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**Syntactic Constancy of the Object between English and Czech
in Fiction and Academic Prose**

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Prohlašuji, že jsem disertační práci vykonala samostatně
s využitím uvedených pramenů a literatury.

Lenka Klunová

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1. Introduction

The present study investigates the constancy of the syntactic function of the object between English and Czech. Syntactic constancy is understood as identical syntactic representation of lexical items in parallel texts taken from different languages. The analysis of instances of syntactic divergence is carried out in order to test the assumption that syntactic structure is hierarchically subordinate to the information structure, i.e. the universal validity of the principle of end focus. The two languages under study, English and Czech, provide typologically suitable subject matter in representing, respectively, an analytic and an inflectional language system which involve different hierarchies of the word order principles.¹

In contrast to previous research, the present treatment is based on a substantially larger corpus (1000 divergent instances) and includes two different stylistic varieties, fiction and academic prose. These two novel aspects are considered to be relevant not only for verifying or modifying the findings obtained from studies investigating other clause elements² and/or based on fiction alone, but also, more importantly, for capturing and specifying other potential factors conducive to syntactic divergence both in different languages and in different styles.

¹ See Dušková, 2003: 127.

² As summarized in Dušková, 2005b.

2. Syntactic Structure

2.1 Syntactic Analysis of the Clause

The first level of analysis necessary for our investigation is that of syntactic analysis. We shall limit ourselves to the level of clause elements, higher levels of syntactic analysis being irrelevant for our purpose, because we focus on the relation between the information and syntactic structures within the clause.

Although the English and Czech languages as members of the Indo-European family can generally be analysed into corresponding syntactic elements, there are several differences which may be of some significance for our investigation. In addition, the Czech and British approaches to syntactic analysis also present some discrepancies,³ which may in fact be reflected as syntactic divergence. Therefore it was necessary to modify the existing approaches, in creating a unified description of clause elements that would best suit the needs of our analysis.

In this chapter, we shall first give a brief description of individual clause elements and then continue with a more detailed discussion of the object in English and in Czech. A comparison of the criteria used to identify clause elements in the two languages follows, focusing on the role of word order.⁴

2.1.1 Verb

The verb plays a central role in the structure of a clause. Its valency determines the clause pattern by requiring a certain number and type of complementing elements.⁵ It is only the finite verb (in the Czech theory *přísudek*, predicate)

³ Cf. Dušková, 1999c [1991].

⁴ The descriptions in this chapter are based on the following grammar books: Quirk et al., 1985 (Ch. 10) and Dušková, 1994 (Ch. 13) for the English language; Daneš et al., 1987 (Ch. C) and Čechová, 2000 (Ch. IV.2) for the Czech language.

⁵ We also speak of valency in relation to other elements, esp. the adjective. However, valency seems to be a more peripheral (and less studied) feature of these elements, which do not form the centre of the clause.

which forms the central element of a clause. However, since the English nonfinite verb retains many of its characteristics and frequently has a finite counterpart in Czech, we do not exclude instances of verb complementation within a nonfinite clause from our analysis. Similarly, the Czech nonfinite verb can also take an object (although not a subject, in contrast to English) and thus may be included in our analysis.⁶

Apart from valency elements, the verb may also be accompanied by other, nonobligatory elements, which do not form a part of the clause pattern. Valency elements are distinguished on the basis of several criteria. Allerton (1982: 14) defines their relation to the verb as semisubordinative, i.e. although these elements depend on the verb and are determined by it, yet the verb cannot occur without them. Panevová (1980: 32f) distinguishes valency complementation as those elements which may only accompany a restricted set of verbs and may only occur once in the clause.

It should be noted here that while the valency of a Czech verb is usually easily determined and multiple valency is limited, in English multiple class membership of the verb is so frequent that we prefer to speak of different (e.g. transitive and intransitive) uses of a verb rather than of verbs as such.⁷ The distinction between intransitive, monotransitive and di- or complex transitive verbs, which is relevant for the selection of material in our study, therefore appears to be less clear-cut in English than in Czech.

2.1.2 Subject

The subject is set apart from all other valency elements in both languages, but the grounds for its special position are not quite identical. In English, the subject can be perhaps

⁶ Cf. Grepl et al., 1997: 422. However, nonfinite clauses are infrequent in Czech as compared with English.

⁷ Cf. Quirk et al., 1985: 1168 and Dušková, 1988: 207f. For English, the problem is outlined by Allerton (1998: 66ff) and subsequently dealt with in some detail in *ibid.*: 132ff, while for Czech similar problems, although less frequent, are described by Panevová (1980: 36ff).

most distinctly characterized as the only element besides the verb which must be present in all sentences, albeit formally (an empty, prop subject). In its relation to the verb, it is defined positionally as the only left-hand valency element, as opposed to (right-hand) complementation. Although the primary semantic role of the subject is agentive, the English subject displays a wide variety of different semantic roles.⁸

In contrast to English, the subject in Czech is defined primarily morphologically, being expressed by a (syntactic) noun in the nominative case. It has traditionally been considered an independent element with a specific semantic relation to the verb.⁹

Furthermore, the subject of a Czech clause may not be explicitly expressed as a separate clause element.¹⁰ In addition, in a minor type of Czech verbal clauses the subject is not present at all. Such subjectless verbal clauses sometimes correspond to English clauses with a zero-valency pattern; in other cases the corresponding English verb has a valency pattern with a subject whose semantic role is non-agentive (patient or experiencer).¹¹ These clauses may be expected to be a cause of syntactic divergence between Czech and English, since the position of the subject must be filled in English.

One specific syntactic feature of the English subject remains to be mentioned here. In English syntactic constructions with existential *there* or anticipatory *it* in the left-hand subject position, an element described as notional subject appears in postverbal position; in these cases, we consider the postposed element as subject in our analysis.

⁸ Cf. sections 2.3, 3.2.2.

⁹ Cf. Čechová, 2000: 287. See also Dušková, 2005b: 244.

¹⁰ In inflectional Czech, the subject is in fact indicated by the ending of the verb. The expression of the subject as a separate clause element in the Czech clause is determined by an interplay of several factors including FSP, cf. Uhlířová, 1987: 124. According to statistical data on the frequency of clause elements obtained by Těšitelová (1985: 196), over one third of Czech clauses have an unexpressed subject.

¹¹ The English equivalents of Czech subjectless clauses are described in some detail by Dušková (1988: 368ff).

2.1.3 Object¹²

The object is the most frequent type of valency complementation. In English, it is primarily distinguished from the subject by its right-hand position. The prepositional object may be formally identical to the adverbial; it can usually be distinguished from it by the question test and by its ability to become the subject of a passivized construction, but some unclear borderline cases can be found.

The Czech object is distinguished from the subject in most paradigms by its inflectional form, which is determined by verb valency.¹³ As in English, the Czech prepositional object may also present problems as regards its differentiation from the adverbial. Although formal criteria provide more support in Czech, they do not include the passivization test, because only Czech clauses with a direct accusative object can be passivized.

2.1.4 Adverbial

Adverbials can be divided into integrated (adjuncts) and nonintegrated (sentence modifiers). In our study we only focus on adjuncts, as they constitute clause elements and can function as valency complementation (so-called inner adverbials).

There are no major differences in the formal characteristics or in the semantic roles of adjuncts between Czech and English.¹⁴ As has already been said, the borderline between adjuncts realized by prepositional phrases and the prepositional object may be rather unclear in both languages.¹⁵

It should be mentioned here that some English verbs take objects with strong adverbial semantic characteristics (e.g. *enter*, *leave*). These elements are usually construed as

¹² More detailed information on the object is provided in section 2.2.

¹³ Cf. Dušková, 2005b: 245.

¹⁴ See Dušková, 2005b: 245.

¹⁵ Cf. Quirk et al., 1985: 735 and Čechová, 2000: 294.

adverbials in Czech, thus giving rise to syntactic divergence.¹⁶

2.1.5 Subject Complement

In English, the subject complement is described as an element following a copular verb which refers to the subject. The range of copular verbs is quite wide in English as against Czech, with some of the verbs functioning as both copular and full lexical verbs. However, the identification of the subject complement does not generally present any major problems.

In Czech, the number of copular verbs is limited.¹⁷ Moreover, the element following the copular verb is not considered as a separate clause element, but it is rather analysed as part of a verbonominal construction (*jmenná část přísudku*, predicative noun/adjective) and included in the (syntactic) category of verb.¹⁸ However, apart from the difference in grammatical analysis, the characteristics of the subject complement in English and in Czech are very similar.¹⁹ In the present study, we adopt the English approach, because it allows for more detailed analysis.

2.1.6 Object Complement

The object complement, as an element which is in a copular relationship with the object, is recognized in both languages. However, in the Czech theory it is not generally associated with the subject complement, but rather with the verbless adverbial clause (*doplňk předmětu* and *doplňk podmětu*, literally object complement and subject complement, respectively).²⁰

¹⁶ Cf. Dušková, 2002: 115.

¹⁷ See Dušková, 2004: 57.

¹⁸ See Dušková, 1999c [1991] and section 2.1.5. The Czech counterpart of the term subject complement (*doplňk podmětu*) is used to designate the English verbless adverbial clause, cf. section 2.1.6.

¹⁹ See Dušková, 2005b: 245.

²⁰ See Dušková, 1999c [1990]. The distinction is purely terminological and does not affect the results of syntactic analysis, which is identical in both languages.

The object complement is extremely rare in our analysis of syntactic divergence. If it does occur as a counterpart of the object, it is subsumed under the category of subject/object complement in agreement with the English approach, on the grounds of similarity of relation of the complements to the subject or object.

2.1.7 Modifier and Determiner

English modifiers and determiners presented a major problem for our analysis. As they do not depend on the verb, they do not form a part of the clause pattern and are not clause elements in the British theory. Both determiners and modifiers are discussed only as parts of the noun phrase in the description of the English clause.

On the other hand, in the Czech theory pre- and postmodification traditionally constitute a separate clause element (*přívlastek*, attribute), which is defined syntactically as any element dependent on the syntactic noun. Moreover, because the Czech language does not employ the category of determiner, such equivalents of English determiners as are found in Czech (e.g. possessive and demonstrative pronouns) are subsumed under the heading of modification.

For the purpose of the present study, we use the Czech model of analysis, i.e. both possessive determination and pre- and postmodification are identified as a single separate clause element labelled modifier/determiner. This enables us to identify a specific type of syntactic divergence involving different functions of the analysed item in the noun phrase.

As regards modification from the formal point of view, it should be mentioned that a prepositional phrase postmodifying an object may in fact be formally identical to a (second) prepositional object or to an adverbial.²¹ Thus, there may

²¹ Cf. Quirk et al. 1985: 657.

theoretically arise a further possible syntactic analysis in the case of borderline structures, although the modifier should be easily identifiable on the basis of other criteria.

2.2 Object in English and in Czech

As the present study is concerned with the syntactic constancy of the object between English and Czech, we shall now give a more detailed description of this particular clause element in the two languages. Objects realized by finite and nonfinite clauses are not mentioned, because they are excluded from our study, as are objects complementing other clause elements than the verb.

2.2.1 Object in English

The object is the right-hand complementation of transitive verbs. It is required by the verb to complete its meaning. It is primarily realized by a noun phrase and (with the exception of most personal pronouns and *who*) does not have distinctive formal characteristics. The most important characteristic of the English object is its ability to become the subject in passivized constructions.²²

The object occurs in the following valency structures: the monotransitive SVO type, the ditransitive types SVO_iO_d , SVO_dO_{prep} and the complex transitive types SVOA and $SVOC_o$. Our analysis focuses on the object of monotransitive verbs.

Constructions with English phrasal, prepositional and phrasal-prepositional verbs theoretically allow for more possible syntactic interpretations. In our analysis, we have adopted the approach which describes them as multi-word verbs followed by an object, on the basis of identical question formation and the possibility of passivization.

²² However, it is not a universal feature. Constraints on passivization include both semantic characteristics of the verb and formal or semantic characteristics of the object. Allerton (1982: 82) uses the term *objoid* for the peripheral type of object-like element (or pseudo-object) which does not allow passivization.

Owing to the similarity of the syntactic behaviour of the different verb-object constructions, no distinction is made between the objects of single- and multi-word verbs in our analysis.²³ The term prepositional object is used only when referring to the second object of a ditransitive verb, if it is necessary to distinguish it from the indirect object. This approach is further supported by the fact that English prepositional objects may be equivalent to Czech direct objects²⁴ and vice versa.²⁵

As regards the semantic characteristics of the English object, the basic semantic roles are affected/patient for the direct object and recipient for the indirect object. However, the direct object may also be resultant/effected, adverbial (locative, instrumental), cognate etc.

A characteristic feature of the English language is the use of constructions with a semantically weak verb followed by a noun phrase expressing the actual action. Quirk et al. (1985: 750-751) describes this element as eventive object, while Dušková (1994: 417-420) speaks of verbonominal constructions with object-like complementation.²⁶ In our study, these elements are analysed as objects.

2.2.2 Object in Czech

In Czech, the object is defined as valency complementation of the verb necessary to complete its meaning which takes the required inflectional form (a specific case of the noun), and in the case of prepositional object also a specific preposition, determined by the verb. It is its fixed form, along with question formation, which distinguishes it from the adverbial. The Czech object may be expressed by a (syntactic)

²³ Cf. Quirk et al., 1985: 1164-1165, 1170-117. An alternative approach is presented by Allerton (1982: 91ff); in *ibid*, the particle of phrasal verbs is considered as a separate valency element (limiter adverbial).

²⁴ The term direct object is used here to describe not only the Czech accusative object but rather any object which is not preceded by a preposition.

²⁵ See Dušková, 1994: 423-442.

²⁶ Cf. also Mathesius, 1975: 105.

noun in any case (including prepositional cases) except for the nominative and vocative, the nominative being the case of the subject.

The ability to become the subject of a passivized construction is limited to the direct accusative object; consequently, passivization does not constitute a distinctive characteristic of the object in Czech. We include all objects of Czech monotransitive verbs into our analysis irrespective of their inflectional form, especially since Czech prepositional objects may also correspond to English direct objects and vice versa. The term prepositional object is only used to identify a second object of a ditransitive Czech verb in the present study.

The semantic role of the Czech object is to a certain extent associated with its form. Thus the accusative most frequently represents the affected or effected object, while the dative generally expresses the recipient, and the instrumental case often has an adverbial meaning.

A specific type of the Czech dative object is the so-called free dative, which is not determined by the valency of the verb. Nevertheless, it is traditionally analysed as dative object²⁷ and it is labelled as such in our analysis.

2.3 Word Order in the Hierarchy of Criteria

Clause elements are identified on the basis of a set of different criteria including their morphological, syntactic and semantic characteristics. The importance of the individual criteria is connected with the general typological characteristics of different languages.

For English, the first criterion given by Quirk et al. (1985: 723) is the type of phrase realizing the clause element. However, it serves mainly to distinguish the verb from other clause elements, because S, O, Cs and Adv can all

²⁷ Cf. Čechová, 2000: 294.

be expressed by noun and/or prepositional phrases. The most important criterion then appears to be the position of the element in the clause, which distinguishes the subject from the object and other right-hand elements, and also the different right-hand elements from each other. Specific syntactic features (e.g. passivization) and semantic characteristics then help in further differentiation, especially between similar clause elements (direct and indirect objects, subject and object complements).

The importance of the criterion of positions indicates the main function of English word order. It serves primarily to identify different sentence types, clause elements and parts of speech. As in other analytical languages, we speak of the grammatical function of fixed word order in English.²⁸

Although the position of clause elements (with the exception of the adverbial, to a certain extent) is fixed in English, the position of individual items can be altered by means of various syntactic constructions. These include fronting, cleft and pseudo-cleft constructions, the passive, extraposition of different clause elements, discontinuous structures and the existential construction.²⁹ Another characteristic feature of English is the relative semantic vagueness of some clause elements, which e.g. allows semantically diverse participants to be construed as the subject and thus appear in the initial position.³⁰

In contrast to analytical English, Czech is a typical inflectional language. Leaving aside word-class membership, whose function in distinguishing clause elements is analogous to the English criterion of phrase, the most important feature is the inflectional characteristic of the word. It is the primary means of expressing syntactic relations in a Czech

²⁸ Cf. Dušková, 1988: 518, 520.

²⁹ See Quirk et al., 1985: 1377 ff.

³⁰ See Mathesius, 1975: 101 and Dušková, 1999c [1975]: 252, 1999c [1986]: 273.

clause.³¹ Semantic and syntactic characteristics of the elements play a secondary role, as in English.

Owing to its distinctive morphological characteristics, the position of an element in a Czech clause does not usually affect its syntactic function; in fact, position can only be used to differentiate between the modifier and the adverbial or verbless adverbial clause.³² Although SVO is the most common order of Czech clause elements, all possible combinations of elements occur.³³

Clearly, the grammatical function of word order is of secondary importance in Czech. The word order of a Czech clause is determined primarily by the arrangement of information, i.e. by its functional sentence perspective.³⁴

This difference in word order principles means that while Czech clause elements can be moved freely into different positions, in English different syntactic constructions may have to be used in order to achieve a similar linear arrangement of corresponding items, resulting in syntactic divergence between the two languages.

³¹ See Čechová, 2000: 281 and cf. section 2.2.2.

³² See Čechová, 2000: 282f.

³³ According to Těšitelová (1987: 138) we find SVO in 64% of Czech clauses, followed by OVS, VOS, VSO (about 10% each) and OSV in 1% of instances.

³⁴ See Čechová, 2000: 320, Dušková, 1988: 519 and section 3.2.1.

3. Information Structure

The second level of analysis in the present study is that of the information structure of the clause,³⁵ which is contrasted with the syntactic structure.³⁶ The information structure is related to the functioning of the sentence in communication. When constructing a message, the author arranges and presents its elements in a certain order which best suits his communicative purpose.

The general organizing principle in the information structure is that of a gradual linear increase in the amount/importance of information carried by the elements of the sentence. Since this order follows what is supposed to be the logical progression from known to new information, it has also been called the objective order.³⁷

From the point of view of information structuring, two basic elements can be identified in the majority of sentences: that which is spoken about, and what is said about it. This basic dichotomy was described as early as the nineteenth century, when the two parts were often referred to as the psychological subject and predicate.³⁸ The concept was then studied by Mathesius in the first half of the twentieth century; it was termed functional sentence perspective (FSP)³⁹ and was later developed by numerous other linguists. Some of the different approaches are described in the following section, followed by an overview of approaches to FSP in English and in Czech.

³⁵ As was stated in 2.1, higher syntactic units are not involved in our study. Nevertheless, the information structure is also a factor in the organization of text, cf. Daneš, 1974.

³⁶ Mathesius (1975: 84) speaks of separate formal (clause element) and functional (FSP) analyses/sentence patterns. Cf. also Mathesius, 1982a: 174. The existence of different types of patterning of the clause is reflected in Daneš's three-level approach to syntax (Daneš, 1964), which distinguishes between the semantic, grammatical and communicative sentence patterns, cf. Firbas, 1974: 15f.

³⁷ Cf. Mathesius, 1975: 83 and Mathesius, 1982a: 177.

³⁸ Cf. Mathesius, 1975: 81. The terms suggest a relationship to the syntactic structure and are no longer used.

