke stolku, **popíjeli** chianti nebo chlazené valpolicello a jedli telecí medailonky.	We sat at the table and **drank** Chianti or chilled Valpolicello and ate veal scaloppini.	*Callgirl*
(13)	Několik minut **popíjeli** pivo a pozorovali, jak barvy západu tmavnou.	For several minutes they **sipped** their beers and watched the colors of the sunset deepen.	*The Crush*
(14)	„Svýho času jsem s ním **popíjel**.“	"Back in the day, I **used to drink with him**, you know."	*The Circus in Winter*
(15)	„Co to bylo za muže, s kterým jsi včera **popíjela** na terase **čaj**?“ vyzvídala Leila.	"Who was that man I saw you **having coffee** with yesterday?" Leila asked.	*Falling Awake*
(16)	Teprve když nepřítomně **popíjel** řídkou kávu páchnoucí po cikorce, tváře se, že ho nic tak	It was not until he **was** sitting and **drinking** the weak coffee that smelled of chicory, and	*Romeo and Juliet and the Dark*

	nezajímá jako otlučený plecháček, ozval se otec.	pretending there was nothing on earth he was more interested in than the battered old pot, that his father spoke.	

Concerning the tokens including the verb ***pobýt*** and their English equivalents, I dealt with the following verbs:

- <u>Simple verb form + context:</u> (2) *to be* (with somebody)
- <u>New lexical entries having perfective meaning</u>: (1) *spend*, (3) *stay*

Besides the infinitive verb form with 'to' – *to be* – which was specified be context as perfective (*to be with someone = to spend some time with someone*), Intercorp included other two possible equivalents whose perfective meaning was specified by adverbials of time denoting a limited period of time: (1) *spend* **the weekend**, (3) *stay* **this summer**. Therefore, it is necessary, in order to understand the proper meaning of a verb, to focus always on the context a given verb appears in.

As for the verb ***posedět*** and its equivalents, I found the following variations:

- <u>Adverbial particles</u>: (7) *sit around*, (8) *sit on*
- <u>Simple verb form + context:</u> (4) + (6) *sit*
- <u>Verbs having a meaning that is different in Czech and English:</u> (5) *stay up*

As it is obvious from the above mentioned verbs, the most frequent equivalent in my queries was the verb *sit*. Its variations through particles such as *sit **around*** (7) or *sit **on*** (8) seem to be incorrect equivalents of the Czech verb *posedět*. *Sit around* denotes a rather imperfective verbal action – it could be translated by using its Czech equivalent *posedávat*. The verb *sit on* denotes continuation of an act of sitting which was not interrupted by anything; what concerns the sentence it appears in, the agent (called 'Peter') said that he would go with somebody somewhere but despite this promise he went on sitting. The

adverbial particle *on* together with the adverbial of time – *for a while* – express a prolongation of the given verbal action. Concerning the verb *stay up*, it refers to the fact that the agent ('Ollie') did not go to bed; instead, he stayed up, sat in the dark room and smoked his pipe. So the verb relates to the action of sitting only indirectly.

There were not many variations concerning the equivalents of the verb *postát* supplied by Intercorp:

- Simple verb form + context: (9) *stand* (for a moment), (10) *stand* (for a while)

- Verbs having a meaning that is different from the English original: (11) *pause*

The simple verb forms of the verb *sit* having perfective meaning were modified by adverbials of time such as *for a moment* or *for a while* which denote that the verbal process took place only for a limited period of time. The verb *pause* refers to the meaning of the Czech verb *postát* only indirectly, because it denotes that the agent ('Mrs. Swithin') stopped walking and paused. But the adverbial of time (*for a while*) again denotes that this pausing did not last for a long time and that it resulted in the fact that she stood for some time in the hall. This interpretation corresponds to the perfective meaning of the verb *postát*.

