.abstract

This thesis provides an analysis of two ditransitive verbs: *bring* and *teach*. The main focus is on formal realization of objects and their order in clause patterns. The theoretical part summarizes the views on ditransitive verbs and constructions described in major grammars and specialized works. Special attention is paid to the work of Quirk et al. (1985), whose terminology is similar to that of other linguists. Where Quirk et al.’s grammar is not sufficient we look at other grammars, mainly those of Huddleston and Pullum (2002), Biber et al. (1999) and Dušková (2004). The analytical part is introduced by a brief description of our methodology and materials used during our research. 60 examples for each verb were excerpted from the BNC.

The analytical part brings results which support most theories and previous research in this area. The frequency of ditransitive use of both verbs is low. *Bring* has a similar frequency of the two basic clause patterns (SVOiOd, SVOdOprep) and there is a small number of examples with SVOprepOd pattern. *Teach* is most commonly used with the SVOiOd pattern, fewer examples have the SVOdOprep pattern, and there are few examples of the SVOiOprep pattern. The two most frequent realizations of objects are: a combination of two noun phrases and a pronoun followed by a NP. Both verbs have a difference in meaning, which can influence the choice of clause pattern. *Bring* has two meanings: the first is literal (bring something to someone) and is used with an animate recipient; the second is *provide*, and it can be connected with an inanimate recipient. *Teach* can refer to successful transfer, a telic action (SVOiOd) or to an action with unknown results, atelic action (SVOdOprep). The examples which differed from the expected results were analysed in more detail.