³⁹ Because it is determined by the functional approach of the speaker. The most common Czech term is *aktuální členění větné*. In English, another term used for FSP is *topic-focus articulation*; cf. e.g. Sgall et al., 1980, Hajičová et al., 1998.

3.1 Functional Sentence Perspective

3.1.1 Basic Concepts: Terminology

The two basic elements of the sentence mentioned above are denoted by different names. Mathesius (1975: 81) used the term basis or theme for the element about which something is stated, and nucleus or rheme for what is stated about the basis. The theme may also be referred to as topic and the rheme as focus.⁴⁰

Apart from the basic dichotomy, the sentence can also be analysed into a larger number of information units according to the degree in which they contribute to the development of communication. This type of segmentation can be described in terms of degrees of informativeness, communicative value or communicative dynamism.

3.1.2 British Approach

Prosody plays an important role in the description of the information structure of the English sentence. Quirk (1985: 1356ff) identifies information units with tone units and information focus with intonation nucleus.⁴¹ The neutral position of the focus/nucleus is at the end of the sentence (the principle of end focus), other positions being described as marked.

The focus is associated with new information. As the element containing new information tends to be heavier than others, the principle of end focus is said to coincide frequently with the principle of end weight.

While the concept of focus is generally in agreement with the Czech approach, the identification of the theme or topic in this theory presents a major problem. This is due to the fact that it is based on a different criterion. It is defined

⁴⁰ Theme is often used in the same sense as topic; Quirk (1985: 1355ff) uses the pair theme – focus. However, in other approaches theme and topic are distinguished, cf. Mathesius, 1982a: 174, Čechová, 2000: 261, Hajičová et al., 2002: 28 and see note 50. Even in these cases, both topic and theme are part of what we describe as the thematic part of the sentence.

⁴¹ Cf. also Leech and Svartvik, 1975: 171.

as the initial part of the structure, which is usually identified with the first element in the clause (frequently the subject in English).

Although the initial element often does carry the lowest communicative value,⁴² it is not always the case and the opposite may in fact be true. In such sentences, one element is thus identified simultaneously as the information focus and the theme. This inconsistency renders this approach unsuitable for our analysis.

3.1.3 Czech Approaches

There are different approaches to FSP in Czech linguistics. In this subsection, two major theories are briefly characterized.

Mathesius's research was elaborated by Jan Firbas, who also studied FSP in the English language. Firbas's description of the information structure is based on the concept of different degrees of communicative dynamism (CD) carried by individual elements. The degree of CD describes the extent to which an element contributes to the development of communication. The distribution of degrees of CD is determined by an interplay of three factors, viz. linear modification, semantic characteristics of the elements, and context.⁴³

The contextual factor refers to the retrievability of information from the immediately preceding context. A retrievable element is context-dependent, which makes its degree of CD relatively low.⁴⁴

Context-independent elements are influenced by the semantic factor (the semantic characteristics of and relations between clause elements). The elements which are able to take the

⁴² Mathesius (1975: 84) presumes that originally the syntactic and information structures corresponded to each other. The correspondence still holds in many cases, cf. Firbas, 1974: 35. A high incidence of the SVO word order is found even in inflectional Czech, see note 33.

⁴³ See Firbas, 1992: 14. Although it is also of importance, the prosodic factor is treated separately in *ibid.*, as a feature of spoken language only.

⁴⁴ See Firbas, 1992: 21ff.

development of the communication further than the verb are its successful competitors and if present, will carry a higher degree of CD. The verb influences the types of potential competitors by expressing one of two different perspectives: presentation of a phenomenon (presentation scale) or ascribing a quality to a phenomenon (quality scale), each constituting an arrangement of typical elements with certain semantic roles.⁴⁵

Linear modification, i.e. the ordering of individual elements in a clause, only asserts itself when the other two factors are not involved. It is the basic principle of a gradual increase in degrees of CD according to the position of the element in the clause.⁴⁶

The verb normally constitutes the boundary between elements with a low and a high degree of CD: it functions as transition. The elements which develop the communication beyond the transitional element constitute the rheme, the element that completes it being the rheme proper. The thematic element with the lowest degree of CD is the theme proper, while the most dynamic thematic element is called diatheme.⁴⁷

It should be noted that the theme need not correspond to given and the rheme to new information.⁴⁸ This is connected with the fact that FSP is the arrangement of information as the speaker wishes to present it to the recipient of the message in the communication situation: rather than with known and unknown information, it deals with information presented as such by the speaker.

Generally, Firbas's approach can be characterized by the central role of the concept of communicative dynamism, the three-part (theme-transition-rheme) division of the clause,

⁴⁵ See Firbas, 1992: 66ff. Although the description of the functioning of the semantic factor therein applies English, similar data exist for Czech, cf. Pala, 1974, Daneš, 1987: 557, 569ff and see below.

⁴⁶ See Firbas, 1992: 10.

⁴⁷ See Svoboda, 1981: 5, Firbas, 1992: 70ff. The concept was introduced by Svoboda, who defines the diatheme as the foregrounded element of the scene (Svoboda, 1981: 62).

⁴⁸ Cf. Firbas, 1974: 24, Daneš et al., 1987: 554.

and the definition of FSP as a result of an interplay of the three above-mentioned factors.

Firbas's work provided the basis for the functional generative approach to FSP,⁴⁹ which is described in detail in Sgall et al. (1980). The authors also investigate the semantic relevance of topic-focus articulation, relating their approach based on the Prague School tradition to formal semantics in Hajičová et al. (1998).

Although the functional generative theory uses the concept of communicative dynamism, the essential principle of FSP in this approach is the basic dichotomy of focus and topic. The elements belonging to the topic or to the focus are identified according to the criterion of contextual boundness, which is a broader concept than Firbas's contextual dependence. It is considered as the crucial factor determining FSP.⁵⁰

The concept of transition is not used in this approach.⁵¹ However, the verb again constitutes a boundary between the less dynamic contextually bound elements and the more dynamic non-bound elements of the focus.

Parallel to Firbas's concept of the successful competitors of the verb and of dynamic scales is the research of the systemic ordering of complementations and modifications of the verb. The systemic ordering is described in terms of semantic roles of the participants, and differences between individual languages are pointed out.

Generally, it can be said that the differences between the two approaches are mainly theoretical, while the practical analysis of the functional perspective of sentences mostly yields very similar results in both cases.⁵²

Since our work is based on the functional-structural tradition rather than functional generative grammar, the

⁴⁹ See Hajičová et al., 2002: 103.

⁵⁰ Topic as contextually bound is distinguished from theme as the element with a low degree of CD.

⁵¹ Cf. Hajičová et al., 1998: 58.

⁵² Cf. Sgall et al., 1980: 6. The differences in the analysis of certain types of sentences are summarized in *ibid*: 39ff.

analysis in the present study is modelled on Firbas's approach. However, it is not always necessary for the purpose of our study to determine the exact degree of CD carried by each individual item in the clause. Rather, the basis of our description of the information structure is the broader division into the thematic and rhematic sections of the clause. Where more detailed analysis is required, we employ the finer distinctions according to degrees of CD, identifying theme proper, diatheme, transition, or rheme proper as appropriate.

3.2 FSP in English and in Czech

3.2.1 FSP in Czech

The inventory and relative hierarchy of the means of expressing FSP in a particular language are linked to its typological characteristics. The Czech language employs word order, intonation, lexical and syntactic means to signal FSP. However, the most important factor in the identification of FSP is word order or sentence linearity.⁵³

It has already been mentioned that, as regards the position of individual clause elements, grammatical restrictions on the Czech word order are few. It is therefore relatively free to signal FSP.⁵⁴ In an emotionally unmarked utterance, clause elements are arranged in accordance with the basic principle of FSP, which is the gradual increase in degrees of CD, culminating in end focus. This is referred to as the basic distribution of CD or objective word order.⁵⁵

In contrast to the basic distribution, in emotionally marked utterances the neutral arrangement of elements is reversed,

⁵³ The description in this section is based on Daneš et al. (1987: 559ff). It should be noted that we speak of signalling FSP rather than determining it; while FSP is determined by the interplay of the three factors described by Firbas in Czech as well as in English, the Czech sentence is then organized in accordance with the basic distribution of FSP.

⁵⁴ Czech word order is also influenced by the rhythmical factor, which is, however, of minor importance, determining mainly the position of enclitics. Cf. Daneš et al., 1987: 600ff.

⁵⁵ Cf. Dušková, 1999a: 249. According to Dušková (1999c [1985]: 285), the rheme occupies the final position in over 90% of Czech clauses.

with the rheme being placed initially (so-called subjective word order).⁵⁶ However, such instances are infrequent in written language.

In spoken language, the rheme is primarily identified by the intonation centre. Again, it is usually placed finally, although less frequently than in writing.⁵⁷ However, the role of intonation is of minor importance for our analysis of samples of written language; although they do imply an intonation structure, it is determined by the FSP structure, primarily signalled by word order and other nonprosodic means.

Other means of signalling FSP involve the use of specific lexical and syntactic elements. The lexical items include various thematizing elements and rhematizers or focalizers, but also the use of pronominalization, deictics etc. Syntactic constructions such as cleft sentences can also be used, but are relatively infrequent in Czech.⁵⁸

Considering the fact that the position of Czech clause elements is not determined grammatically, the correspondence between the FSP function of a clause element and its syntactic function might be expected to be quite loose in Czech.⁵⁹ However, the predominance of the SVO word order plays an important role here. Thus for instance, statistical data have shown that the theme is still rendered by the subject in over 50% of instances, and only one third of Czech subjects are rhematic.⁶⁰ However, although the relationship between syntactic and communicative functions of clause elements in Czech still appears to be quite close, it is nevertheless

⁵⁶ Emotionally marked language generally seems to display deviations from the main word order principle. Characteristically, whereas Czech displays deviations from the basic distribution of CD, in English we find deviations from its grammatical word order.

⁵⁷ Naturally, emotionally marked utterances are more frequent in spoken language. The easy identification of the rheme in spoken language generally allows a greater variability of word order especially in unprepared informal speech, with the rheme being sometimes placed initially or medially.

⁵⁸ See note 66.

⁵⁹ The one exception would be the verb, functioning predominantly as transition; cf. Uhlířová, 1974.

⁶⁰ See Uhlířová, 1974. Some data from other studies suggest that the relationship might be weaker. According to Dušková (1999c [1975]: 255), the Czech subject is placed initially (a thematic position) in about 33% of instances (however, the thematic subject often remains unexpressed). In Těšitelová (1985: 218), 44% of subjects were found in the postverbal position, presumably forming a part of the rheme.

explained as due to their semantic rather than grammatical characteristics.⁶¹

It should be mentioned here that in spite of the role of FSP as the leading word order principle, there may not be complete parallelism of FSP and word order in Czech. For instance, the diatheme as the most dynamic element of the theme is frequently placed initially in the Czech sentence.⁶² However, the basic sequence of theme - (transition) - rheme is observed in Czech and the status of FSP as the main factor organizing the Czech sentence is indisputable. It may be concluded that in Czech, the information structure is hierarchically superordinate to the syntactic structure: clause elements are positioned in accordance with the basic distribution of CD irrespective of their syntactic functions.

3.2.2 FSP in English

It has been shown that in spite of its grammatical word order, English is not insusceptible to the requirements of FSP. Rather, while the functional perspective of a Czech sentence is indicated by word order in a very straightforward way, the identification of FSP functions in English is less simple, because it requires the assessment of different features of the clause reflecting the individual FSP factors. Of these, the context and semantic structure (along with intonation in speech) play a major role,⁶³ while sentence linearity is of secondary importance. Generally, context and semantics appear to be capable of indicating the FSP functions of elements in the English sentence irrespective of their position.⁶⁴

⁶¹ See Uhlířová, 1974.

⁶² See Uhlířová, 1987: 106.

⁶³ Due to the greater importance of intonation, the identification of FSP in written language can be more problematic in English, giving rise to ambiguous instances, cf. Sgall et al., 1985: 134ff, Hajičová et al., 1998: 125. Firbas (1992: 12) describes this phenomenon as potentiality.

⁶⁴ See Firbas, 1974: 17ff.

The English article deserves a special mention here as an important means of signalling degrees of CD. For instance, the non-generic indefinite article as a rule signals contextual independence, whereas the definite article often marks its noun as thematic. The role of verbal semantics (expressing or implying appearance or existence on the scene) is also important in English.⁶⁵

As in Czech, FSP can also be signalled by means of using various lexical elements (rhematizers, thematizing elements) or syntactic constructions (e.g. cleft and pseudo-cleft sentences, which are much more frequent in English than in Czech).⁶⁶

However, in spite of what has been said in this section, the English grammatical word order in fact often corresponds to the basic theme-transition-rheme sequence. According to Dušková (1999a: 251), this is the case in over 60% of English clauses. In these instances, an item with a given FSP function is realized as a clause element found in the corresponding position in the clause; in other words, clause elements in their fixed positions tend to correspond to certain FSP functions. Mathesius (1975: 101) speaks in particular of the thematic function of the English subject. It is shown that in English the subject, which is the most frequent initial element,⁶⁷ has developed a wider variety of semantic roles (esp. adverbial meanings), thus allowing diverse thematic elements to be positioned in accordance with the basic distribution of CD.

Where grammatical word order is in conflict with the basic distribution of CD in English, the situation may be resolved in different ways. Owing to its strong syntactic function, deviations from grammatical word order are extremely rare in

⁶⁵ See Firbas, 1966: 243.

⁶⁶ According to Dvořáková (1988: 51), the majority of English cleft sentences are rendered as other syntactic constructions in Czech (e.g. clauses with a changed word order or with a lexical rhematizer). Structures parallel to the English cleft sentence are only used if no other means is available, see *ibid.*: 78f.

⁶⁷ In over 78% of instances according to Dušková (1999c [1975]: 255).

English (3.2% according to Dušková, 1999a). They include the reversed order of postverbal elements, inversion and fronting.

Frequently, the English word order is reconciled with FSP by means of using different syntactic constructions. Of these the most important is the passive. The passive is a major device used to achieve the initial placement of the theme and the final placement of the rheme in the English sentence, since apart from the suppression of the agent (used e.g. in sentences with a general human agent) its other major characteristic is the reversal of the order of participants.⁶⁸ Another specific syntactic device used for this purpose is the existential construction.

However, in approximately the same number of instances the conflict is resolved in favour of the grammatical structure, leading to deviations from the basic distribution of CD in the English clause. This group includes clauses with postverbal thematic object or adverbial, and clauses with an initial rhematic subject realizing the presentation scale.

However, rhematic subjects placed initially constitute only about 2 or 3% of instances.⁶⁹ Moreover, the total of English rhematic subjects in all positions is low in English as compared with Czech (12.4% to 22.4% according to Dušková (1999c [1986]: 277f)), which confirms the view of the English subject as having primarily the thematic function.

On the other hand, final thematic adverbials operating as setting are relatively frequent in English. In these instances, the rheme may be placed initially (subject), medially (verb) or postverbally (object). Another frequent feature is found in postverbal thematic objects, usually realized by pronouns or nouns with definite determination,

⁶⁸ See Dušková, 1999a: 255 and also Dušková, 1999b [1971]: 118, 144. The periphrastic passive is much more frequent in English in comparison with Czech, where other means can be used to achieve these purposes, cf. Dušková, 1999b [1972].

⁶⁹ See Dušková, 1999a: 254 and Dušková, 1999c [1986]: 277.

which are as a rule less dynamic than the verb (although the verb itself need not be rhematic).

According to Dušková (1999c [1985]: 283), the rheme is placed finally in about 50% of English clauses, and the (nonfinal) postverbal placement of the rheme accounts for another 20% of instances. In comparison with Czech, the principle of end focus asserts itself to a lower degree in English. However, it still seems to be the predominant type of information structure.⁷⁰

In the present study, we focus on syntactic structures with the direct object in which syntactic divergence occurs between English and Czech. While in Czech the object may be placed in any position in the clause in agreement with its degree of CD, in English it is normally always placed postverbally. If the principle of end focus applies in both languages, the potential conflict between the FSP function in the case of thematic items and the grammatical word order of English will be resolved in favour of FSP. FSP is thus expected to be a major factor contributing to the divergence of the object between Czech and English.

⁷⁰ Cf. Dušková, 1999c [1985]: 287.

4. Stylistic Factors

As was mentioned in the introduction, the research of syntactic constancy has so far been stylistically limited to one type of sources, and therefore the material for the present study has been extended to include texts with different stylistic characteristics. This chapter first defines our approach to style and gives a stylistic description of the types of texts in question. Then we comment on stylistically relevant features of some points discussed in previous chapters.

4.1 Style

In our study, we naturally focus on linguistic style, rather than its literary or any other meaning. Style in language can be generally defined as the way in which linguistic means are selected and arranged to form a text with a certain communicative purpose. Style as a link between linguistic form and context or situation is thus a characteristic feature of any piece of language and is not limited to writing or speaking with an intentional stylistic effect.⁷¹

Style can be studied on different levels of generalization, starting from the style of particular texts and individual authors, to the increasingly more general characteristics of different "genres" (e.g. formal letter, newspaper report) and types of texts (e.g. administrative, essayistic). Since the present study deals with material from different texts grouped into two main categories, it requires a high degree of generalization.

Many different approaches to stylistic analysis exist in linguistics. Esser (1993) identifies two basic groups of approaches: those dealing with types of linguistic choice such as deviation, alternative and repetition, and those dealing

⁷¹ Cf. Čechová et al. 2003:17 and Enkvist 1971: 32f.

with linguistic choice as determined by situational factors. The first group includes the study of norm and deviation, generative approaches and quantitative methods. The second group comprises the study of dimensions of linguistic variation (as represented e.g. in Crystal and Davy (1969)), functional stylistics developed by the Prague School, the British register theory and the study of text-types based on speech acts.

Leaving aside the specific last approach, the concept of extralinguistic dimensions of stylistic variation is relevant for all types of analysis in the second group. The different dimensions can generally be divided into personal or subjective (i.e. dependent on the personality of the author), and extra-personal or objective. Both functional stylistics and the British approach focus on the latter group of factors, which change in the context of the communication situation. The most important factor in functional stylistics is the general communicative goal or function, on the grounds of which the theory of functional styles or dialects was developed. Because this level of description well suits the needs of our analysis, our types of texts representing two major functional styles, our description is based on the Prague School theory.

4.2 Characteristics of Functional Styles

Functional styles represent the objective (author-independent) characteristics of groups of texts with the same general communicative function. Originally, Havránek distinguished four major functions with corresponding dialects: conversational language for everyday communication, matter-of-fact language for workaday technical communication, scientific for theoretical technical communication, and poetic language with the aesthetic function.⁷² Later the

⁷² Cf. Havránek, 1942.

classification was modified by various authors. However, four slightly modified basic styles, viz. everyday communicative, technical (including workaday and theoretical), journalistic and artistic (literary) are generally accepted by the majority of authors.⁷³

Functional styles can be characterized on three levels. The specific function of texts in communication constitutes their stylistic sphere or domain. To help fulfil the function in each domain, there is a specific class of expressions in language. Also, texts from individual domains tend to conform to specific stylistic norms.⁷⁴

The material for our study is drawn from fiction and academic prose. We shall therefore describe the corresponding functional styles, viz. literary and (theoretical) technical, in more detail. The description is limited to written texts, as they provide the material for our analysis.