For the Czech perfective verb **popíjet** found Intercorp the following English equivalents:

- Simple verb form + context: (12) *drink*, (14) *use to drink*

- Continuous verb form + context: (16) *be drinking*

- New lexical entries having perfective meaning: (13) *sip* (one's beer), (15) *have* (coffee)

The most frequent equivalents were simple or continuous verb forms of *drink*, exemplified by sentences nr. (12) and (16). Another equivalent was the form with 'use to' indicating habitual activity in the past. As for the new lexical entries, through the query made in Intercorp I found several sentences containing the verb *sip* or a phrase with 'have', e.g. *have a coffee* (see token nr. (15)).

From all of the tokens supplied by the queries made in Intercorp and which were discussed above results that the most frequent equivalents were simple verb

forms modified by context, especially by adverbials of time such as *for a while/moment*.

5.3 Tokens of selected Czech perfective verbs including prefix *do-*. Their equivalents in English.

In this chapter I will focus on following four Czech verbs containing perfective prefix **do-** in order to deal with their English equivalents supplied by my queries made in Intercorp: *dojíst, dopít, dočíst, dopsat*. As mentioned in chapter 4, these verbs denote fulfilment of verbal action. The below listed selected sentences that were taken from Intercorp and include perfective verb starting with **do-** or its English equivalent prove the fact that there are various ways to deal with verbal aspect in English.

Token nr.	CZECH	ENGLISH	ENGLISH TITLE OF THE SOURCE
(1)	„**Dopij** to,“ pobídl Arthura.	„**Drink up**,” he urged.	*The Hitchhiker's Guide to the Galaxy*
(2)	**Dopil** svoje chivas a netrpělivě se rozhlédl po dalším drinku.	He **finished** the Chivas and looked around impatiently for more.	*Callgirl*
(3)	Bylo to velmi zdvořilé gesto, jen nepatrně pokažené jeho snahou **dopít** pivo dřív, než se	... a fairly suave move hampered only by his need to **drain** his beer can before following me in.	*Callgirl*

	vydal za mnou.		
(4)	**Dopila** zbytek vína a nalila si další sklenku.	She **downs** the rest of her drink, then pours herself another …	*Puppet*
(5)	Sabina vyprávěla dlouze o buřince a dědečkovi, a když **dopila** třetí sklenku, řekla: „Počkej,“ a odešla do koupelny.	Sabina went on and on about the bowler hat and her grandfather until, **emptying** her third glass, she said 'I'll be right back' and disappeared into the bathroom.	*The Unbearable Lightness of Being*
(6)	Žena **dopije** víno, sáhne po láhvi a dolije si.	When the woman's wine **is gone**, she reaches for the bottle to fill her own glass.	*Choke*
(7)	**Dojedl** koblihu, slízl si cukr z prstů a pak otevřel obálku a vytáhl fotografie dvacet pět krát dvacet centimetrů.	He **finished** the doughnut and licked the sugar off his fingers before opening the envelope and sliding out the eight-by-ten photographs.	*The Crush*
(8)	Právě **dojedli**, když k jejich stolu přišla majitelka hotelu.	They had just **finished** when the owner of the hotel came over to their	*Harry Potter and the Sorcerer's Stone*

65

		table.	
(9)	Když **dojedla**, vytáhla ze stojánku uprostřed stolku ubrousek a otřela si rty.	When she **was done**, she pulled a napkin from the dispenser in the centre of the table and blotted her lips.	*The Crush*
(10)	‚**Dojez** jídlo!' - ‚Nos kravatu!' - ‚Dnes nebude žádná televize!'	'**Clean your plate**!' 'Wear a necktie!' 'No TV tonight!'	*The Corrections*
(11)	Když **dojedl**, chtěl hned odejít.	When he **finished eating**, he was ready to go.	*The Partner*
(12)	„**Dojez** ten nákyp, Bobe," zlobí se Hilda.	'**Get on with** your pudding, Bob'; but Hilda disapproves.	*A Haunted House*
(13)	Arthur **dočetl** pasáž a odložil knihu.	Arthur **read** this, and put the book down.	*The Hitchhiker's Guide to the Galaxy*
(14)	Jonah kráčel po zhasnutém schodišti nahoru a v ruce třímal Prince Kaspiana. "Už jsem to **dočet**," hlásil.	Jonah was climbing the dark stairs with Prince Caspian. "I **finished** the book," he said.	*The Corrections*
(15)	Bell **dočetl** chorobopis a vrátil jej sestře.	Bell **finished reading** the chart and handed it back.	*The Final Diagnosis*

(16)	„To ses zase vyřádil,“ pravila žena ironicky, když rukopis dočetla.	"You've gone to town again," said my wife ironically when she had **finished reading** the manuscript.	***Bringing up Girls in Bohemia***
(17)	„Hned jsem tam, jenom **dopíšu** email matce.“	"I'll be there as soon as I **finish** this e-mail to my mom."	***Hello, Darkness***
(18)	Splývá mi v mysli s postavou Jaromila z románu, který jsem **dopsal** přesně před dvaceti lety …	He merges in my mind with the figure of Jaromil from a novel that I **finished** exactly twenty years ago ...	***Immortality***
(19)	Sandy si **dopsal** poznámky a žasl, jak je jeho klient pečlivě připraven.	Sandy **finished** his notes and marvelled at his client's preparation.	***The Partner***
(20)	**Dopsáno** 5. prosince 1965	**Completed** December 5, 1965	***The Joke***

What concerns the verb ***dopít***, Intercorp includes these equivalents that I decided to exemplify by the selected sentences nr. (1) to (6):

- Adverbial particle *up*: (1) *drink up*
- Derived verbs: (4) *down* (one's beer)
- New lexical entries having perfective meaning: (2) *finish*, (3) *drain* (one's beer), (5) *empty* (one's glass), (6) *be gone* (e.g. one's wine)

All of these equivalent verbs are transitive, i.e. they require an object which is, in the case of drinking, something to drink, e.g. tea, coffee, wine, beer,

etc. Interesting are especially the verbs included in the last group. All of these verbs put a special emphasis on the fact that a given verbal action is completed. They express this fact explicitly, for example they denote that a glass that contained beer or wine was *emptied* or *drained* by an agent.

The verb **dojíst** has the following equivalents supplied by Intercorp (tokens nr. (7) to (12)):

- New lexical entries having perfective meaning:
  - Equivalents including verb *finish*: (7) *finish* (e.g. the doughnut), (8) *finish*, (11) *finish eating*
  - (9) *be done*, (10) *clean one's plate*
- Verbs having a meaning that is different from the English original: (12) *get on with*

As it is apparent, the dominant feature of the analysed sentences was to stress the fact that a verbal process is fulfilled by verb with a rather general meaning – *finish*. I label its meaning as 'general' because it can, in fact, denote completion of any action, i.e. not only those that refer to eating or, as could be observed by the preceding analysed verb, to drinking. The passive verb form *be done* and the phrase *clean one's plate* are, especially the later, focusing on the result of the fact that the process of eating is finished – plate is clean and empty which means that there is nothing more to eat. As for the phrase *get on with*, it seems that the Czech translation **dojíst** is not correct because this phrase in the given context is rather a command given to the person (in this case to Bob) who is supposed to go on eating his meal. This continuation, of course, does not go together with the feature of completeness of an action.

The selected sentences nr. (13) - (16) contained the following English equivalents of the verb **dočíst**:

- Simple verb form + context: (13) *read* (something)
- New lexical entries having perfective meaning: (14) *finish* (the book), (15) + (16) *finish reading*

As it is obvious, the use of the verb *finish* works in both directions (English → Czech, see token nr. (15), Czech → English, see token nr. (16)). While the verb *finish* (the book) focuses on the object that is affected by reading (book), the phrase *finish reading* puts stress rather on the activity of reading itself.

The verb ***dopsat*** and its English equivalents were included in sentences nr. (17) - (20):

- New lexical entries having perfective meaning: (17) *finish* (this e-mail, (18) a novel, (19) one's notes), (20) *complete*

The tokens supplied by my query made in Intercorp prove the fact that verb *finish* seems to be the most frequent equivalent of ***dopsat***. As it was already mentioned it denotes a completed verbal action but it does not express which one – this has to be recovered from the context of a given sentence and situation.