4.2.1 Language of Literature

Language as used in literature is specific in that in addition to the primary communicative function of language as such, it also realizes the aesthetic function.⁷⁵ Due to the nature and variability of the aesthetic function, it is also the most heterogeneous style.

The realization of the aesthetic function in language is not limited to a specific class of expressions, the so-called poetic language. Rather, it permeates the whole text and can use various elements from all areas of language for achieving the desired effect on the reader. At the same time, there are great differences between literary genres and individual works.⁷⁶

⁷³ Cf. e.g. Havránek and Jedlička, 1981.

⁷⁴ See e.g. Čechová, 2003: 37ff.

⁷⁵ See Čechová, 2003: 255 and Leech and Short, 1991: 13.

⁷⁶ Cf. Čechová, 2003: 256f, 266ff.

However, the situation is simpler if we focus on the language of contemporary fiction. Generally, the aesthetic function is less pronounced here than in poetry.⁷⁷ Again, great differences exist, yet we can say that in the traditional type of novels, which are generally selected for linguistic analyses, the language has a relatively close resemblance to the "neutral" communicative use in narration and description.

Generally, traditional novels can be characterized as prepared written texts, mostly monological (except for characters' direct speech). The lexical and grammatical elements used are often unmarked, with possible fluctuation towards both formal and informal language.

Still, the stylistic characteristic of fiction presents two major problems as regards linguistic study. First, it is extremely varied, with a major influence of the subjective stylistic variable of the author. Although the risk of subjective influence is reduced by using material from several different texts, it cannot be completely ruled out.

In contrastive analysis between two languages, the additional problem of translation is involved. Literary translation is primarily supposed to retain the aesthetic characteristics of the original, possibly realized by different means in another language, rather than be a straightforward word-for-word rendering of the text. Therefore, the relatively greater subjective influence of the translator also has to be taken into account.⁷⁸

4.2.2 Language of Technical Writing

Technical texts can be stylistically characterized as prepared written monological texts based on neutral standard language with formal features, which are more frequent and more pronounced in theoretical technical writing. They contain

⁷⁷ Cf. Leech and Short 1991: 2f.

⁷⁸ Cf. Čechová, 2003:257, 286 and Slunečková, 2005: 198.

specific lexical items (esp. terminology) as well as some typical syntactic structures. Their main function is a concise formulation of a matter-of-fact technical communication.

Technical language (and the language of academic prose in particular) is typically abstract and intellectualized, hierarchized and well-structured, condensed yet unambiguous, exact and explicit. The individuality of the author is suppressed, which contributes to the impersonality of technical writing.⁷⁹

The texts used for our analysis can generally be described as academic prose, the above characteristics thus being quite pronounced. However, there are still differences between the individual texts, as besides purely theoretical writing we also find popularizing, didactic and essayistic features. Essayistic texts are specific in that they unite the characteristics of academic and artistic writing.⁸⁰

Owing to its distinctive notional character and the suppression of subjective stylistic features, academic writing to a large extent prevents the potential problems which are presented by fiction. Its objectivity and accuracy is especially important in that it also applies to the field of translation, thus providing suitable material for contrastive study.

On the other hand, academic prose alone is not sufficient for our research as it is stylistically marked, with a high degree of formality and specific vocabulary. Rather, fiction and academic writing can be regarded as complementary sources of material, each compensating for the drawbacks of the other. Thus, the study of texts from these two functional styles should provide fairly representative results for the language as a whole in its written form, while at the same time highlighting some differences between the two styles.

⁷⁹ Cf. Čechová, 2003: 175ff and Crystal and Davy, 1969: 251f.

⁸⁰ See Čechová, 2003: 189f and Jedlička, 1970: 40.

4.3 Grammar, FSP and Style

Although the general characteristics of individual styles apply to both English and Czech, their actual realization may be different in some aspects owing to various distinctions between the two languages. For instance, the two languages may have different means available for a certain function, or an identical means may be neutral in one language, while it is stylistically marked in the other. In the following section we focus on the stylistic aspects of the elements which seem to be particularly relevant for our study: the verb and its complementation, impersonal presentation and the use of the passive, word order and FSP.

4.3.1 Verb and Its Complementation in English and in Czech

Generally, English as an analytical language is said to have a more nominal character in comparison with the more verbal Czech. Mathesius (1982b: 116f) points out that in Czech, the only unmarked means of expressing action is the use of the finite lexical verb (complemented as required), while the use of verbonominal or nominalized expressions and nonfinite clauses is restricted to specific situations. The tendency towards verbal expression may be even more pronounced in fiction, because fiction as a style tends to be more concrete and dynamic.⁸¹

On the other hand, in English various nominal expressions are relatively frequent and often unmarked not only in writing, but even in spoken language.⁸² They include constructions with a copular verb followed by a noun or adjective, which can nevertheless have a dynamic meaning (e.g. *you are being a fool: chováš se jako hlupák*); verbonominal phrases with an object mentioned in 2.2.1 (e.g. *to have a smoke: zakouřit si*); and nonfinite clauses (e.g. *without our*

⁸¹ Cf. Bečka, 1992: 226.

⁸² Cf. Urbanová and Oakland, 2002: 32.

knowing about it: aniž bychom o tom věděli). As shown in the examples above, these constructions are generally rendered into Czech by purely verbal expressions.

The use of constructions of the type *have a smoke, do the shopping* is of special interest for us, because it frequently constitutes a cause of syntactic divergence. Its occurrence in English may be due to several factors. First, it enables the speaker to express the activity without further specification, whereas the corresponding verb may be transitive and consequently require an object, and it also allows singling out one act as opposed to repeated or continuous activity. Second, it complies with the tendency to avoid short, two-word sentences in English. Also, it allows the final placement of the element denoting action, which is often not possible with the verb. These factors do not apply in Czech; therefore it is not surprising that although similar constructions do occur in Czech, they are usually comparatively rare.

In technical style, however, the difference between the two languages is less pronounced, owing to its exactness, notional character and generalization. These requirements are more easily fulfilled by verbonominal expression, which is more static and puts emphasis on the nominal elements of the sentence.⁸³ Also, the greater condensation of technical texts is achieved by using nonfinite clauses and action nouns.⁸⁴

The stronger nominal character of technical and particularly academic language is accordingly more marked in Czech. In contrast to neutral language, academic prose frequently uses copular predications and especially verb-object constructions of the verbonominal type (with a semantically weak verb and an object denoting action), which are described as dissociated verb phrases.⁸⁵ Due to frequent repetition in technical

⁸³ See Mathesius, 1982b: 117 and Čechová, 2003: 187.

⁸⁴ See Čechová, 2003: 184 and Jedlička, 1970: 39.

⁸⁵ See Bečka, 1992: 231 and cf. section 2.2.1.

writing, such constructions often become fixed phrases (e.g. *být projevem, provést rozbor, najít uplatnění*).⁸⁶

The more nominal character of Czech technical texts is confirmed by statistical data. According to Těšitelová (1987: 166f), words of the nominal group account for about 43% of fiction texts as against over 57% in technical texts. Even within the verbal group, the frequency of verbs is lower in technical writing than in fiction.⁸⁷

Generally, it can be said that the difference between English and Czech as regards the degrees of analytical and (verbo)nominal features, and the proportion of instances of syntactic divergence due to these phenomena, will presumably be of less significance in technical writing. This fact may help to highlight the role of other factors.

4.3.2 Impersonality and the Passive in English and in Czech

The tendency of technical texts towards objectivity frequently involves the suppression of the agent. Especially in academic prose, the author often deals with cases where the agent is too vague (esp. general human agent), uncertain or unknown, or even (as far as we can tell) non-existent. Alternatively, the agent may be specific, but is regarded as unimportant because the author focuses on the phenomenon itself. In all these cases, the passive is used as the principal means of impersonal expression. However, the forms and functions of the passive in English and in Czech do not entirely correspond.

In English, there is only one type of passive constructions, the periphrastic passive. As was mentioned in 2.2.1, it can be formed for most verb-object constructions. Although the passive is the marked voice as opposed to the active in that its frequency is much lower (about 12% according to Dušková

⁸⁶ Cf. Jedlička, 1970: 38f.

⁸⁷ The nominal group includes nouns, adjectives and prepositions. The verbal group includes verbs, pronouns, adverbials and conjunctions. The two groups taken together account for over 98% of the texts.

(1999b [1971]: 113)), in English it can be found in neutral style and conversation as well as in technical writing. However, its frequency is much higher (about 20%) in the latter.

The high frequency of the passive in English technical writing is accounted for on the grounds of the nature of this functional style, its matter-of-fact presentation of the subject matter and its tendency towards impersonal presentation. As was shown by Dušková (1999b [1971]), one of the main reasons for using the passive in English seems to be the need to express a general or unknown agent,⁸⁸ for which English lacks a suitable expression that could be used in this type of writing. In addition, the passive is also used to focus the attention of the reader on the subject matter or the findings described and to suppress the author, especially when he has the role of a mere observer.⁸⁹

Apart from functional style, there is another major factor contributing to the use of the passive in English, that of FSP mentioned in section 3.2.2. Passive constructions are used to achieve a different linear arrangement of participants. Here the use of the passive to change the order of elements in the clause is not primarily determined stylistically, but it is a typical feature of English as such.⁹⁰

The situation of the passive in Czech seems to be more complex than in English, because there are more types of the passive and also more restrictions on its use.

The Czech periphrastic passive is formed analogically to English as far as verbs with the accusative object are concerned. In other cases, the Czech verb may be put into the passive form, but the non-accusative object retains its original form and so-called subjectless passive is formed.

⁸⁸ Dušková (ibid.: 118ff) shows that in about 85% of English passive clauses the agent is not expressed, over 50% of the passive forms implying a human agent and over 20% being apparently agentless.

⁸⁹ See Dušková, 1999b [1971]: 129, 139.

⁹⁰ Cf. Enkvist, 1971: 41. However, the expression of FSP and its relation with grammar also has a stylistic aspect, cf. section 4.3.3.

Both types of Czech periphrastic passive are inherently marked as formal and literary; in present-day Czech they occur predominantly in technical writing, with varying frequency depending on the author. Most of the instances represent agentless passives implying a general human agent or the author (although not necessarily the author of the text in question).⁹¹ However, other means of expressing these features are also available in Czech.

Apart from the periphrastic passive, Czech also uses the reflexive form of the verb to denote the passive. The reflexive passive is stylistically unmarked and occurs in technical writing as well as in everyday language, where it is the most frequent type of the passive. However, its use is more limited grammatically: it is restricted to the third person, it does not normally allow the expression of the agent, and it may be ambiguous with animate subjects, where the construction is synonymous with the reflexive or reciprocal active form.⁹²

Another factor influencing the choice of the passive in Czech is aspect: the reflexive passive is more dynamic and is accordingly used more with imperfective verbs. However, a different distinction has been observed in academic prose, where the reflexive passive can be used to imply spontaneous action, as opposed to the more distinct passive meaning of the periphrastic passive with an implied agent.⁹³

Altogether, the passive is less frequent in Czech than in English (less than 9% in total and about 15% in academic writing according to Dušková (1999b [1972]: 162, 174)). Nevertheless, the effect of the stylistic factor is similar in both languages, viz. the more frequent use of the passive in technical writing in both English and Czech.

⁹¹ See Dušková, 1999b [1972]: 174f.

⁹² See Dušková, 1999b [1972]: 150 f, 174.

⁹³ Cf. Bečka, 1992: 232.

On the other hand, the passive as a means of achieving the basic distribution of CD is of little importance in Czech, since the placement of individual clause elements is independent of their syntactic functions. Although it may help identify the subject and object in certain Czech nouns which do not distinguish the nominative and accusative, the passive is used for this purpose only as a free variant of the active in Czech.⁹⁴ The difference in the incidence of the passive voice in English technical writing as against Czech may thus be presumed to be due to its FSP function in English.

Although the passive seems to be the most important feature of impersonal presentation in style, it is not the only one. For instance, direct reference to the author of an academic text can be avoided by substituting the first person singular pronoun with first person plural or third person reference. The general tendency to avoid direct reference to the author is reflected in the low incidence of first person singular in technical writing.⁹⁵

Generally, pronouns are significantly less frequent in technical style than in fiction.⁹⁶ This is presumably due to several factors, including the avoidance of possible ambiguity of pronominal reference as well as the tendency towards impersonal presentation.

A specific Czech feature related to impersonality is the existence of constructions with subjectless verbs (e.g. *jít o*, *jednat se o*). They form a type of subjectless sentences, which are generally much more frequent in technical writing than in fiction. Subjectless verbal sentences are particularly frequent in academic prose, which is again associated with the tendency to suppress the author.⁹⁷

⁹⁴ See Dušková, 1999b [1972]: 176.

⁹⁵ Cf. Čechová, 2003: 178, 184 and Turner, 1973: 181.

⁹⁶ According to Těšitelová (1985: 177), in fiction pronouns account for over 12% of the text in contrast to technical writing with 8% and even 4% in different corpora.

⁹⁷ Cf. Těšitelová, 1985: 116f.

4.3.3 Word Order, FSP and Style

Technical style can generally be characterized by precision and clarity of both thought and expression. These requirements naturally apply not only on the levels of lexis and grammar, but also on the level of the information structure.

In Czech technical writing, emphasis is put on clear and logical organization, including thematic choice and thematic progression in the text and the requirement of only one rheme in a clause.⁹⁸ Since technical texts are presented as objective and expressivity is avoided, they are expected to display exclusively the objective word order (theme-transition-rheme sequence).

However, minor deviations from the basic distribution of CD occur even in technical writing. Frequently, they are due to the operation of other word order principles. They may also be caused by the need to avoid syntactic ambiguity or rhythmical imbalance of the clause.⁹⁹ Nevertheless, the conflict between different principles should always be resolved in such a way that ambiguity is avoided on all language levels.

As was said in 3.2.2, English relies on the interplay of several factors when identifying FSP structure, rather than indicating it by word order. Because intonation plays an important role, the functional perspective of the sentence in writing may be unclear or ambiguous. The present author presumes that this potentiality of FSP in English will be avoided as far as possible in technical writing. The theme and rheme will be clearly distinguished and unless FSP is sufficiently indicated by other means, the elements of the clause will be arranged in accordance with the principle of end focus.

To achieve this goal, authors may use various devices which can be used to identify the theme or rheme and/or change the

⁹⁸ Cf. Mathesius, 1982b: 124ff.

⁹⁹ Cf. Mathesius, 1982b: 131ff and Bečka, 1992: 196.

position of individual elements in the clause (cf. section 2.3).¹⁰⁰ Because the passive plays an important role here, its high frequency in academic English may be due not only to the need to express a general human agent, but also to a stronger tendency towards the basic distribution of CD.

The emphasis on precision of expression in technical style is of importance for our analysis as regards the problem of translation. While in translating fiction, changes of the functional perspective of individual sentences are tolerated provided they do not interfere with the meaning of the text as a whole,¹⁰¹ we may expect a greater degree of correspondence in the translation of technical texts. We also believe that this fact, along with the greater similarity of English and Czech technical language in terms of nominal tendencies, might paradoxically be reflected in a higher degree of syntactic divergence due to the FSP factor.

¹⁰⁰ Significantly, in Leech and Svartvik (1975: 28ff) some of these constructions (but not the passive, cf. section 4.3.2) are listed with the variety labels *written* and *formal*.

¹⁰¹ Cf. Uhlířová, 1987: 104f.

5. Material and Methodology of the Study

The present study is concerned with the syntactic constancy of the object between English and Czech. Since it is undertaken in connection with a larger project investigating the syntactic constancy between the two languages, its methodology including the way of obtaining material generally follows the methods used in the previous studies.¹⁰²

Constancy of syntactic function is understood in the project as identical syntactic representation of a lexical item and its lexical equivalent in parallel texts taken from two languages. Both instances of syntactic correspondence and divergence are taken into account. Attention is then focused on instances of syntactic divergence, which are analysed with a view to ascertaining the underlying factors of the divergence. Of special interest is the role of FSP.¹⁰³

5.1 Sources of Material

The material for our study was obtained from original Czech texts with their parallel English translations (referred to as the Czech-English direction, texts labelled c, C) and from original English texts with parallel Czech translations (the English-Czech direction, texts labelled a, A). In each direction, eight original texts were used which can be divided into two groups corresponding to two different functional styles, viz. fiction (texts labelled c, a) and academic prose (texts labelled C, A). Fiction is represented by four contemporary novels, while academic writing is represented by four works from different fields. The texts thus form four subsets (a, A, c, C) defined by their original language and their stylistic characteristics.

¹⁰² See section 6.1 for an overview of the studies.

¹⁰³ See Dušková, 2003: 127.

In each text, corresponding objects were counted until the number of nonidentical counterparts of the object in the other language reached the number fifty. In addition, in one of the four texts from each subset (texts number 4) the procedure was repeated to obtain a total of one hundred divergent instances. Thus, 250 instances of syntactic divergence were obtained from each subset of four texts, giving a total of 1,000 instances.

The particular texts used for the analysis along with their basic characteristics and appropriate codes are listed in the following table. In fiction, we have chosen different texts from the sources used in the earlier diploma thesis.¹⁰⁴ As regards the texts representing academic prose, we have attempted to use sources from similar fields in both languages. However, in the Czech-English direction our choice was severely limited by the sparse availability of original Czech academic texts of the required length with existing English translations. Nor was it always possible to procure the same edition of an original English text which was translated into Czech. However, in all cases we have taken great care to exclude any parts of the translated version that were not parallel to the original available. All texts represent contemporary language, i.e. the period of approx. the last 50 years; one fiction text (c4) is slightly older, but was only recently translated into English.

The texts included in the theoretical technical (academic) style subset can be characterized as follows. Texts A5 and C5 represent the field of medicine, in particular psychology. Text C5 is more theoretical, since it deals with a more specialized topic, while text A5 is aimed at a wider audience. Both A6 and C6 are recent legal texts, a constitution and an act, respectively. Texts A7 and C7 come from the field of literary history: text A7 describes the history of a national literature, while text C7 focuses on the life and work of one

¹⁰⁴ Valehrachová [-Slunečková], 2002.

author. Both texts are aimed at a relatively wide audience and display some essayistic features, which are perhaps more marked in text C7. Texts A8 and C8 (doubled, 100-instance samples) deal with economics. Text A8 is a textbook; text C8 is an analysis of the economic, political and sociological situation of a country in the postcommunist period. Both are aimed at readers with limited knowledge of the field.

Table 1: *Source material.*

Code	Direction	Style	Decade	Field	Title
a1 aa1	English- Czech	fiction	1980s		James: <i>A Taste for Death</i> Jamesová: <i>Pachuť smrti</i>
a2 aa2	English- Czech	fiction	1970s		Greene: <i>The Human Factor</i> Greene: <i>Lidský faktor</i>
a3 aa3	English- Czech	fiction	1980s		Amis: <i>Money</i> Amis: <i>Peníze</i>
a4 aa4	English- Czech	fiction	1990s		Rushdie: <i>The Ground Beneath Her Feet</i> Rushdie: <i>Zem pod jejíma nohama</i>
A5 AA5	English- Czech	academic	1980s	psychology	Fontana: <i>Psychology for Teachers</i> Fontana: <i>Psychologie ve školní praxi</i>
A6 AA6	English- Czech	academic	2000s	law	<i>Treaty Establishing a Constitution for Europe</i> <i>Smlouva o Ústavě pro Evropu</i>
A7 AA7	English- Czech	academic	1990s	literature	Ruland, Bradbury: <i>From Puritanism to Postmodernism</i> Ruland, Bradbury: <i>Od puritanismu k postmodernismu</i>
A8 AA8	English- Czech	academic	1990s	economics	Samuelson, Nordhaus: <i>Economics</i> Samuelson, Nordhaus: <i>Ekonomie</i>
c1 cc1	Czech- English	fiction	1970s		Kundera: <i>Valčík na rozloučenou</i> Kundera: <i>Farewell Waltz</i>
c2 cc2	Czech- English	fiction	1990s		Kohout: <i>Sněžím</i> Kohout: <i>I am Snowing</i>
c3 cc3	Czech- English	fiction	1990s		Klíma: <i>Čekání na tmou, čekání na světlo</i> Klíma: <i>Waiting for the Dark, Waiting for the Light</i>
c4 cc4	Czech- English	fiction	1940s		Jirotka: <i>Saturnin</i> Jirotka: <i>Saturnin</i>
C5 CC5	Czech- English	academic	1970s	psychology	Langmeier, Matějček: <i>Psychická deprivace v dětství</i> Langmeier, Matějček: <i>Psychological Deprivation in Childhood</i>

Code	Direction	Style	Decade	Field	Title
C6 CC6	Czech- English	academic	2000s	law	<i>Zákon o daních z příjmů</i> <i>Income Taxes Act</i>
C7 CC7	Czech- English	academic	2000s	literature	<i>Klíma: Velký věk chce mít též velké mordy</i> <i>Klíma: Karel Čapek</i>
C8 CC8	Czech- English	academic	1990s	economics	<i>Potůček: Nejen trh</i> <i>Potůček: Not Only the Market</i>

5.2 Methodology

The sources were excerpted in order to obtain sample clauses containing adivergent object. Objects and their counterparts realized by subordinate clauses were not included in our material, because the investigation in our project focuses on the syntactic and FSP functions of individual clause elements; the analysis is restricted to the scope of the clause in order to avoid dealing with different levels of information structuring in complex sentences. Moreover, there are major differences in the types and frequency of different finite and nonfinite clauses between English and Czech, which would lead to complications in identifying the corresponding items in the two languages.

As was mentioned in section 2.1., the concept of valency is not restricted to the verb and the object may also depend on some adjectives. However, these cases seem to be more peripheral and have not been treated in detail; moreover, such syntactic structures would also increase the number of combinations of post-verbal elements.¹⁰⁵ Accordingly, objects dependent on adjectives were excluded from our study.

As indicated in section 2.1.1, the concept of the verb is understood more broadly than in the Czech tradition. Instances with nonfinite verbs are included in our material as long as they retain their verbal characteristics and are capable of taking an object, thus forming a clause in both languages.

¹⁰⁵ Cf. the problem of di- and complex-transitive verbs as described below.

On the other hand, objects of other than monotransitive verbs were excluded from our study, as the presence of more right-hand valency elements would render the situation unnecessarily complex in terms of the number and nature of the possible factors conducive to syntactic divergence. Syntactic constancy of the indirect object is planned to be treated in a separate study.

The original proposition was to investigate the syntactic constancy of the direct object, which is traditionally understood as opposed to indirect or prepositional object in English and to non-accusative object in Czech. However, the concept was modified already in the earlier treatise to include all types of objects of monotransitive verbs (including phrasal and prepositional verbs in English and objects in all cases with, as well as without, a preposition in Czech) on the grounds of the criteria given in section 2.2, viz. the similar syntactic behaviour of the different types of objects in English and the (non)correspondence of the different types of objects between the two languages.¹⁰⁶

Objects of Czech subjectless verbs were not included in the material of the earlier study, because they constitute a peripheral type of clause in fiction. However, since they are a significant feature of Czech technical writing, it was found appropriate to include them in the present material. Their absence would mean the loss of an important characteristic of academic prose.

The syntactic function of individual elements as well as of the counterparts of the object in the other language was identified in accordance with the general overview presented in section 2.1. In determining the type of transitivity of the verb and the syntactic function of the individual items and their counterparts, some unclear borderline instances have occurred. Assessing the different possibilities and relying on

¹⁰⁶ Cf. Valehrachová [-Slunečková], 2002: 12.

the criterion of analogy, such cases were solved at the author's discretion.

The author has also used her own discretion to exclude instances of incorrect or loose translation from our material, especially if a major change due to such translation would seem to be the only cause of syntactic divergence. While instances of the characters' direct speech are included in our material, as are e.g. legends of tables and figures from academic texts, we exclude quotations from works by other authors than the author(s) of the text in question.

By this procedure, a material containing 1,000 instances of objects with divergent counterparts was obtained, to be used in our analysis. First, the degree of syntactic constancy was determined and the results were compared from the point of view of individual texts as well as different stylistic subsets. The 100-instance sample in each subset was divided into two equal parts (labelled i and ii) and the degree of syntactic correspondence was determined separately for either of them. The data obtained from these doubled samples show the variability of the degree of syntactic correspondence within one text. The results are given in Chapter 6.

The instances of syntactic divergence were then further examined. They were classified according to the syntactic function of the nonidentical counterpart of the object in the other language and analysed in order to show typical structures leading to syntactic divergence and to determine the possible factors underlying the divergence. Syntactic divergence in the English-Czech direction is examined in Chapter 7, and material from the Czech-English direction is analysed in Chapter 9.

Next, we attempted to establish a general typology of individual factors in each direction, assessing the role of FSP. For each language, the results for the two stylistic subsets were also compared and the distinctions were related

to their respective stylistic characteristics. The findings concerning the fiction subset were also compared with the conclusions of the earlier diploma thesis. Our findings are summarized in Chapter 8 for the English-Czech direction and in Chapter 10 for the opposite direction.

The results for the two direction of study are then compared and summarized in Chapter 11, which also presents the main conclusions drawn from our analysis. In the final chapter, an overview of the most important points is given.

6. Syntactic Constancy Between English and Czech

6.1 Overview of Earlier Studies

The project investigating syntactic constancy between English and Czech involves the examination of syntactic constancy for different clause elements. The first clause element studied was the subject. The English subject has a special position, as owing to the fixed grammatical word order it is usually placed initially, which is also the basic position of the theme in the information structure. On the other hand, the subject in Czech is not grammatically restricted as regards its position in the clause. Thus, the subject provides suitable material for the study of the role of FSP in different languages.

The constancy of the subject between English and Czech was investigated by Čermáková (1999), who analysed 100 instances of divergence in each direction using the methodology outlined in the previous chapter, and the study was further elaborated by Dušková (2003). The degree of syntactic constancy of the subject was found to be very high in both directions: 96.15% in the English-Czech direction and 95.65% in the Czech-English direction.¹⁰⁷

High constancy of the subject (over 95% in both directions) was also found in a comparable study based on the same methodology which investigated the constancy of the subject between English and German, German being similar to Czech as an inflecting language with a relatively free word order of nominal elements.¹⁰⁸

In the Czech-English direction, the constancy of the subject was also examined by Klégr (1996). In his monograph, the degree of syntactic constancy was found to be considerably lower (77.3%, Klégr 1996: 92). However, this is presumably due

¹⁰⁷ See Čermáková, 1999: 89, 96.

¹⁰⁸ See Nekvapilová, 1998.

to the fact that Klégr's study only involved subjects realized by nouns, while pronominal subjects (generally thematic and accordingly placed initially in Czech as well as in English, thus contributing to syntactic constancy) were excluded, in contrast to the two studies mentioned above.¹⁰⁹

The high degree of syntactic constancy is explained with reference to the basic similarity of the word class system and syntactic structure of the different languages as members of the Indo-European family. Moreover, as was mentioned in section 3.2.2, even the fixed grammatical word order of English largely coincides with the principle of end focus.

In the analysis of instances of syntactic divergence, the most frequent counterpart of the subject was the object.¹¹⁰ Since in English the object is placed postverbally, this type of change allows for the placement of a rhematic element in accordance with the basic distribution of CD. Thus, the FSP role of the subject was found to be a major factor conducive to syntactic divergence in the Czech-English direction, confirming the initial assumption of the project. Syntactic divergence in the English-Czech direction is due to other than FSP factors, as Czech does not need syntactic change to achieve a certain linear arrangement of elements in the clause. The factors here involve some language specific modes of expression as well as a different status of corresponding features, in particular the passive, in the two languages.¹¹¹

The study of syntactic constancy of the object presents a more complex situation, because there are several different syntactic elements which may function as right-hand complementation of the verb and thus the types of syntactic divergence of the object may be more varied than in the case of the subject, while they may not involve a change of the position of the element in the English clause. The fact that

¹⁰⁹ Cf. Čermáková, 1999: 14f and Dušková, 2003: 128f.

¹¹⁰ See Čermáková, 1999: 89ff.

¹¹¹ See Dušková, 2003: 142f.

only objects of monotransitive verbs are included in the study may also influence the results of the investigation as regards the degree of syntactic constancy: for instance, objects of ditransitive verbs might be expected to have a higher degree of constancy, because potential divergence would involve a larger number of participants and the possibilities of syntactic restructuring might be more limited.¹¹²

Bearing this in mind, it is perhaps not surprising that the degree of syntactic constancy of the object found by Valehrachová [-Slunečková] (2002: 21) is lower than that of the subject, viz. 85.7% in the English-Czech direction and 88.9% in the Czech-English direction. However, the findings still confirm an overall high degree of syntactic constancy between English and Czech, which is explained by the same factors as the constancy of the subject.

Syntactic constancy of the object realized by a noun in the Czech-English direction was also studied by Klégr (1996). In his monograph, the degree of constancy of the object is again lower (76%), although the difference is not so marked as in the case of the subject. As was mentioned above, it is presumably due to the exclusion of pronominal realizations of the object and its counterparts.

The analysis of instances of syntactic divergence in Valehrachová [-Slunečková] (2002: 63ff) confirmed the findings of the investigation of the subject as regards the major factors underlying the divergence. FSP was found to be an important factor conducive to syntactic change in the Czech-English direction, where it enabled the placement of rhematic elements in postverbal position. However, a number of instances of syntactic divergence were caused by other factors, similar to those operating in the English-Czech direction. These included some lexical-semantic features and

¹¹² Cf. Valehrachová [-Slunečková], 2002: 21.

the more nominal character of English as against Czech.¹¹³ Where appropriate, more detailed information on the results is given later in the following chapters, in connection with the findings of the present study.

A preliminary investigation of the constancy of the object in fiction and academic writing was done by Slunečková (2005). The paper concentrated on syntactic constancy of the object in the Czech-English direction, using a part of the present material. Generally, the factors underlying syntactic divergence corresponded to those found in the earlier study, but their frequency in the two styles differed. The role of FSP seemed to be more prominent in academic writing than in fiction. Since the material and its analysis are incorporated in our present study, the findings are not discussed here in more detail.

Syntactic constancy of the adverbial and the subject complement were studied by Dušková. The results obtained for the adverbial are similar to those described for the other clause elements. The syntactic constancy of integrated adverbials was high, over 93% in both directions of study. FSP as a motivating factor was found again in the Czech-English direction, although the position of adverbials in English is relatively free compared with other clause elements.¹¹⁴

The subject complement differed from all other clause elements both in the degree of divergence and in the contributing factors. Surprisingly, the degree of syntactic constancy was only about 82% in the Czech-English direction and as low as 62% in the opposite direction, although the characteristics of this clause element are very similar in English and in Czech. The role of FSP was found to be negligible, because the subject complement is almost exclusively rhematic and in final position in both languages.

¹¹³ Cf. Valehrachová [-Slunečková], 2003.

¹¹⁴ See Dušková, 2002: 113, 124.

In this case, the divergence was due to other factors in both directions of study.¹¹⁵

Where required, findings concerning these clause elements will be referred to in more detail further in our present study.

6.2 Syntactic Constancy of the Object

In the following section, we summarize the results regarding the constancy of the object between English and Czech obtained from our extended material. The individual texts are referred to with the codes given in Chapter 5.¹¹⁶

The following table shows the overall degrees of syntactic constancy for the two languages and for the two stylistic subsets. The figures are rounded to one decimal place.

Table 2: *Syntactic constancy of the object.*

Subset	Instances Total	%	Instances Constant	%	Instances Divergent	%
English- Czech Σ	4178	100	3678	88.0	500	12.0
Fiction	1981	100	1731	87.4	250	12.6
Academic	2197	100	1947	88.6	250	11.4
Czech- English Σ	2842	100	2342	82.4	500	17.6
Fiction	1737	100	1487	85.6	250	14.4
Academic	1105	100	855	77.4	250	22.6

The degrees of syntactic constancy in the fiction subsets can be compared to the figures obtained in the earlier study.¹¹⁷ In the English-Czech direction we witness a slight increase in constancy, viz. 87.4% as against 85.7%. In the

¹¹⁵ See Dušková, 2004 and 2005a.

¹¹⁶ The codes will be used to refer to the source texts throughout our study. Table 1 provides the basic characteristics. For more detailed information on the texts, see Sources.

¹¹⁷ Valehrachová [-Slunečková], 2002.

Czech-English direction, the present figure is lower, 85.6% as against 88.9% in the earlier study. We believe that our present findings based on a larger corpus are more representative: in the earlier study, the material in each direction was based only on two sources, and the overall results could be considerably influenced by subjective factors. This can be seen clearly if we examine our data in more detail, looking at individual source texts.

Table 3: *Degrees of divergence for individual texts in the English-Czech direction.*

Text	Instances Total	%	Instances Divergent	%	Note on text and/or translation
a1	284	100	50	17.6	Frequent incorrect translation
a2	411	100	50	12.2	
a3	452	100	50	11.1	Frequent incorrect translation
a4 Σ	834	100	100	12.0	
a4i	392	100	50	12.8	
a4ii	442	100	50	11.3	
A5	362	100	50	13.8	Psychology. Popularizing features
A6	500	100	50	10.0	Legal text
A7	407	100	50	12.3	Literature. Essayistic features
A8 Σ	928	100	100	10.8	Economics. Textbook
A8i	474	100	50	10.5	
A8ii	454	100	50	11.0	

It seems that the degree of syntactic divergence in fiction is generally about 12%, while text a1 with a higher degree of divergence is somewhat exceptional. This is comparable with the results obtained in the previous treatise, where the degrees of syntactic divergence in the two texts under study also differed considerably, viz. 12.9 as against 16.0%. The exceptional result from the latter source considerably increased the average degree of divergence found in the study.

It is perhaps significant that the latter text was written by the same author as text a1. However, although the subjective style of the author may be considered as contributing to the higher degree of syntactic divergence in these texts, an essential factor seems to be the quality of the Czech translation.¹¹⁸ In both cases, a large number of sentences had to be excluded owing to imprecise or incorrect translation. Moreover, there were also instances in which the translation was not qualified as loose, yet the divergent counterpart represents one of two or more available variants of translation, the divergence being a result of the translator's subjective choice.

Incorrect translation was also found in text a3; in contrast to a1, here the exclusion of instances of incorrect translation might be related to the slightly lower degree of syntactic divergence, because in a3 the translator tends to more literal rendering of the original. It is usually a literal translation of idiomatic expressions that is the source of mistakes in this translation.

However, even if we exclude the influence of the translator, a certain degree of variation in the degree of syntactic divergence between different texts is to be expected. This fact is attested by text a4 with a doubled number of instances. If it is divided into two parts, a4i and a4ii, which correspond in length to the other samples (i.e. 50 divergent instances each), we notice that the degree of syntactic divergence fluctuates even within a single text, the difference amounting to 1.5% in this case.

Although the average degree of divergence in fiction is very similar to that found in academic prose in the English-Czech direction, the degree of variation between academic texts appears to be higher. This is presumably due to the different

¹¹⁸ Cf. Valehrachová [-Slunečková], 2002: 20.

fields and subject-matter of the individual texts¹¹⁹ as well as specific types of academic writing. Authors of texts intended for a more general audience adopt some features of fiction writing, which may be reflected in a higher degree of divergence similar to fiction (cf. texts A5, A7). On the other hand, the fluctuation of the degree of syntactic divergence within one text (A8i, A8ii) is less marked than in fiction.

Focusing now on the problem of syntactic constancy in the Czech-English direction, it becomes apparent that the situation as regards functional styles is markedly different from the other direction. The degree of divergence of the object found in our study reached nearly 23% in academic writing, which is over 8% higher than the average for fiction, and individual differences can be still greater.

Table 4: *Degrees of divergence for individual texts in the Czech-English direction.*

Text	Instances Total	%	Instances Divergent	%	Note on text and/or translation
c1	324	100	50	15.4	
c2	375	100	50	13.3	
c3	320	100	50	15.6	
c4 Σ	718	100	100	13.9	
c4i	407	100	50	12.3	
c4ii	311	100	50	16.1	
C5	164	100	50	30.5	Psychology. Highly theoretical
C6	188	100	50	26.6	Legal text
C7	340	100	50	14.7	Literature. Essayistic features
C8 Σ	413	100	100	24.2	Economics, sociology, politology
C8i	224	100	50	22.3	
C8ii	189	100	50	26.5	

¹¹⁹ According to Čechová (2003: 67), the subject matter may be considered as a stylistic factor, although it was traditionally disregarded.

As was said earlier, the degree of divergence found for fiction is higher here than in the earlier study, which is explained in the same manner as in the other direction. From our larger corpus, the average degree of syntactic divergence in the Czech-English direction seems to be between 13 and 16%. The lower degree of syntactic divergence found in the earlier study was obviously due to a marked difference between the two texts used as sources. Whereas the results of one text (14.6%) correspond to the findings of the present study, the low degree of syntactic divergence in the other text (9%) was obviously the result of the poor quality of its translation, whose literalness resulted in a high degree of syntactic constancy.¹²⁰ The original assumption that the high degree of syntactic constancy in the latter source might be partly caused by features of technical language found in the text has been disproved by the findings of our present study, since the degree of syntactic constancy in academic prose was found to be significantly lower than in fiction.

The degree of syntactic constancy in fiction in the Czech-English direction seems to vary more than in the other direction. This fact is further supported by the doubled sample from c4, which shows a marked fluctuation (nearly 4%) within one text. Nevertheless, although the overall degree of syntactic constancy in fiction is somewhat higher and more variable in the this direction, the situation is still quite similar to that in the English-Czech direction.

In contrast, the findings concerning academic writing differ considerably between the two directions of study, as was already pointed out in Slunečková (2005: 199). The degree of syntactic constancy is rather low in the Czech-English direction: while the translation of academic texts is assumed to be more precise than that of fiction, in fact the instances

¹²⁰ In contrast to the English-Czech direction, where the lower quality of the translation is often marked by a high incidence of incorrect, imprecise or extremely loose translation, in the Czech-English direction it is usually reflected in greater literalness, which in turn reduces the degree of syntactic divergence.

of syntactic divergence are considerably more frequent in academic writing than in fiction.

Apart from the high degree of syntactic divergence, we also find even more marked variation between individual texts, depending on their subject matter and specific type of technical writing. An extreme case is text C7, where the degree of syntactic divergence is similar to that in fiction. Apparently, the main factor operating here is the strong essayistic character of the text, which makes it similar to fiction in some respects.¹²¹ (It should be noted that if text C7 were disregarded, the average degree of divergence in academic prose would exceed 26%, making syntactic divergence nearly twice as frequent as in fiction.)