From the above discussed results of Intercorp queries concerning the equivalents of perfective verbs *dojíst*, *dopít*, *dočíst*, *dopsat* results that in most cases was used the verb *finish*. Although its semantics does not denote the specific action that it refers to, it expresses fulfilment of it. Other possible equivalents were simple verb forms specified by context which always plays an important role when dealing with aspect of a given token.

6. Conclusion

The category of verbal aspect is not grammaticalized in English. That is the reason why is this diploma thesis called *The Czech Vid in English* and why was as the starting point of the analysis chosen Czech in which is aspect one of the grammatical categories of verb. The analysis was focused on Czech perfective prefixed verbs. The overview of their English equivalents proved that there is a wide range of possibilities to denote the equivalent meaning.

According to Poldauf (1954) there are three types of Czech perfective prefixes:

- **Lexical prefixes**
  - When a lexical prefix is attached to an imperfective verb a new dictionary entry, i.e. a new independent verb, is formed. Such verb has to be listed separately in a dictionary. E.g. *uskočit, slézt, potáhnout, upsat, předjet, zalít, otlouci, přibrat,* etc.

- **Purely aspectual prefixes**
  - The criterion of classification of purely aspectual function of a prefix is the redundancy, and therefore absence of another imperfective derivation: the above discussed capacity verbs such as *uslyšet, uvidět*; *udělat, učinit, ušít, uvařit* are perfective counterparts to *slyšet, vidět, dělat, činit, šít, vařit*. There is no shift in meaning; the only difference concerns the verbal aspect.

- **Classifying**, i.e. **subsumptional prefixes**
  - These prefixes have a specific semantic function but they do not add anything new to the meaning of a given verb because they express the meaning that is included in semantics of the base form of a verb. They only emphasize a certain distinctive feature – the meaning of the perfective form of a verb can be, in fact, included in the process that denotes the imperfective base verb. E.g. *přiblížit, přitisknout, přitulit, připoutat, přilákat,* etc. Prefix *při-* that has the mening 'towards something.'

As for the meaning of Czech aspectual prefixes they may denote three different meanings:

1. **Emphasis on a certain feature of an action**. These prefixes are called subsumptional prefixes. Their meaning is not changed after the attachment of a prefix. Such prefixes are important from point of view of semantics. E.g. *roztrhat, rozkrojit, rozevřít, rozčesat,* etc.

2. **Duration or course of an action**, e.g. *pobýt, posedět, postát, popíjet,* etc.

3. **Fulfilment of an action, completeness**, e.g. *dopít, dojíst, dopsat.*

Perfective verbs denoting fulfilment of an action are the most frequent in Czech. They have several possible equivalents in English:

a) Verbs in a construction with particle *up*

- Special emphasis is sometimes put on the <u>accomplishment</u> of an action.

   E.g. ***Lock up*** *the house before you go on holiday.* (Pozamykej dům, než odjedeš na prázdniny.)

- By other verbs is put special stress (in comparison with their imperfective counterparts) on the fact that a given action is <u>finished,</u> i.e. it cannot continue any more.

   E.g. ***Drink up*** *your milk.* (Dopij si mléko.) x ***Drink*** *milk.* (Pij mléko.)

b) Adverbial particles

- This means of denotation of perfective aspect was discussed in the chapter 3.2. As it was mentioned in this chapter, Dušková (2003) points out the fact that particles such as *down, out, off, through,* etc. are used to form perfective verbs in English.

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

c) Simple form of a verb

- A simple past or present tense form of a verb may denote a perfective meaning of its Czech equivalent. The completeness of an action is then determined by <u>context</u>.

   E.g. *He **drank** two beers and went home.* (Vypil dvě piva a šel domů.)

*He **learnt** Italian in four months.* (Naučil se italsky za čtyři měsíce.) x
*He **learnt** Italian for four months and then gave it up.* (Učil se italsky čtyři měsíce a pak toho nechal.)

d) Prefixes

- Not only in Czech but also in English it is possible to use prefixes that denote that an action is completed. Nevertheless, as it was already pointed out in the chapter 3.3, it is not a very productive way of formation of verbs with perfective meaning.