To summarize, in the English-Czech direction the degree of syntactic constancy of the object is similar in fiction and in academic prose, with limited variation. In the Czech-English direction, the degree of syntactic constancy appears to be more variable, and there is a marked distinction between fiction and academic writing. The causes of the difference remain to be investigated in the following chapters. Nevertheless, in view of the fact that a major factor conducive to syntactic change found predominantly in the Czech-English direction is FSP, we might presume that it will be of significance here.

¹²¹ Cf. section 4.2.2.

7. Types of Syntactic Divergence in the English-Czech Direction

Table 5 shows the syntactic functions of the Czech counterparts of English objects in the instances of syntactic divergence.

Table 5: *Czech divergent counterparts of English objects.*

Syntactic Function	Fiction	%	Academic	%	Total	%
Subject	57	22.8	76	30.4	133	26.6
Verb	99	39.6	66	26.4	165	33.0
Adverbial	75	30.0	41	16.4	116	23.2
S/O Complement	5	2.0	16	6.4	21	4.2
Modifier/Determiner	13	5.2	49	19.6	62	12.4
Indirect Object	1	0.4	2	0.8	3	0.6
Total	250	100	250	100	500	100

In the English-Czech direction, there are three main divergent counterparts of the object, viz. the subject, verb, and adverbial. The occurrence of the modifier/determiner is more significant in academic prose. The subject/object complement as counterpart is infrequent, and the incidence of the second object is negligible in this direction.

The results for fiction can be compared with the findings of the earlier study of the object.¹²² The frequency of the subject as counterpart is almost identical (22.8% as against 22% in the earlier thesis). However, in our material the most frequent counterpart is the verb, whereas it was the adverbial in the thesis (39.6% as against 30% for the verb and 30% as against 42% for the adverbial). Nevertheless, the three clause elements have been confirmed as the main divergent counterparts of the English object.

¹²² See Valehrachová [-Slunečková], 2002: 36.

The individual types of divergence are analysed in the following sections. For each divergent counterpart, different subtypes are described and some contributing factors are suggested. Some points of interest regarding FSP and linear arrangement are also mentioned.

In the sample sentences illustrating the mechanisms of each (sub)type of divergence, we have used the following notation. The object and its counterpart are printed in bold type. If there are any other clause elements that display syntactic divergence, these elements are underlined and indexed if required, so that the divergent counterparts can be easily identified.

In the sections dealing with FSP issues (Notes on FSP), the rheme is indicated by using italics. The object and its counterpart are again printed in bold type; if it is also rhematic, it thus appears in bold italics. Accompanying divergences of other clause elements are not indicated in the FSP sections.

7.1 Czech Subject as Counterpart

Syntactic divergence of the English object with a Czech subject as counterpart generally involves at least one additional clause element, viz. the English subject. The item is either realized as another clause element in Czech, or it is not present in the clause.

This type of syntactic divergence can be classified according to the equivalent of the original verb, which may remain active, appear in different types of the passive voice, or be substituted by the verb *být/to be*.

7.1.1 Counterparts with Active Verbs

The majority of instances reflect the fact that English clause elements, and in particular the subject, are semantically rather vague, whereas in Czech the link between

particular syntactic functions and semantic roles is closer. Thus, the main principles of the divergence in Czech are the removal of items with other than agentive meaning from the position of the subject and/or the placement of items with stronger agentive meaning into the subject position.

The English subject may have an adverbial meaning of place or cause: it is then realized as an adverbial in Czech. This subtype is more frequent in academic prose.

- (1) ... colonial life took on greater **secular complexity** ... 17/A7
 ... a sílily v něm (koloniálním životě) světské tendence ... 31/AA7
- (2) Conservative economic policies reduces **government control** ... 35/A8
 ... v důsledku konzervativní hospodářské politiky poklesl rozsah zásahů ... 37/AA8

If the original subject has the role of experiencer (or another similar nonagentive role), it is usually realized as a Czech dative object (valency or free). This subtype is more frequent in fiction.

- (3) "... I don't enjoy **the thought of that trial** one little bit." 31/a2
 „... mně se pomyšlení na proces ani trochu nelíbí.“ 42/aa2
- (4) Sir Darius lost **much of his hair** ... 44/a4
Siru Dariovi vypadaly **skoro všechny vlasy** ... 39/aa4

In some cases, the original verb is dissociated into a verb plus object/adverbial phrase. (Consequently, adverbials dependent on the original verb are rendered as modifiers of the noun in Czech.)

- (5) (This transformation ... was) ... **the one** Sir Darius₁ most keenly₂ enjoyed₃. 28/a4
 (Tato proměna ... byla) ... **tím, který působil**₃ siru Dariovi₁ největší₂ radost₃.
 28/aa4

Where the original subject seems to have a less agentive meaning than the object (esp. animate object), the two participants exchange their syntactic functions in Czech. This subtype is found in academic writing only.

(6) ... a blocking minority must include at least **the minimum number of council members** ... 38/A6

... musí blokační menšinu tvořit **nejméně tolik členů Rady** ... 45/AA6

In two instances, the English object occurred alongside the original subject, forming a Czech multiple subject:

(7) **Member States shall cooperate with the Union** ... 36/A6

Členské státy a Unie spolupracují ... 43/AA6

A less frequent type of syntactic divergence involves the removal of the English subject. The subject usually expresses the cause of the phenomenon described in the clause, but it may also be agentive. In the Czech sentence, the action is then presented as autonomous, the cause being only implied by the context.¹²³ Instances of this subtype occur in both types of writing.

(8) "It (his presence) ups **TV ... sale** by 50 per cent ..." 23/a3

„... **sledovanost televize** ... stoupne o padesát procent ..." 29/aa3

7.1.2 Counterparts with the Verb *Být*

There are two types of syntactic divergence with the verb *být/to be*, both of which have a similar frequency in fiction and academic writing. The first type, as in some instances with the active verb, involves the English locative subject, which is rendered as an adverbial in Czech. The verb *být* is a

¹²³ Although it seems to be of minor importance here, a similar tendency is found in the passive subtype discussed in section 7.1.3.

full verb with the existential meaning; in two instances, the verb *existovat/exist* was used in this type of counterparts.

- (9) The sleeper's melody contained **such joy in life** ... 49/a4
V melodii spícího chlapce bylo **tolik radosti ze života** ... 43/aa4
- (10) The American continent possessed **major pre-Columbian civilizations** ... 3/A7
Na americkém kontinentě existovaly **významné předkolumbovské civilizace** ... 19/AA7

In the other type, *být* is a copular verb followed by a subject complement in the form of an adjective, noun or prepositional phrase. Note that the Czech expression is more nominal here than the English original.¹²⁴ The English subject is mostly reflected as a Czech dative object.

- (11) ... thus (they) fail to see **the point of mathematics**. 12/A5
... v důsledku toho jim není **jasný význam matematiky**. 35/AA5

7.1.3 Counterparts with Passive Verbs

The periphrastic passive is used mostly in academic writing. The original subject may be expressed as an adverbial (by-agent, but also instrumental or other).

- (12) This shall not prejudice **the specific character** ... 30/A6
Tím není dotčena **zvláštní povaha** ... 37/AA6
- (13) A decision which specifies **those** (to whom it is addressed) ... 26/A6
Pokud jsou v něm (rozhodnutí) uvedeni **ti**, (jimž je určeno) ... 33/AA6
- (14) The money ... ultimately provides **the payrolls** ... 38/A8
Z peněz ... jsou nakonec placeny **mzdy** ... 40/AA8

The original subject may also be unexpressed in Czech. It may be implied by the context, or the sentence is presented as

¹²⁴ Czech verbonominal predication as a counterpart of the English verb is also found in the subtype described in section 7.5.2. The tendency which modifies the general view as Czech as a more verbal language than English was noted in Dušková (2004: 62).

agentless. (Note that because of the English nonfinite clause in ex 15, the subject/agent is not expressed in the English clause either. However, in contrast to English, in the Czech counterpart it is not clear that the implied subject is identical to the subject of the preceding clause.)

(15) ... (the Union shall not adopt any act) ... without (the Union) providing **an assurance** ... 35/A6

... (unie nepřijme žádné akty) ... aniž by byla poskytnuta **záruka** ... 42/AA6

(16) ... nature has programmed **the human infant** ... 4/A5

... **kojenec** je ... naprogramován tak ... 22/AA5

More frequently, the Czech reflexive passive is used, which does not allow the use of the by-agent. However, the English subject may be rendered as a locative or instrumental adverbial. The reflexive passive is found in both styles.

(17) You had to dig it out. 64/a4

Musela se vykopat. 52/aa4

(18) The Puritan view ... limited **the larger play of the imagination** ... 18/A7

V puritánském pojetí ... se **mysl pro fantazii omezoval** ... 32/AA7

Mainly in academic writing, the reflexive passive may also denote spontaneous action, bordering on the active.¹²⁵ Due to synonymy of form, it may sometimes be unclear whether the reflexive form represents the passive or the active, as both interpretations are possible. This is connected with the above-mentioned tendency to present actions as autonomous rather than caused by an agent or force if this element is not an essential part of the communication.

(19) ... the nation forgoes **billions of dollars of goods and services** ... 398/A8

... a ztrácí se **výroba statků a služeb za miliardy dolarů**. 77/AA8

¹²⁵ Cf. section 4.3.2.

7.1.4 Causes of the Divergence

The subtypes of syntactic divergence with the subject as counterpart of the English object can be summarized as follows.

Table 6: *Czech subject as counterpart.*

Type	Fiction	Academic	Total
Active: Adverbial Subject	6	13	19
Active: Experiencer Subject	25	5	30
Active: Agentive Object	0	12	12
Active: Multiple Subject	1	1	2
Active: Loss of Agent/Cause	9	5	14
To Be: Existential Locative	4	3	7
To Be: Copular	2	4	6
Passive: Periphrastic Agentful	2	8	10
Passive: Periphrastic Agentless	0	5	5
Passive: Reflexive	6	10	16
Passive: Reflexive – Spontaneous	2	10	12
Total	57	76	133

It seems that the major factor underlying this type of syntactic divergence is the relationship between syntactic functions and semantic roles. While it appears to be relatively loose in English, allowing semantically diverse elements to be construed as the subject, in Czech there is a marked tendency to render nonagentive items as objects or adverbials. The position of the subject is filled with the original object as long as it has (or can be interpreted as having) agentive characteristics. This factor accounts for the majority of instances of syntactic divergence with the verb in the active and the verb *být/to be*.

Czech also seems to prefer to express the action as spontaneous or autonomous in instances where the expression of the agent is not necessary or where the actual agent is

unclear, allowing an alternative interpretation of the original subject as having another semantic role (instrument, place etc.). This tendency accounts for the majority of instances with the passive verb, as well as the agentless type with active verbs.

Czech passive sentences in which the agent is expressed can presumably be accounted for on the grounds of their stylistic characteristics, since the use of the passive is not necessary to place the agent in the final position in Czech. Significantly, such instances are found predominantly in academic prose.

Generally, it seems that Czech prefers to construe the element denoting the cause of an action (the original English subject) as an adverbial rather than a subject. Moreover, this element is normally expressed in Czech only if it is rhematic and thus in the centre of the author's attention (see exx 26-28 below). It may be expressed as different types of adverbials if it is not rhematic, yet still important for the development of the communication (exx 12-14). However, if it carries a low degree of CD, the original subject is usually omitted; we may find an implicit subject even in English (ex 15).

7.1.5 Notes on FSP

It has been said that FSP does not constitute a factor directly causing syntactic divergence in the English-Czech direction. However, indirect influence may be found. Let us therefore consider the functional perspective of instances analysed in this section.

In two thirds of the 132 instances, the linear arrangement of elements is identical or very similar. Mostly, the English object is rhematic (in final/postverbal position), while the corresponding Czech subject is placed finally. In addition, there are several instances with English thematic objects

(realized by relative pronouns) in preverbal position and corresponding Czech initial subjects (see ex 5). In all these instances, the principle of end focus applies in both languages.

- | | | | |
|------|--------------------|------------------------|-----------------------------------|
| (20) | These variables | include | <i>wars</i> ... 405/A8 |
| | Mezi tyto proměnné | patří | <i>války</i> ... 89/AA8 |
| (21) | Sir Darius | had always disapproved | <i>of the behaviour</i> ... 28/a4 |
| | Siru Dariovi | se odjakživa zajídalo | <i>chování</i> ... 28/aa4 |

Frequently, the original thematic subjects in these instances had other than agentive meaning. This confirms the notion of the thematic function of the English subject, allowing semantically diverse elements into the initial thematic position. The agentive element may then be realized as an object in English. Czech, on the other hand, prefers the closer association of syntactic elements with corresponding semantic functions. Thus, it can be said that FSP is a factor contributing to the syntactic structuring of the English clause, while in Czech it determines the linear arrangement of elements, their syntactic functions depending more on the semantic factor. The background for the divergence in English is the effort to counterbalance the rigidity of English grammatical word order.

In a number of other instances, English postverbal objects were thematic, against the principle of end focus. The most frequent rhematic element was the verb, which is placed finally in the Czech equivalents. Here, English lacks the means of arranging such elements in accordance with the basic distribution of CD. However, the thematic character of the object is signalled by other means (such as the definite article and pronominalization in the following examples).

- | | | | |
|------|--------------------------|---------------|----------------------------|
| (22) | This antagonism | <i>upsets</i> | the child ... 21/A5 |
| | Rodičovským antagonismem | dítě | <i>trpí</i> ... 44/AA5 |

- (27) ... *glass fibres* ... will displace ... **traditional copper telephone lines**. 38/A8
 ... budou **tradiční měděné telefonní linky** ... nahrazeny *skleněnými vlákny* ... 40/AA8
- (28) Price controls ... hobbled *markets*. 36/A8
Trhy byly zmrzačeny *řizením cen* ... 39/AA8

7.2 Czech Verb as Counterpart

This type of syntactic divergence can be described as the inclusion of the English object into the meaning of the Czech verb. In the English sentences, the action is generally dissociated into a verb with a more or less general meaning and a following noun phrase.

In the majority of instances, the subject remains identical. This type of syntactic divergence can be classified according to types of determination and/or modification of the original object and their reflection in the Czech equivalents.

7.2.1 Counterparts Without Modifier/Determiner

The English object is included into the meaning of the Czech verb, which is intransitive. The original verb displays different degrees of generality, from constructions of strongly verbonominal character to collocations with full lexical verbs and lexicalized ellipsis in Czech.

- (29) I had **a shave**. 17/a3
Oholil jsem se. 23/aa3
- (30) ... I tell **a lie**. 27/a3
Kecám ... 33/aa3
- (31) "We must lock **the door**." 11/a1
 „Musíme tu **zamknout**.“ 13/aa1

The original clause may also contain an adverbial, which remains unchanged in the Czech translation. This type of sentences is found equally in both styles, whereas the type without adverbials is predominant in fiction.

- (32) ... children engage **in play** for hedonistic reasons ... 33/A5
 ... děti **si hrají** pro radost ... 54/AA5
- (33) As he pushed **his way** through the swing doors ... 19/a1
 Když **procházel** dvoukřídlymi dveřmi ... 19/aa1

7.2.2 Counterparts with Modifier/Determiner

As modification and determination may only depend on a noun, they must be reflected other clause elements in the Czech counterparts, where the original object is included into the meaning of the verb.

If the English object is premodified by an adjective, the resulting verb is usually intransitive. The modifier is reflected as an adverbial element, generally an adverbial of manner.¹²⁶ This type of divergence is more frequent in fiction.

- (34) ... had events taken a different course ... 32/a4
 ... by se události **vyvíjely jinak** ... 31/aa4

In other cases, the Czech verb is complemented by an object. The Czech object may reflect original possessive determination or modification by a noun phrase or infinitive. This type of divergence is found in both types of writing, with the exception of the possessive subtype, which occurs only in fiction.

- (35) Measures ... shall not entail **harmonization of ... laws or regulations** ... 17/A6
 Opatření ... nesmějí **harmonizovat právní předpisy** ... 24/AA6
- (36) ... before Massingham had **time to ring** ... 32/a1
 ... než Massingham **stačil zazvonit** ... 28/aa1
- (37) ... before they could cut **her throat** ... 1/a4
 ... dřív než ji **stačili podříznout** ... 9/aa4

¹²⁶ A corresponding change of the Czech adjunct into a premodifier involving the dissociation of the Czech verb was found by Dušková (2002: 117).

In some instances, both the adverbial and the object are found in Czech:

- (38) People who have never made a systematic₁ study of economics₂ ... 8/A8
Lidé, kteří nikdy systematicky₁ nestudovali ekonomii₂ ... 10/AA8

7.2.3 Counterparts with Divergent Subjects

Instances which involve syntactic divergence of the subject, although infrequent, occur in both styles and are varied. The English subject may be unexpressed or rendered as another clause element (e.g. an object, as in our examples) in Czech. The Czech subject usually corresponds to original English modification or adverbial. The verb may also be in the passive (see ex 40).

- (39) The rest of India₁ held **no interest for** Vivvy₂ ... 64/a4
O zbytek Indie₁ se Vivvy₂ **nestaral** ... 53/aa4
- (40) Everyone₁ shall have **the possibility of being advised**₂ ... 51/A6
Každému₁ musí **být umožněno poradit se**₂ ... 58/AA6

Several instances with a Czech subjectless verb also occurred, predominantly in academic prose. The original subject is usually rendered as an object in Czech.

- (41) ... the precise change ... that would take place. 14/A8
... přesnou změnu ... k níž by došlo. 17/AA8

7.2.4 Causes of the Divergence

The subtypes of syntactic divergence of the object with its inclusion into the meaning of the Czech verb are summarized in Table 7.

The major factor underlying this type of syntactic divergence appears to be the more nominal character of English as opposed to more verbal Czech. In English, the action is

typically dissociated into a verb plus object construction, whereas in Czech it is expressed verbally.

Table 7: *Czech verb as counterpart.*

Type	Fiction	Academic	Total
No Modification: Without Adverbial	28	6	32
No Modification: With Adverbial	13	13	26
Determination: As Object	3	0	3
Modification: As Object	19	20	39
Modification: As Object and Adverbial	10	6	16
Modification: As Adverbial	21	13	34
Replaced Subject: Subjectful Clause	4	4	8
Replaced Subject: Subjectless Clause	1	4	5
Total	99	66	165

As can be seen from the sample sentences above, there are different reasons for the dissociation of verbal action in English. These include lack of other means of expressing the action (fixed phrases, e.g. *take place/konat se*), the tendency to avoid two-element sentences and/or specification of the action (clauses with no modification of the English object), the need to denote a single act of verbal action, or to arrange the elements expressing the action and its specifications in a certain order (clauses with modifier/determiner; see below).

7.2.5 Notes on FSP

As was the case in section 7.1, although FSP is not a factor directly leading to this type of divergence, it seems to be of some significance here. We shall therefore consider instances in this type of divergence from the point of view of FSP.

The original English object forms the rheme proper in 30 out of 34 instances without modification or further adverbial. Apart from avoiding a two-element clause, this construction

also serves to put the rheme proper into the final position, at the same time realizing it by a successful competitor of the verb rather than by the verb, which serves primarily as transition.