  E.g. *She **overdid** the diet.* (Přehnala to s dietou.)

e) Syntactic constructions

- The meaning of Czech aspectual prefixes may be in English denoted by constructions consisting of <u>a predicate and subject complement</u> (for more details see chapter 3.4.1).

  E.g. *My daughter finally worked off her anger and **fell silent**.* (Dcera se konečne vyvztekala a zmlkla.)

- Another syntactic device in English are verbonominal constructions discussed in chapter 3.4.2. These constructions consist of verbs such as *have*, *give*, *take* and nouns that form the semantic core of a given construction.

  <u>Examples:</u>

  o **<u>Get</u>**: *She **got** only **a glimpse** of him in the distance.* (Jen ho zahlédla v dálce.)

  o **<u>Give</u>**: *You simply have to **give** it **a try**.* (Prostě to musíš zkusit.)

  o **<u>Have</u>**: *We **had an argument** with my husband last night.* (Včera večer jsme se s manželem pohádali.)

  o **<u>Make</u>**: *The lion **made an attack** on an antelope.* (Lev zaútočil na antilopu.)

  o **<u>Pay</u>**: *My mother-in-law **paid** me **a visit** on Monday.* (V pondělí mě navštívila tchýně.)

  o **<u>Put</u>**: *The instructor **put emphasis** on the significance of the results of his research.* (Vyučující zdůraznil význam výsledků svého výzkumu.)

  o **<u>Take</u>**: ***Take a seat**, please.* (Posaďte se, prosím.)

- o **Become**: *He **became** very **angry** when he heard what happened to his son.* (Když uslyšel, co se stalo jeho synovi, velmi se rozhněval.)
- o **Get**: *The boy **got lost** in the deep forest.* (Chlapec se ztratil v hlubokém lese.)
- o **Go**: *My sister **went green** with envy when she saw my new handbag.* (Když má sestra uviděla moji novou kabelku, zezelenala závistí.)
- o **Come**: *The bus **came to a halt** at the station.* (Autobus zastavil ve stanici.)
- o **Grow**: *The weather **grew cold** in a few days.* (Během několika dní se ochladilo.)
- o **Turn**: *She **turned red** when she saw the photograph.* (Zrudla, když uviděla tu fotografii.)
- o **Fall**: *He **fell in love** with his best friend.* (Zamiloval se do své nejlepší kamarádky.)
- o **Verbs derived from adjectives:**
  *The farmer **fattened** the pig.* (Farmář vykrmil prase.)

As it could be observed both in theoretical and practical part of the thesis, there are various morphological and lexical means in English that denote equivalent meaning as their Czech prefixed perfective counterparts. The means that this thesis dealt with were the following:

- **context**
- **adverbial particles** (*down, out, off, through, up*)
- **prefixes** (*en-, dis-, mis-, out-, over-, under-, inter-, re-*)
- **syntactic constructions**
  - complement (subject complement, object complement)
  - verbonominal constructions (*have, give, do, make, get, pay, put, take*)
    - verbs denoting change (*become, get, go, come, grow, turn, fall,* verbs derived from adjectives)

There is an important fact that resulted from the analysis made in chapter 5 which has to be taken into account while dealing with the possible equivalents of

Czech verbs in English: there are always more ways to denote the specific meaning of a given Czech aspectual meaning. Moreover, context is mentioned as one of the options but we have to bear in mind that it is, in fact, crucial anytime we want to denote a perfective action.