- (42) Darren ... gave *a whoop* ... 5/a1
 ... (Darren) *zavýskl* ... 8/aa1

In the subtype with an adverbial, the English object has a lower degree of CD than the following adverbial in almost three fourths of all instances; these sentences thus display the basic distribution of CD.

- (43) People ... did calculations *by hand*. 50/A8
 Skoro všichni lidé počítali *ručně* ... 57/AA8

In the subtypes with modification/determination, the English object is generally rhematic, in accordance with its postverbal position. The possessive is always context-dependent, the object thus being the rheme proper (see ex 37). In the instances with modification it is generally the English postmodifying prepositional phrase which is the rheme proper, again in the final position.

- (44) "... let's have that game *of squash*." 47/a4
 "... abychom si jednou zahráli *ten squash*." 41/aa4
 (45) ... you must have a working knowledge *of graphs*. 12/A8
 ... musíte prakticky ovládat *grafy*. 14/AA8

Naturally, the premodifying elements cannot be placed finally even though they form the rheme proper (cf. Svoboda, 1987: 80ff). However, they are still found in the postverbal, i.e. rhematic position.

- (46) ... at the age of forty-four she was making *a new start* ... 3/a4
 ... ve čtyřiačtyřiceti začínala *znovu* ... 10/aa4

Instances which do not comply with the principle of end focus include sentences with a rhematic object (reflected in a Czech rhematic verb) followed by a thematic adverbial or thematic postmodification of the object.

- (47) ... let's take *a look* here. 7/a3
 ... tak se na ni *koukněme*. 13/aa3
- (48) ... you can sometimes make *a guess* from it. 24/A8
 ... to z ní někdy můžete *odhadnout*. 29/AA8

However, in some instances the FSP structure seems to have been misinterpreted by the translator: the different linear arrangement in Czech changes the FSP structure of the original, which displayed the basic ditribution of CD.

- (49) "She had *a degree* in Economics at London University." 25/a2
 „Vystudovala na Londýnské univerzitě *ekonomii*.“ 35/aa2

There were also several instances of the presentation scale with a rhematic subject placed initially. One sentence with the existential there (ex 51) was also found.¹²⁷ The interpretation of their FSP structures appears to have presented no major difficulties to the translators.

- (50) ... *constructive play* has also usually made *an appearance* ... 31/A5
 ... se obvykle *objevuje* také již *konstruktivní hra* ... 52/AA5
- (51) "... or else there is *some other chokra* trying to make *an appearance*." 25/a4
 „... anebo se sem snaží *přišmajchlovat* *nějaký jiný chókra*.“ 26/aa4

Altogether, over 80% of the instances displayed the basic distribution of CD both in English and in Czech. In the remaining instances, it was mostly the English original which deviated from the basic distribution, but there were also cases of a wrong interpretation of FSP or deviating word order

¹²⁷ This clause would be classified as a combined or extended presentation scale, see Chamonikolasová et al. (2005).

in Czech. The tendency to arrange the elements in accordance with the basic distribution of CD is obviously very strong even in English.

The most common deviation from the basic distribution of CD in this type of divergence seems to be the presence of a scene-setting thematic adverbial in the final position in English, whereas in other types of divergence a major cause of such deviations is the presence of an English rhematic verb. Clearly, the predominance of the basic distribution of CD in this type of syntactic divergence is partly due to the dissociation of verbal action in English. As in other types of divergence, it is frequently the element expressing action (normally the verb) that is rhematic here. But by using the dissociated construction, the action is expressed by an object as a successful competitor of the verb and the basic distribution of CD can be achieved.

In addition, the specifications of the action are also usually rhematic. When they are rendered as parts of a noun phrase, the potentiality of their FSP roles is reduced: if the action were rendered by a verb, these specifying elements might be wrongly interpreted as scene-setting adverbials or thematic objects, which are quite frequent in English.

Thus it may be said that FSP is a significant factor (although by no means the only one) underlying the dissociated nominal expression of action in English. Since in Czech the use of such construction for this purpose is unnecessary, the action is expressed verbally in the Czech equivalents, where the functional perspective of the elements is clearly indicated by word order. Again, we find a device used to counterbalance the fixed grammatical word order of English in the background of the divergence.

It should be added that although the Czech sentences generally displayed the basic distribution of CD, it was not so in all cases (see ex 29). Apart from word order deviation

caused by the rhythmical factor, one case of subjective word order was found in the fiction sample. Significantly, it occurred in direct speech. Notice that the irregularity of the sentence is suggested in English by grammatical ellipsis, while it displays the basic distribution of CD.¹²⁸

- (52) “Ever take any *exercise*, Slick?” 23/a3
 „Cvičíš ty někdy, Slicku?“ 29/aa3

7.3 Czech Adverbial as Counterpart

7.3.1 Counterparts with Object Only Involved

In the majority of instances, no other clause elements than the object are involved. Usually, the original object has some adverbial semantic characteristics, and is accordingly realized as an adverbial in Czech.

By far the most frequent semantic role in both styles is locative. Typically, verbs of movement (e.g. *enter*, *leave*, *follow*, *approach* etc.) are involved.¹²⁹ In several instances, another adverbial element occurred in the sentence.

- (53) ... do not enter **that warlord’s stronghold** ... 13/a4
 ... nelez **do doupěte toho hrdlořeza** ... 17/aa4
- (54) I followed **him** to the table ... 221/a3
 Šel jsem **za ním** ke stolu ... 27/aa3

However, verbs with weak locative or quite different semantic characteristics are also found. Their Czech equivalents may have a different valency structure which does not allow complementation by an object, or there may be several possible constructions with different verbs available and the divergence in our sample is a result of the translator’s choice.

¹²⁸ Cf. section 3.2.1, esp. notes 56, 57.

¹²⁹ A corresponding change of the Czech adjunct into the English object was found by Dušková (2002: 115). Some phrases included in the determiner subtype in section 7.3.2 below are also mentioned in *ibid*.

- (55) I rang **her old office**. 16/a3
Volal jsem **do její staré kanceláře**. 22/aa3
- (56) ... millions of businesses and consumers engage **in voluntary trade** ... 36/A8
... vstupují milióny podniků a spotřebitelů **do vzájemných interakcí na trhu** ...
38/AA8
- (57) ... which until recently had graced **the entrance hall**. 20/a1
... která se donedávna skvěla **ve vstupní hale**. 19/aa1

Another frequent semantic role of the English object is that of manner, reflected in a corresponding adverbial in Czech.

- (58) ... the boy who shows ... **major hostility towards adults** ... 6/A5
... chlapec, který ... vystupuje **agresivně vůči dospělým** ... 27/AA5
- (59) "I lead **a full life**, John." 12/a3
„Žiju **plným životem**.“ 18/aa3

A much less frequent type of counterpart is the adverbial of time.

- (60) ... a golden age that would replace **European decay** ... 48/A7
... zlatého věku, který nastane **po období úpadku Evropy** ... 58/AA7

7.3.2 Counterparts with Other Elements Involved

In several instances, the original verb is dissociated into a verb plus object construction. The English object is again rendered as a Czech adverbial of place.

- (61) But when he topped **the class** ... 48/a4
Jenže když dosáhl nejlepších známek **ve třídě** ... 42/aa4

There are also more complex cases, as is shown by ex 62 with the verb *to have*. In the Czech equivalent of the clause, the original subject appears as a new verb and the original

possessive determiner is rendered as a subject (not expressed as a separate clause element).¹³⁰

(62) Her₁ voice₂ had a faint American accent ... 22/a2

Mluvila₂₍₁₎ s lehkým americkým přízvukem ... 33/aa2

In academic prose, the original verb may also be rendered as a verb in the passive or a copular construction. This is accounted for by the more nominal character of Czech academic writing.

(63) The Constitution shall cease to apply to the State in question ... 39/A6

Tato Ústava přestane být pro dotýčný stát použitelná ... 46/AA6

Whereas the instances described above were infrequent and quite varied, the following clauses, in which only right-hand valency elements are involved in the divergence, appear to form distinct subtypes. The rendition of the object as an adverbial is accompanied by a divergence of another English clause element which is in turn realized as the object.

The second clause element involved in the divergence may be an original adverbial. In this case, the two participants in fact exchange their respective syntactic functions.¹³¹

(64) ... those ... who call up networks with strange questions ... 27/a3

... ti ... kteří telefonují do nejrůznějších pořadů své divné otázky ... 33/aa3

More frequently, the divergence is limited to the scope of the noun phrase realizing the English object, and the other element involved is the modifier/determiner. The subtype with the modifier seems to be very rare, whereas the determiner

¹³⁰ In the opposite direction, the Czech subject is rendered as a possessive determiner in 16% of instances. However, the principles of this type of divergence remain to be further investigated, see Dušková, 2005b: 247.

¹³¹ English objects with adverbial semantics which can be realized in alternative valency structures as direct object or adverbial are described in Dušková (1994: 365).

subtype is the third most frequent in fiction (but is not found in academic writing at all). The English clause of the determiner subtype contains an object (typically denoting a part of the body) determined by a possessive pronoun or a noun in the genitive form, which are as a rule rendered as a (dative or, more frequently, accusative) object in Czech.

(65) I held her hand ... 25/a3

... jsem jí držel za ruku ... 31/aa3

7.3.3 Causes of the Divergence

The individual subtypes of syntactic divergence of the English object with the adverbial as counterpart can be summarized as follows. (The infrequent instances with a divergent subject or verb are included in the respective subtypes in the Object Only category, because the principle of the divergence of the object is identical.)

Table 8: *Czech adverbial as counterpart.*

Type	Fiction	Academic	Total
Object Only: Locative	51	25	76
Object Only: Manner	12	6	18
Object Only: Time	2	2	4
Object Only: Other	1	5	6
Adverbial into Object	2	2	4
Modifier into Object	0	1	1
Determiner into Object	7	0	7
Total	75	41	116

In the majority of instances, this type of divergence is due to the semantic factor encountered in the subject type. As was said, the relationship between the semantic role of an element and its syntactic function is looser in English than it is in Czech. This may result in different valency structures of

English transitive verbs and their Czech equivalents, which are usually intransitive, complemented by adverbials.

However, in some cases the semantic character of the English construction seems to be of less importance. Sometimes, the only possible valency structure of the corresponding Czech verb differs without any apparent semantic motivation. In other instances, the use of an intransitive verb in Czech is due to the translator's subjective choice, while another Czech equivalent might be transitive.

Of the subtypes involving the change of another clause element, the determiner subtype seems to be of special interest. It is related to the specific use of the possessive in English as a determiner of certain types of nouns (esp. body parts and objects of everyday use). As the possessive pronoun is not required in this role in Czech, it is normally realized as an object in the accusative (or sometimes dative) case. Czech constructions with the accusative object present the person (rather than the particular body part/object) as the affected participant, while the particular part of body/object is rendered as a following locative adverbial.

7.3.4 Notes on FSP

FSP does not seem to play any role in this type of syntactic divergence. However, it may be of interest to investigate the FSP structure and sentence linearity in this type of divergence as well.

In the majority of instances (over 85%), the English clauses show a strong tendency towards the basic distribution of CD. Most frequently, the original English object is rhematic and placed finally (its modification may be the rheme proper).

(66) We joined *the long queue for standby*. 10/a3

Zařadili jsme se *do dlouhé fronty čekající na uvolněná místa*. 16/aa3

(67) ... together the couple visited *the incubator room* ... 27/a4

... spolu s manželem se vydali *do místnosti s inkubátoty* ... 37/aa4

If the original object is followed by an adverbial, it is usually the adverbial that is the rheme, in accordance with the principle of end focus.

- (68) Castle ... had taken **his lunch** in a public house ... 3/a2
 ... (Castle) chodil **na oběd** do restaurace ... 11/aa2

In fiction, many of the sentences which did not follow the basic distribution of CD were instances of the presentation scale with an initial rhematic subject. It does not seem to present a major problem for the translation, especially if clearly indicated by the use of the indefinite article or the existential construction.

- (69) Another car was climbing **the hill** through the park ... 22/a2
 Do kopce jel parkem jiný vůz. 32/aa2
 (70) There were *three girls* working **the ramp** ... 7/a3
 Na celé délce ... rampy se činily tři holky. 13/aa3

However, in ex 71 there seems to be a change in the FSP structure caused by the translator, who interpreted the English clause as implementing the quality scale.

- (71) A long ribbon of spittle descended **Castle's trouser leg**. 17/a2
 Dlouhá nit sliny mu stékala **po nohavici**. 27/aa2

In other cases deviating from the basic distribution of CD in English, we find a final scene-setting adverbial or, especially in academic prose, a rhematic verb.

- (72) ... one poem that did dominate **New England** ... 20/A7
 ... jedna báseň získala **v Nové Anglii** dominantní postavení ... 33/AA7

7.4 Czech Subject/Object Complement as Counterpart

The subject complement as counterpart of the English object forms a minor type of divergence, yet it seems to be quite

typical of Czech academic writing with its tendency towards verbonominal expression. The object complement, on the other hand, seems to be an exception: in our sample, it occurred only once.

In the majority of instances, the original subject is not involved, and the Czech copular verb is the verb *být/to be*. The subject complement is realized either by a noun or by an adjective. In a few instances, a divergent subject was found; this also provided the basis for the rendition of the original object as an object complement in Czech.

7.4.1 Subject Complements Realized by Adjectives

This type of divergence, with Czech qualifying copular predication in the counterpart, is the most frequent subtype both in fiction and in academic prose. Two thirds of original English sentences contained the verbs *to have* or *to make*, which display some copular characteristics.¹³²

(73) Recommendations and opinions have no **binding force**. 26/A6

Doporučení a stanoviska nejsou **závazná**. 33/AA6

(74) All these reasons ... make **good sense**. 2/A8

Všechny tyto důvody ... jsou **rozumné**. 3/AA8

If the English verb has a strong lexical meaning, it is reflected in the Czech adjective:

(75) "... no Lorne Guyland movie ever **lost money**."22/a3

„... žádný z filmů s Lornem Guylandem ještě nebyl **prodělečný**.“ 28/aa3

7.4.2 Subject Complements Realized by Nouns

Czech copular predication may express classification or (less frequently) identification. In the classifying subtype, the Czech noun is usually in the instrumental case.

¹³² Cf. Dušková, 2005b: 254.

- (76) ... any act or omission which did not constitute a **criminal offence** ... 51/A6
... jednání nebo opomenutí, které ... nebylo ... **trestným činem**. 58/AA6

In the instances of identification, the original subject does not appear in Czech (in ex 77, it refers to the author of the academic text: first person singular reference is thus avoided in both languages). The pronoun *to/it* is frequently used as a subject.

- (77) In the one case we have a **school** ... 20/A5
V jednom případě to může být **škola** ... 42/AA5

7.4.3 Object Complement

In this exceptional instance, an original adverbial of respect is rendered as the subject in Czech, and the original subject appears in function of the object. Consequently, the original English object is reflected as an object complement in Czech.¹³³

- (78) For today's women writers ₁ she ₂ represents a **crucial antecedent** ... 21/A7
Dnešní spisovatelky ₁ ji ₂ pokládají za **svoji významnou předchůdkyni** ... 34/AA7

7.4.4 Causes of the Divergence

The subtypes of syntactic divergence of the object with the subject/object complement as counterpart are summarized in Table 9. Instances with a divergent subject are included in respective categories according to the type of divergent counterpart of the object.

¹³³ The Czech sentence represents a more condensed structure than the English original, which contradicts the general characteristics of the two languages and may be the reason why the change is represented by an isolated instance. A related type of divergence in the opposite direction, that of the Czech subject complement realized as an English object complement, was found by Dušková (2004: 66f).

Table 9: *Czech subject/object complement as counterpart.*

Type	Fiction	Academic	Total
Adjective: Qualifying	4	9	13
Noun: Classifying	1	3	4
Noun: Identifying	0	3	3
Object Complement	0	1	1
Total	5	16	21

This type of divergence is presumably due to language-specific ways of expressing certain types of relationship. In the majority of instances, the English verb has a weak lexical meaning and the following object expresses a characteristic of the subject; this relationship may accordingly be rendered by copular predication in Czech. In some instances, the copular construction would seem to be more usual (even a collocation) in Czech, whereas a more literal rendering of the English original might sound unnatural in the particular instance.

Another contributing factor may be the more nominal character of Czech academic writing, which makes copular predication a natural choice of the translator where a different rendering of the original would seem inappropriate, stylistically or otherwise.

It should be noted that in this type of divergence, the Czech expression may be more nominal than the English original, which modifies the general view of the more verbal character of Czech. Although the number of instances found in fiction is quite low here, it is apparently a more general phenomenon. Clauses involving divergent English verbs rendered as Czech copular predication also occurred in other types of divergence (see esp. section 7.5), and a parallel type of syntactic divergence with the Czech copular predication rendered as an English transitive construction was also found by Dušková (2004: 61ff).

7.4.5 Notes on FSP

In this type of divergence, FSP does not play a role as a contributing factor. However, again we witness a strong tendency towards the basic distribution of CD in English as well as in Czech.

The linear arrangement is very similar or identical in nearly all instances, including those with a divergent subject.

- (79) Men and women have far more *similarities* ... 8/A5
Muži a ženy si jsou ... mnohem více *podobni* ... 28/AA5
- (80) ... they had a **special mission** of interpretation. 19/A7
... jejich **zvláštním posláním** je výklad. 32/AA7

However, instances with different linear arrangement also occurred. These are found in clauses with several postverbal elements in English.

- (81) ... behaviour that may have *no relevance* outside the school ... 20/A5
... způsobů chování, jež jsou mimo školu *nepodstatné*. 42/AA5

7.5 Czech Modifier as Counterpart

This type of syntactic divergence is the third most frequent in academic prose, whereas it only represents a minor type in fiction. This seems to be due to the fact that the majority of instances are caused by the dissociation of the English verb, which is more typical of academic Czech with its nominal tendencies (cf. section 7.4.4).

A marginal subtype without the dissociation of the English verb involves the original object and another clause element (e.g. modifier).

7.5.1 Dissociation into Verb Plus Object/Adverbial

The most frequent subtype of syntactic divergence with the modifier as counterpart of the English object involves the

dissociation of the original verb into a Czech verb with a more general meaning and a following object (rarely adverbial). It is in fact the opposite of the type of divergence with the inclusion of the object into the meaning of the Czech verb described in section 7.2. The original object is reflected in a noun or prepositional phrase, less frequently in an adjective or a possessive pronoun.

- (82) I can even locate **the bodies of islands** ... 65/a4
Dokážu dokonce určit polohu **těl ostrovů** ... 53/aa4
- (83) ... the child's subsequent abilities to relate successfully **to others**. 5/A5
... vývoj schopnosti dítěte úspěšně vytvářet vztahy s druhými. 25/AA5
- (84) Member States shall consult **one another** ... 29/A6
... vedou členské státy ... **vzájemné konzultace** ... 36/AA6

In several instances, the Czech sentence is in the passive. The dissociated lexical element is then reflected as the subject. (Note that the original English subject in initial position is rendered as an adverbial in Czech, as was seen in some instances with the Czech subject as counterpart of the original object described in 7.1.)

- (85) The Puritan imagination₁ does not explain₂ **the extraordinary variousness** ... 32/A7
V puritánské obraznosti₁ se nenajde₂ vysvětlení₂ **pro pozdější pozoruhodnou rozmanitost** ... 44/AA7

7.5.2 Dissociation into Copular Predication

In the second most frequent subtype, the original verb is dissociated into a copular verb (usually *být/to be*) and a subject complement realized by a noun. The principle of divergence of the object is identical to the first subtype.

- (86) Her ... marches parallel **the hazardous devil-beset journey** ... 28/A7
Pochody ... jsou paralelou **k nebezpečným cestám ďáblivými končinami** ... 40/AA7

- (87) ... that they interfere with free market ... 403/A8
 ... protože je brzdou volných trhů ... 85/AA8

7.5.3 Counterparts Without Dissociation

In several instances, the sentence is restructured so that another clause element (an original modifier or adverbial) functions as an object in Czech, while the original object appears as its modifier. Where the original object and its modifier are involved, the two elements exchange their respective functions within the noun phrase (ex 88).

- (88) ... until one reached at last **the freedom of the common**. 12/a2
 ... až se člověk dostal na **volnou občinu**. 22/aa2
- (89) ... people do **it** for countless reasons. 2/A8
Lidé k tomu mají nespočet důvodů. 3/AA8

7.5.4 Causes of the Divergence

The subtypes of syntactic divergence of the object with the Czech modifier as counterpart can be summarized as follows.

Table 10: *Czech modifier as counterpart.*

Type	Fiction	Academic	Total
Dissociation: Verb plus Object/Adverbial	7	31	38
Dissociation: Reflexive Passive	1	2	3
Dissociation: Verbonominal Predication	4	13	17
No Dissociation	1	3	4
Total	13	49	62

This type of syntactic divergence is caused predominantly by the dissociation of the English verb. The original object thus becomes dependent on a noun and is accordingly classified as a modifier in Czech. However, it frequently has a fixed form required by the noun, retaining a feature of valency complementation.

As a result of the dissociation, the Czech counterparts show a more nominal character than the English originals, which modifies the general view of the two languages. This phenomenon was described in the previous section and also commented on by Dušková (2004) in connection with the use of Czech copular predication.

Nevertheless, this type of divergence is relatively infrequent in fiction (13 instances as against 99 instances of the opposite change, i.e. the inclusion of the meaning of the English object into the Czech verb). It is found predominantly in academic writing, whose nominal character is quite strong in Czech compared with fiction (in this stylistic subset, the ratio is 49 instances of the dissociation of the English verb to 66 instances of dissociation in the opposite direction). This fact makes the findings less surprising.

In some cases of the dissociation of the English verb in Czech, an appropriate Czech verb may not exist at all, the dissociation being the only way of rendering the English sentence. Nevertheless, most of the sample sentences of this type contain dissociated verb phrases described in section 4.3.1 (e.g. *vést k něčemu, provádět něco, přispívat k něčemu, být příčinou něčeho*), which are typical of technical writing as a style and could be substituted by a single verb in neutral language. Thus it may be said that a major factor leading to this type of divergence is the tendency of Czech academic writing towards nominal expression.

7.5.5 Notes on FSP

As in previous subtypes, FSP is not a factor contributing to this type of divergence, but the instances show a marked tendency towards the basic distribution of CD. In this type, over 90% of instances comply with the principle of end focus in both languages. The divergent element is mostly rhematic and placed finally in both English and Czech.

- | | | | |
|------|--------------------------|----------------------|--|
| (90) | ... much of the activity | depends upon | <i>interaction with peers.</i> 31/A5 |
| | ... velká část činnosti | probíhá v závoslosti | <i>na interakci s vrstevníky.</i> 52/AA5 |
| (91) | It was possible that | I was hearing | <i>the birth of a song.</i> 5/a4 |
| | Možná | jsem byl svědkem | <i>zrození písně.</i> 12/aa4 |
| (92) | ... (it) shall ensure | good | <i>financial management.</i> 24/A6 |
| | ... přesvědčuje se | o řádnosti | <i>finančního řízení.</i> 31/AA6 |

Instances with different linear arrangements are varied; however, they correspond to the main types of word order deviations described in the previous sections. They often involve a rhematic verb and a final thematic element in English.

- | | | | |
|------|-------------|-----------------|-----------------------------|
| (93) | ... as they | <i>interact</i> | with them ... 33/A5 |
| | ... s nimiž | vstupují | <i>do interakce.</i> 54/AA5 |

7.6 Czech Indirect Object as Counterpart

This marginal type of divergence is similar to the main subtype with the modifier as counterpart of the English object described in section 7.5.1. It involves the dissociation of the original verb into a verb plus object construction. However, because the Czech verb is ditransitive, the original English object is reflected as an indirect object in Czech.

- | | | |
|------|--|--------|
| (94) | ... he always <u>preferred</u> the truth. | 8/a2 |
| | ... <u>dával</u> vždycky <u>přednost</u> <u>pravdě</u> . | 16/aa2 |

The principles and causes of the divergence seem to be identical to those described in the previous section. However, this type is only represented by 3 instances, involving just two different verbs. Because it appears to be extremely rare, no further conclusions are drawn for this type of syntactic divergence.

8. Summary and Conclusions: English-Czech Direction

8.1 Factors Underlying the Divergence

In Chapter 7, we have examined and classified the different types of syntactic divergence in the English-Czech direction and suggested some contributing factors, as well as giving an overview of some FSP issues. Many of the findings confirm the results of the previous study of the syntactic constancy of the object. However, we have also described some new subtypes of divergence and further specified the factors leading or contributing to the different subtypes.

If the results for the fiction subset from our present study are compared with the earlier findings, we can see that the frequency of certain types and subtypes of divergence differs:¹³⁴ for instance, it is the verb which is the most frequent counterpart of the object in our study while it was the adverbial in the thesis, and the existential locative subtype with the subject as counterpart is less frequent in the present study.

These differences can presumably be accounted for by the influence of the subjective factor of the author and/or translator, and also different subject matter. An author may prefer a certain type of constructions which is used rarely by others (perhaps because it is not required by the particular subject matter), or a translator may have a preference for a certain type of constructions where different alternative solutions could be used.

Nevertheless, in spite of these statistical differences, it appears that the results yielded by the two studies generally correspond to each other, and the types and subtypes of syntactic divergence, as well as the factors underlying them, are representative of the differences between stylistically unmarked English and Czech. Because our study is based on a

¹³⁴ See Valehrachová [-Slunečková], 2002: 22-36 and cf. Chapter 8.

significantly larger corpus, it may be presumed that the present statistical data give a more accurate proportional representation of the individual types of divergence between the two languages.

Apart from verifying earlier findings, our paper is concerned with syntactic divergence in two different functional styles, fiction and academic writing. Some similarities and differences between the two styles were already mentioned in the previous chapter. The inclusion of data from different stylistic subsets extended the range of subtypes of divergence as well as of factors conducive to it, and it can help specify the extent and relative importance of different factors depending on functional style. It also offers a better overall view of the differences between the two languages in their entirety.

Generally, the major factors directly conducive to syntactic divergence are related to typological differences between English and Czech, but there are also some language-specific features. FSP does not have a direct influence on syntactic divergence in the English-Czech direction, yet it seems to form the background in English for some types of noncorrespondence.

As is apparent in the previous chapter, the majority of factors causing individual types of divergence are not limited to one type but rather go across them, combining in different ways. In the following subsections, we summarize the major factors underlying different types of syntactic divergence of the object regardless of style, as well as the general tendencies concerning FSP. Section 8.2 then deals with specific features of fiction and of academic writing.

8.1.1 Lexical-Semantic Characteristics

One of the principal factors underlying syntactic divergence in the English-Czech direction is the different relationship

between semantic characteristics of participants and their syntactic functions observed in the two languages, which is reflected in different valency structures. Whereas the relationship appears to be quite loose in English, especially as regards the subject, Czech tends to a greater correspondence between semantic roles and syntactic functions of individual elements. This factor manifests itself especially in the subject and adverbial types of divergence.

English subjects frequently have various adverbial meanings, especially locative. This is accounted for by the fact that the English subject has primarily the thematic role, i.e. it enables thematic elements of different semantic characteristics to be positioned initially in the sentence. Such thematic elements with adverbial semantics are construed as adverbials in Czech. The original object is then rendered as a Czech subject in the final position.

The English subject may also have the role of experiencer; it is then rendered as a dative object in Czech. In many cases, the English verbs also originally formed constructions with a dative object in the Old English period, but after the loss of inflectional features they were restructured to create the present valency pattern, which differs from that of their Czech equivalents. (It should be noted that the English subject, generally a human participant, is mostly thematic.)

These phenomena were already described in the previous thesis.¹³⁵ Apparently, the greater semantic diversity of the English subject is connected with the tendency to allow the initial placement of various thematic elements.

In addition to instances with the English adverbial or experiencer subject, other features related to the lexical-semantic factor were suggested in our analysis. One is found in instances where the English subject (especially inanimate) lacks strong agentive characteristics. If the original object

¹³⁵ Cf. Valehrachová [-Slunečková], 2002: 36, 2003: 13.

(frequently animate) can be interpreted as agentive, it is accordingly realized as a subject in Czech, while the original subject is reinterpreted as an adverbial (e.g. of cause or circumstances) or an object.

Another feature involves elements with the role of force or cause, which tend not to be expressed at all in Czech unless rhematic. They may remain implicit, or the action described by the clause is presented as spontaneous. Czech generally seems to prefer sentences where the action can be interpreted as autonomous, unless its cause or agent forms a necessary part of the communication.

The role of the lexical-semantic factor in the adverbial type was already described in the previous study. It concerns English objects with adverbial semantic characteristics, which are rendered as corresponding adverbials in Czech.

8.1.2 Verbal Expression in Czech

Another major factor underlying the divergence of the object is the more analytical and nominal character of English as against verbal Czech. In our samples, the nominal tendency of English manifests itself in the dissociation of verbal action into two components. While the verb is usually semantically weak, the action itself is expressed by a following object. The resulting transitive construction displays verbonominal characteristics.

In the divergent instances, the dissociated construction is then realized verbally in Czech, and thus the English object is included into the meaning of the Czech verb. This type of divergence was also found in the earlier study,¹³⁶ but it is even more prominent in our present material.

One of the factors contributing to the use of dissociated constructions in English again seems to be FSP. In these instances, it is usually the dissociated element expressing

¹³⁶ Cf. Valehrachová [-Slunečková], 2002: 36, 2003: 13.

the action or its specifications which are rhematic. The dissociation allows for the final placement of the rhematic element(s) and reduces the potentiality of FSP structure in the English clause.

Although Czech is generally a synthetic language which prefers verbal expression, it should be noted that some analytical tendencies also occur here: English verbal expressions may be dissociated in Czech, and English transitive constructions may be changed into copular predication. However, such instances are much less frequent in unmarked Czech than in English.¹³⁷

8.1.3 Expressing Possessivity

There seem to be some differences in issues related to expressing the possessive relationship in English and in Czech. Two different examples are mentioned here.

One concerns English possessive determination. The use of the possessive pronoun as a determiner with nouns denoting body parts and various everyday objects is a specific feature of English which is not found in Czech. It may be noticed in different types of divergence, but at least in one case it seems to be a contributing factor as well.

The possessive pronoun (or the analogical genitive case of nouns) functioning as a determiner is usually rendered as an object, dative or accusative, in Czech. The Czech construction may be ditransitive (the original object retains its syntactic function) or the English object may e.g. be included in the meaning of the Czech verb. However, the English object may also be ousted by the possessive from its original function and realized as an adverbial (see section 7.2.2). Here, the change of the possessive seems to be the cause of syntactic divergence between English and Czech.

¹³⁷ Cf. Dušková (2004), sections 7.4.4, 7.5.4, and see section 8.2 for details on individual styles.

The other feature is related to the use of the verb *to have* and similar expressions. These may be used not only to denote possession, but also in the sense *to contain* or *to consist of* in English (e.g. in *The house has a living room and two bedrooms.*). However, the verb *mít/to have* is not always used in this manner in Czech. Such instances may therefore be rendered as clauses with the existential locative construction and the Czech verb *být/to be*. The original object then appears as a subject, thus giving rise to syntactic divergence.

8.1.4 FSP in the English-Czech Direction

The number of instances with the basic distribution of FSP in both languages reached nearly 80% in the examined material. The figure is naturally higher in Czech than in English, since Czech word order is primarily ruled by FSP, and FSP is not a factor leading to syntactic divergence in this direction of study. Still, the high percentage of the basic distribution of CD in English shows that the realization of the particular item displaying syntactic divergence in Czech as an English object may in fact contribute to the achievement of the basic distribution of CD in English, as was suggested above.

Instances with different distributions of CD between English and Czech can be divided into several categories. Firstly, there were cases of changed FSP structure in the Czech translation, as well as several instances of deviating word order in Czech; however, in the majority of instances a deviation from the basic distribution of CD occurred in the English original. The main types include clauses with a postverbal thematic element (an object following a rhematic verb, or a scene-setting adverbial following a rhematic verb or object) and instances of the presentation scale with an initial rhematic subject.

The only type of divergence where instances with the basic distribution of CD formed less than 70% of the total number of

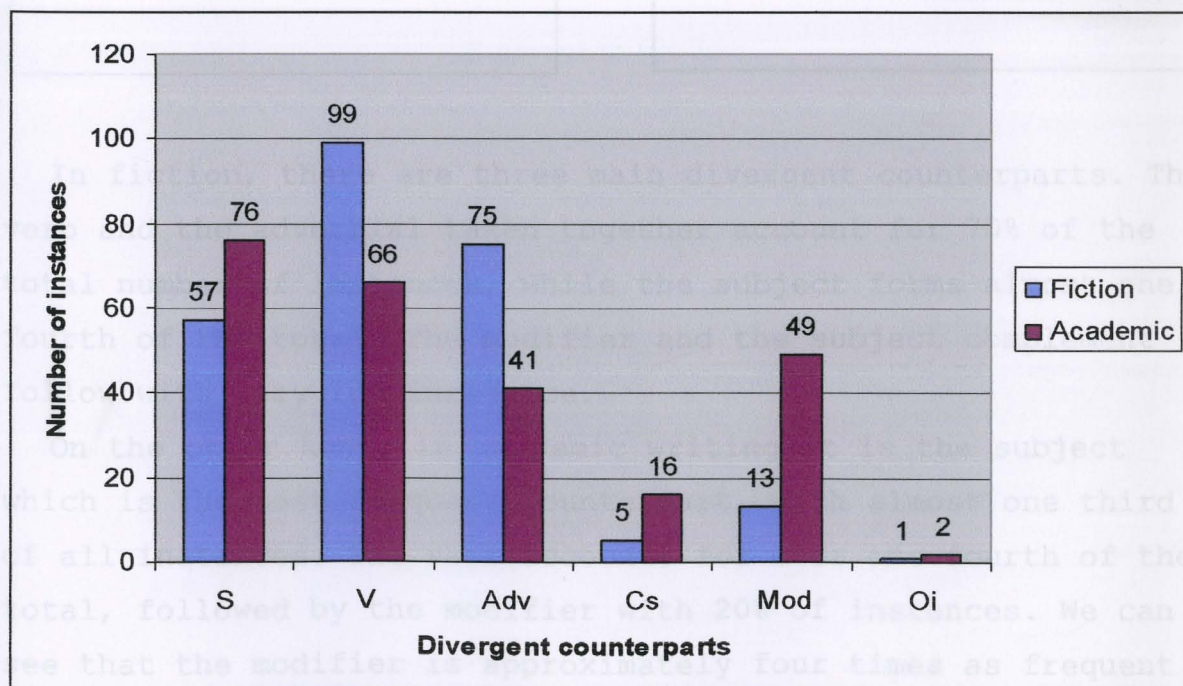
sentence pairs was the divergence of the object with the Czech subject as counterpart. Here, deviations from the basic distribution were mainly caused by the presence of a nonfinal rhematic verb in English.

In all the other types, the basic distribution of CD in both language versions is found in over 80% of instances. This seems to be due to the use of dissociated constructions with a semantically weak verb and/or a heavy postverbal element in English. It is usually the object which is rhematic, the verb functioning as transition, and the order of the elements in English clauses coincides with the principle of end focus. Consequently, the frequency of the basic distribution of CD is high also in English, while naturally predominant in Czech.

8.2 Characteristics of Individual Styles

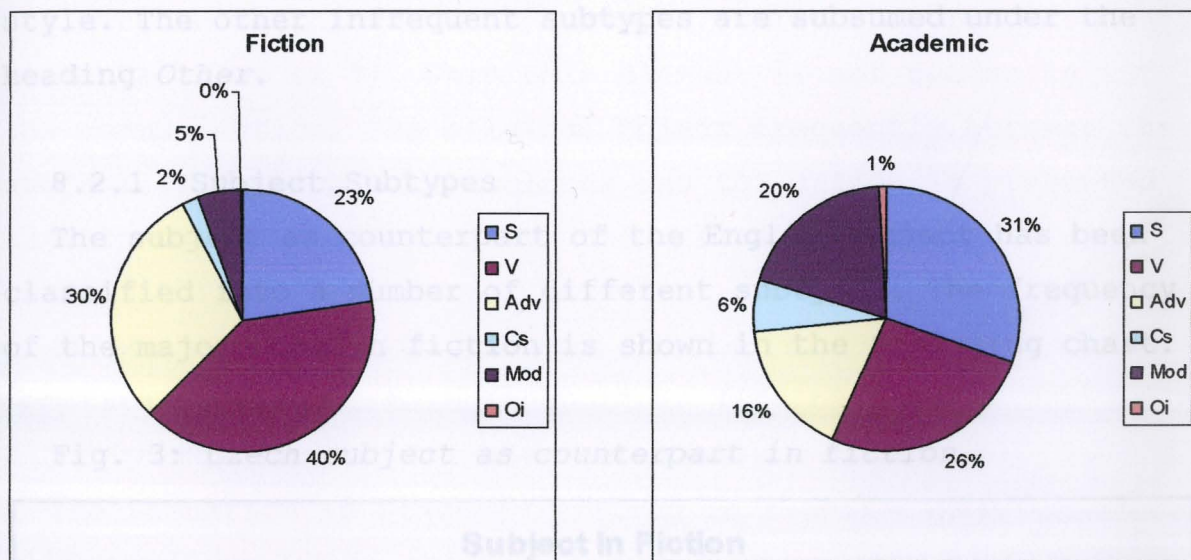
The incidence of individual clause elements as counterparts of the English object in fiction and in academic writing is compared in the following graph.

Fig. 1: Czech divergent counterparts of English objects in fiction and in academic prose.



With the exception of the indirect object, which is negligible as a counterpart of the English object in both styles, there are marked differences in the incidence of all types of divergent counterparts between fiction and academic writing. Figure 2 shows the different numbers of individual divergent counterparts as they are reflected in the percentage of different types of divergence within each stylistic subset.

Fig. 2: Proportional representation of Czech divergent counterparts of English objects in fiction and in academic prose.



In fiction, there are three main divergent counterparts. The verb and the adverbial taken together account for 70% of the total number of instances, while the subject forms almost one fourth of the total. The modifier and the subject complement follow with very low incidence.