The results of my work with Intercorp discussed in chapter 5 proved that besides the means mentioned in the previous chapters, there are also other possibilities. See the results of the analysis of tokens of the following three prefixes:

1) Subsumptional prefix *roz-*

- Adverbial particle *up*: (1) *tear up* (roztrhat), (13) *divide up*, (15) *split up* (rozdělit)

- Other adverbial particles: (3) *tear apart* (roztrhat), (7) *plant apart* (one's feet) (rozkročit se), (18) *sell off* (rozprodat)

- Simple verb form + context: (2) *tear* (roztrhat), (5) *slice* (rozkrojit), (11) *open* (rozevřít), (14) *divided* (rozdělit)

- Verbs derived from nouns or adjectives: (6) *widen* (rozkročit), (9) *widen* (rozevřít), (21) *quarter* (rozčtvrtit)

- Prefixes: (8) *unfold* (rozevřít), (12) *untangle* (rozčesat), (16) *apportion* (food) (rozdělit)

- New lexical entries having perfective meaning: (17) *separate* (rozdělit), (20) *disturb* (rozčeřit)

- Verbs having a meaning that is different from the English original: (4) *bite into* (rozkousnout), (10) *swing open* (rozevřít), (19) *break* (the surface) (rozčeřit hladinu)

As it is apparent from the sample sentences including perfective verbs with ***roz-*** and their English counterparts, there are various ways to deal with verbs such as *rozevřít* or *rozčeřit* in English. However, it is important to preserve the perfective aspect and meaning of given verb both when translating from Czech into English or vice versa.

2) Prefix *po-*
Pobýt

- Simple verb form + context: (2) *to be* (with somebody)
- New lexical entries having perfective meaning: (1) *spend*, (3) *stay*

74

Posedět

- Adverbial particles: (7) *sit around*, (8) *sit on*
- Simple verb form + context: (4) + (6) *sit*
- Verbs having a meaning that is different in Czech and English: (5) *stay up*

Postát

- Simple verb form + context: (9) *stand* (for a moment), (10) *stand* (for a while)
- Verbs having a meaning that is different from the English original: (11) *pause*

Popíjet

- Simple verb form + context: (12) *drink*, (14) *use to drink*
- Continuous verb form + context: (16) *be drinking*
- New lexical entries having perfective meaning: (13) *sip* (one's beer), (15) *have* (coffee)

The most frequent equivalents of analysed verbs with prefix *po-* were simple verb forms modified by context, especially by adverbials of time such as *for a while/moment*.

3)   Prefix *do-*

Dopít

- Adverbial particle *up*: (1) *drink up*
- Derived verbs: (4) *down* (one's beer)
- New lexical entries having perfective meaning: (2) *finish*, (3) *drain* (one's beer), (5) *empty* (one's glass), (6) *be gone* (e.g. one's wine)

Dojíst

- New lexical entries having perfective meaning:
- Equivalents including verb *finish*: (7) *finish* (e.g. the doughnut), (8) *finish*, (11) *finish eating*
- (9) *be done*, (10) *clean one's plate*
- Verbs having a meaning that is different from the English original: (12) *get on with*

Dočíst

- <u>Simple verb form + context:</u> (13) *read* (something)

- <u>New lexical entries having perfective meaning</u>: (14) *finish* (the book), (15) + (16) *finish reading*

Dopsat

- <u>New lexical entries having perfective meaning</u>: (17) *finish* (this e-mail, (18) a novel, (19) one's notes), (20) *complete*

In most cases was used the verb *finish*. Although its semantics does not denote the specific action that it refers to, it expresses fulfilment of it. Other possible equivalents were simple verb forms specified by context which always plays an important role when dealing with aspect of a given token.

7. Resumé

Tato diplomová práce se zabývá slovesným videm v českém a anglickém jazyce. Je zaměřena na prostředky tvoření dokonavých sloves v češtině, konkrétně na předpony, a tato analýza je následně aplikována za pomoci morfologického a syntaktického přístupu na angličtinu. Cílem bylo získat ‚databázi' možných prostředků angličtiny sloužících k vyjádření ekvivalentního významu. Výsledkem této diplomové práce je tedy kontrastivní analýza situace v češtině a angličtině.

Co se týká samotného názvu práce, zvolili jsme český ekvivalent anglického slova ‚aspect', tzn. ‚vid.' Důvodem je skutečnost, že kategorie slovesného vidu jako taková v angličtině neexistuje. Český výraz jsme zvolili také proto, abychom zdůraznili, že tato kategorie není v anglickém jazyce gramatikalizována a že budeme jako výchozí jazyk analýzy používat češtinu. Potvrzením oprávněnosti naší volby je také skutečnost, že i významný český lingvista Ivan Poldauf užil tohoto českého ekvivalentu v doslovu ke svému slovníku s názvem *Česko-anglický slovník* (1990) jehož nadpis zněl „A note on the 'vids'" (Poznámka k vidům). Nejspíše chtěl tímto mimo jiné zdůraznit fakt, že anglický výraz ‚aspect' má poněkud jinačí význam v angličtině, jelikož systém anglické aspektologie je založen na protikladu prostých a průběhových tvarů sloves a jejich odlišných významech.

Jak už bylo zmíněno, výchozím bodem diplomové práce je český jazyk. V průběhu dvacátého století bylo publikováno několik zásadních studií zabývajících se problematikou vidu, které nabídly různé způsoby přístupů a napomohly rozvoji této oblasti. Nejdůležitější eseje jsou zmiňovány a analyzovány v této práci a to za účelem prezentování názorů českých lingvistů, konkrétně Ivana Poldaufa, Františka Kopečného a Miroslava Komárka.

Výsledky studie vidu v češtině jsou následně srovnány se situací v angličtině, přičemž zvláštní pozornost je věnována poznatkům Randolpha Quirka a Libuše Duškové, která se zabývala v několika svých esejích problematikou koncepce slovesného vidu v angličtině. Za účelem názorné ilustrace teoretických poznatků nejen Quirka, Duškové, ale také Fronka a Swana je uvedeno mnoho konkrétních příkladů.

Závěrečná část této diplomové práce je zaměřena na analýzu výsledků práce s paralelním korpusem Intercorp, jež je přístupný online. Naším cílem bylo zjistit, zda jsou výsledky, jež vyplynuly z naší práce, skutečně užívány v běžném jazyce, a to konkrétně v překladech, a také zjistit, zda nejsou k dispozici ještě další možné prostředky, které by vyjadřovaly ekvivalentní význam jak ve výchozím, tak v cílovém jazyce překladu. Rovněž se zaměřujeme na to, zda překladatelé volí správná překladatelská řešení a dbají na dodržení dokonavého slovesného vidu.

Cílem této práce bylo – na základě analýzy vidu prefigovaných sloves v češtině – dokázat, že angličtina má rozsáhlý repertoár jazykových prostředků, které slouží k vyjádření ekvivalentního významu.

Stručný popis obsahu jednotlivých kapitol

V první kapitole je stručně nastíněno, které práce předních českých filologů (Ivan Poldauf, František Kopečný, Miroslav Komárek, Libuše Dušková) budou použity jako ‚nástroj‘ určený pro následnou klasifikaci prostředků v angličtině.

Druhá kapitola se zabývá slovesným videm v českém jazyce, soustředí se na prefixaci, jež je v češtině, společně se sufixací, nejdůležitější prostředek tvorby sloves s dokonavým významem. Zvláštní důraz je věnován objasnění pojmu subsumpce a následnému podrobnějšímu rozboru její problematiky v češtině. Na základě poznatků Ivana Poldaufa (1954) lze vymezit tři skupiny předpon pojících se s dokonavými slovesy:

- **Lexikální předpony**
  - Ve spojení s nedokonavým tvarem slovesa dochází k posunu slovního významu. Mají tedy funkci gramatickou i lexikální. Dokonavá slovesa vznikající užitím těchto předpon jsou uváděna ve slovnících samostatně. Př. *uskočit*, *slézt*, *potáhnout*, *upsat*, *předjet*, *zalít*, *otlouci*, *přibrat*.

- **Prostě vidové předpony**
  - Tyto předpony jsou ve tvarech dokonavých sloves v podstatě redundantní, jelikož jejich užitím nedochází k žádné změně

významu, mění se pouze vid daného slovesa. Př. *uslyšet, uvidět*; *udělat, učinit, ušít, uvařit.*

- **Řadicí, tzv. subsumpční předpony**

  - Tyto předpony mají zvláštní sémantickou funkci. Význam i po jejich připojení zůstává stejný. Vyjadřují ale určitý rys dané slovesné akce, který je obsažen ve slovese samotném. Zvláštností těchto předpon je však skutečnost, že tento rys zdůrazňují. Na základě různé sémantiky těchto zdůrazněných rysů je pak možné řadit dokonavá slovesa do skupin. Př. *přiblížit, přitisknout, přitulit, připoutat, přilákat.*

Ve třetí kapitole je provedena analýza ekvivalentních jazykových prostředků v angličtině a to za použití poznatků a studií Libuše Duškové a Randolpha Quirka, jež jsou doplněny praktickými příklady Michaela Swana a ze slovníku Josefa Fronka. Prostředky jsou následující:

- **kontext**
- **adverbiální částice** (*down, out, off, through, up*)
- **předpony** (*en-, dis-, mis-, out-, over-, under-, inter-, re-*)
- **syntaktické konstrukce**

  - doplněk
  - verboniminální konstrukce (*have, give, do, make, get, pay, put, take*)

    - slovesa označující změnu (*become, get, go, come, grow, turn, fall,* verbs derived from adjectives

Ve čtvrté kapitole je provedena syntéza faktů uvedených ve druhé a třetí kapitole, jež je doplněna mnoha příklady anglických sloves užitých ve větách a doplněných českým překladem za účelem snadného pochopení teoretických poznatků. Co se týká významů českých perfektivních sloves s předponou, lze je klasifikovat následujícím způsobem:

- **Slovesa zdůrazňující provedení děje**

  - jedná se o slovesa obsahující subsumpční předponu, např. *roztrhat, rozkrojit, rozevřít, rozčesat,* atd.

- **Slovesa kladoucí důraz na průběh nebo trvání slovesného děje**, např. *pobýt, posedět, postát, popíjet,* atd.

- **Slovesa vyjadřující dokončení nebo úplnost děje,** např. *dopít, dojíst, dopsat, dočíst*, atd.

Posledně jmenovaná skupina je podle našeho názoru nejčastějším případem užitím dokonavého slovesného vidu a proto jsme se věnovali výhradně rozboru jejích ekvivalentních prostředků.

V páté kapitole jsou pak fakta uvedená v předcházejících kapitolách doložena výsledky práce s česko-anglickou částí Českého národního korpusu nesoucí název Intercorp. Pozornost je věnována nejen výsledkům, jež potvrzují poznatky z teoretické části práce, ale i těm, které zmíněny nebyly. Základním kritériem pro hodnocení těchto výsledků je fakt, zda mají slovesa v obou jazycích ekvivalentní, tzn. dokonavý význam. Analýza těchto prostředků prokázala, že angličtina má široké možnosti vyjádřit význam českých dokonavých prefigovaných sloves. Je však potřeba zdůraznit, že rozhodující roli hraje v mnoha případech kontext, jenž specifikuje význam daného slovesa.

Anotace

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Klíčová slova v ČJ: vid, vidové předpony, dokonavá slovesa, subsumpce, ekvivalent

Klíčová slova v AJ: aspect, aspectual prefixes, perfective verbs, subsumption, equivalent

Charakteristika práce v ČJ: Diplomová práce se zabývá analýzou anglického slovesného vidu z pohledu českého jazyka. Pozornost je věnována dokonavým prefigovaným slovesům v češtině, zejména podrobnému rozboru problematiky tzv. subsumpčních předpon. Po provedení podrobné analýzy sloves s ekvivalentním významem v angličtině následuje syntéza poznatků týkajících se obou jazyků. Závěrečná praktická část, ve které je kladen důraz především na ekvivalenci, pak představuje ověření a také rozšíření teoretických faktů.

Charakteristika práce v AJ: The diploma thesis deals with the analysis of verbal aspect in English from the viewpoint of Czech. It is focused on perfectivized prefixed verbs in Czech, especially on the analysis of so-called subsumptional prefixes. A detailed study of English verbs with equivalent meaning is followed by synthesis of facts concerning both languages. The final practical part which puts stress especially on equivalence confirms and even extends the range of theoretical facts.

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