On the other hand, in academic writing it is the subject which is the most frequent counterpart, with almost one third of all instances. The verb accounts for over one fourth of the total, followed by the modifier with 20% of instances. We can see that the modifier is approximately four times as frequent

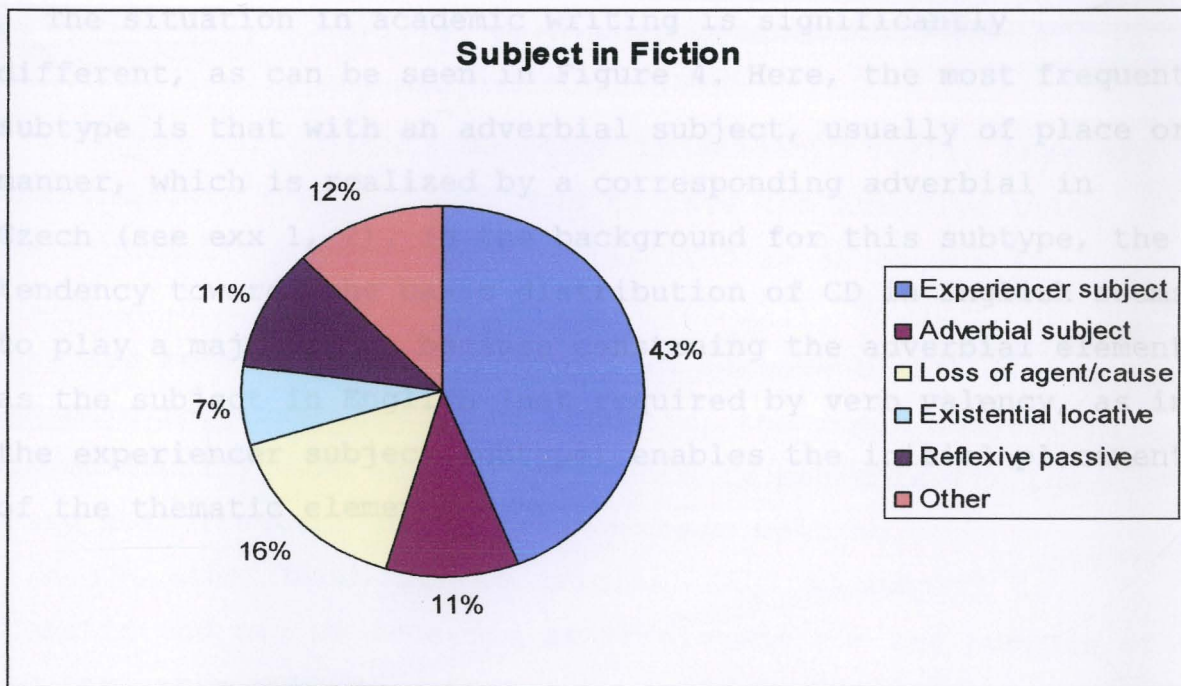
in academic prose as in fiction. In contrast, the adverbial is nearly twice less frequent than in fiction. Although the subject/object complement accounts only for 6% of the total in academic prose, the difference between this and the more frequent types of divergent counterparts is much less marked than it was found to be in fiction.

Let us now examine the incidence of major subtypes of syntactic divergence in the two styles in more detail. In the following subsections, the proportional representation of major subtypes in either style is shown by pie charts. Besides, some specific minor subtypes are also represented if considered relevant for the characterization of the particular style. The other infrequent subtypes are subsumed under the heading *Other*.

8.2.1 Subject Subtypes

The subject as counterpart of the English object has been classified into a number of different subtypes. The frequency of the major ones in fiction is shown in the following chart.

Fig. 3: Czech subject as counterpart in fiction.



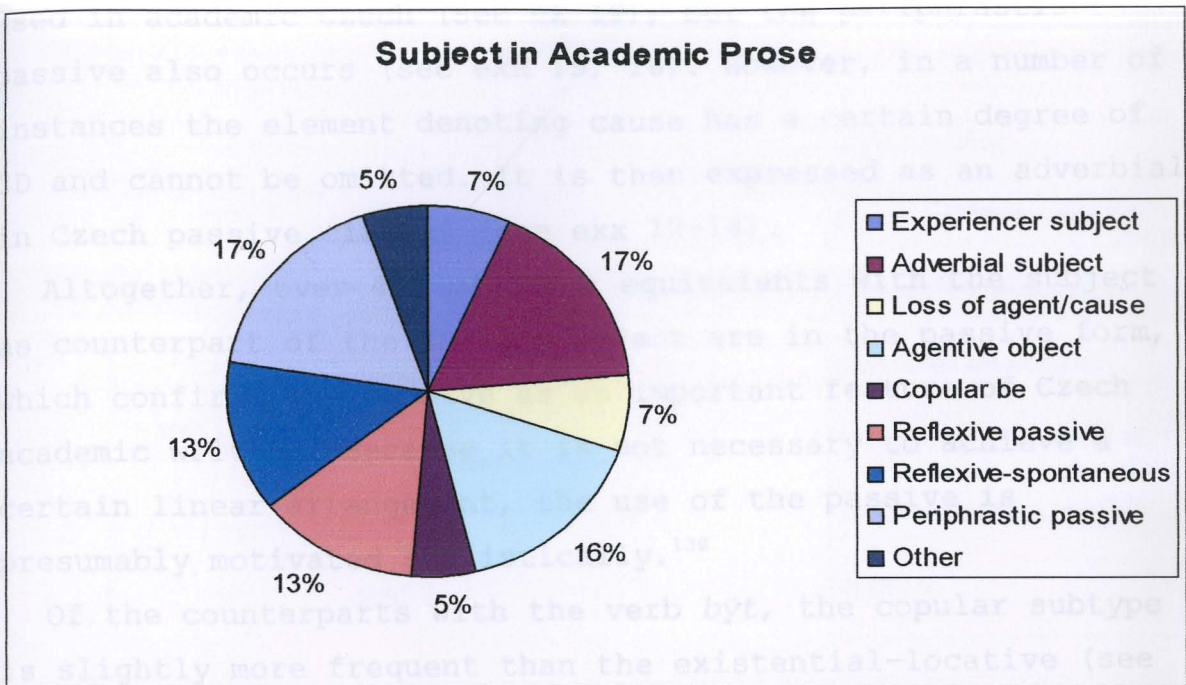
In fiction, this type of divergence is dominated by constructions with an experiencer subject, typically a human/animate participant, which is reflected as a dative object in Czech (see exx 3-5). Frequently, the verb expresses likes or dislikes, opinions etc. and its modern valency structure developed from an Old English structure with the dative, parallel to modern Czech. The prominence of this subtype results from the general subject matter of novels. The subtype with an English subject with adverbial semantics is much less frequent in fiction.

Another typical feature seems to be the removal of the element denoting cause, force or agent from the subject position in Czech, which occurred in over one fourth of instances (see ex 8). When this element is not necessary for the communication, the original object frequently becomes the subject of a Czech active clause and the action is presented as autonomous. Alternatively, the reflexive passive is used (see ex 17).

Of the subtypes with the verb *být/to be*, the existential locative subtype is more frequent in fiction (see ex 9), although the copular *být* also occurred.

The situation in academic writing is significantly different, as can be seen in Figure 4. Here, the most frequent subtype is that with an adverbial subject, usually of place or manner, which is realized by a corresponding adverbial in Czech (see exx 1, 2). In the background for this subtype, the tendency towards the basic distribution of CD in English seems to play a major role, because construing the adverbial element as the subject in English (not required by verb valency, as in the experiencer subject subtype) enables the initial placement of the thematic element.

Fig. 4: Czech subject as counterpart in academic prose.



The experiencer subtype is much less important than in fiction. This seems to be due to several factors. First, verbs expressing likes and dislikes etc. are infrequent in academic writing, which tends towards objectivity. Also, the experiencer subject is usually a human/animate participant expressed by a personal pronoun, which are also less frequent in this style; generally, reference to human participants is sparse in academic prose.

If human participants do occur in academic texts, they are predominantly rhematic and tend to have the agentive role. These rhematic elements may be realized as an object in English, in order to be placed postverbally. However, in Czech they are rendered as the subject, in agreement with their semantic role. Because it is rhematic, the Czech subject is placed finally (see ex 6). This tendency accounts for the third most frequent subtype in academic writing.

On the other hand, if the original English subject is thematic and may be regarded as irrelevant for the purpose of the text, the subtype with the loss of cause/agent is found.

Most frequently, the reflexive form bordering on the active is used in academic Czech (see ex 19), but the periphrastic passive also occurs (see exx 15, 16). However, in a number of instances the element denoting cause has a certain degree of CD and cannot be omitted. It is then expressed as an adverbial in Czech passive clauses (see exx 12-14).

Altogether, over 40% of Czech equivalents with the subject as counterpart of the English object are in the passive form, which confirms the passive as an important feature of Czech academic writing. Because it is not necessary to achieve a certain linear arrangement, the use of the passive is presumably motivated stylistically.¹³⁸

Of the counterparts with the verb *být*, the copular subtype is slightly more frequent than the existential-locative (see ex 11). This fact suggests a stronger tendency towards nominal expression in academic writing,¹³⁹ which can be seen more clearly in other subtypes.

8.2.2 Verb Subtypes

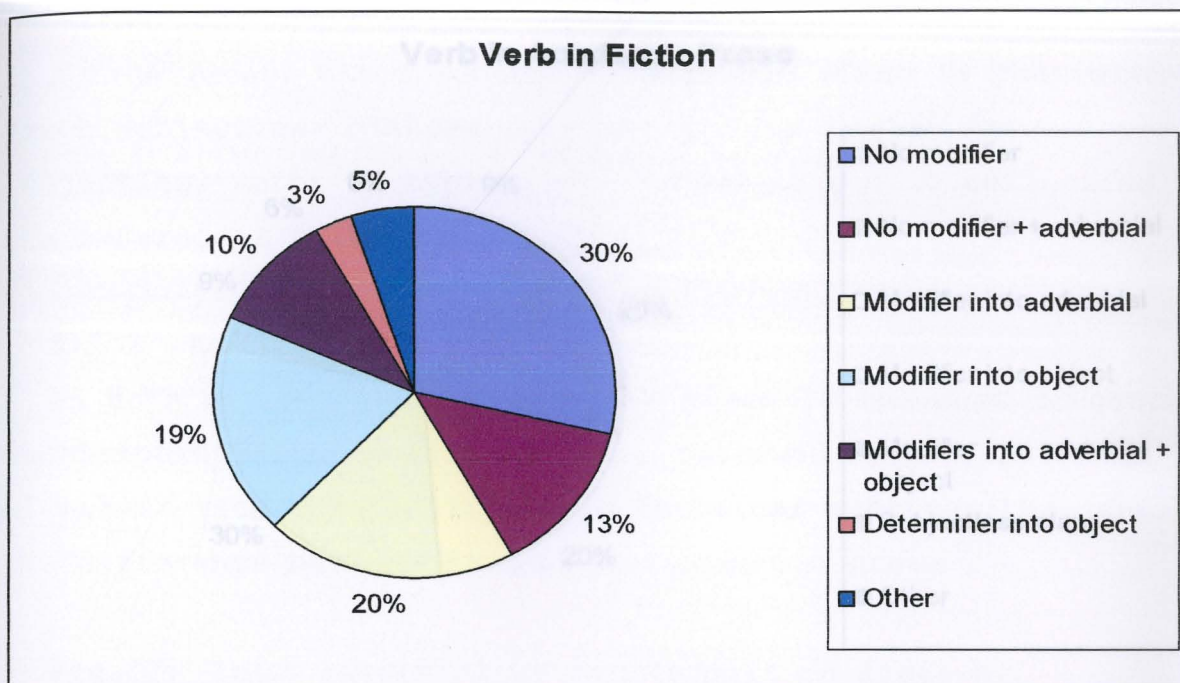
As was the case with the subject, there are significant differences between fiction and academic prose in this type of divergence, which involves the inclusion of the English object into the meaning of the Czech verb. The data for the fiction sample are summarized in Figure 5.

In fiction, almost one third of English sentences contained no modification of the object and no other right-hand element: the dissociated construction is used to avoid a two-element clause in English, at the same time achieving a clear theme-transition-rheme sequence with the element denoting action in the final position (see exx 29-31). The subtype which also contains an adverbial is less frequent (see ex 33).

¹³⁸ Cf. section 4.3.2.

¹³⁹ Cf. section 4.3.1. and see esp. 8.2.5.

Fig. 5: Czech verb as counterpart in fiction.



The different subtypes with modified objects form nearly one half of instances (see exx 34, 36). Again, the identification of FSP structure is made easier and more clear-cut by the dissociation of verbal action in English, because a weighty postverbal object will naturally tend to be interpreted as rhematic.

All the subtypes, with or without modification, testify to the more nominal character of English in comparison with Czech, where the action is realized verbally.

There is one minor subtype worth noting in fiction, viz. the English divergent object with a possessive pronoun as determiner. The possessive refers to a human participant and it is rendered as a pronominal object in Czech (see ex 37). Similar divergent constructions with possessive pronouns are also found in other types of noncorrespondence in fiction, but typically they do not occur in academic prose.

The proportion of major subtypes of the inclusion of the English object into the meaning of the verb in academic writing is shown in Figure 6.

Fig. 6: Czech verb as counterpart in academic prose.

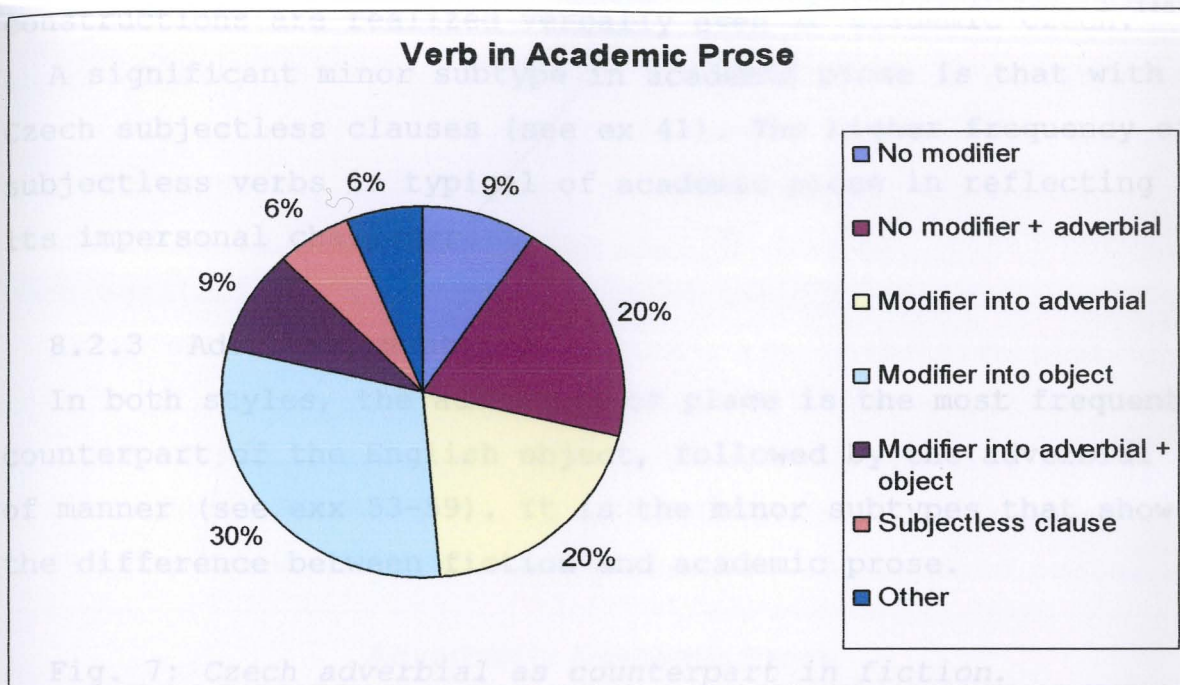


Fig. 7: Czech adverbial as counterpart in fiction.

Clearly, the English object denoting action as rheme proper (without further modification or specification) is of considerably lower significance here than in fiction, whereas instances with a following adverbial are more common. Avoidance of a two-element clause is not a frequent motivating factor in this style.

The subtypes with the English modified object (see exx 35, 38) are twice as frequent in total as those with no modification (see ex 32) in academic writing, while the difference was much smaller in fiction. This fact suggests that the nominal character of English is even more prominent in academic prose. The principal feature of academic prose is putting emphasis on the nominal elements of the clause, which is reflected in heavy modification.

In addition, as was said above, the use of dissociated constructions in English also serves effort to eliminate of FSP potentiality, contributing to the clarity and precision of expression in academic texts. The fact that this FSP factor is not relevant in Czech, along with its generally less nominal

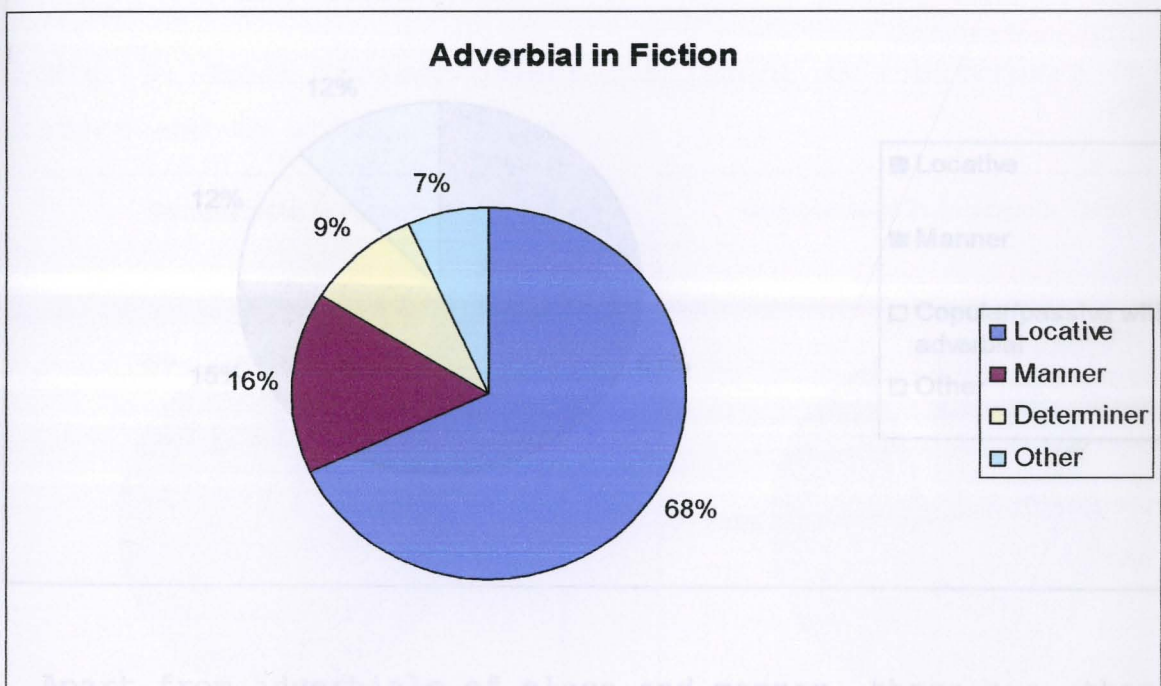
character, may account for the fact that the dissociated constructions are realized verbally even in academic Czech.¹⁴⁰

A significant minor subtype in academic prose is that with Czech subjectless clauses (see ex 41). The higher frequency of subjectless verbs is typical of academic prose in reflecting its impersonal character.

8.2.3 Adverbial Subtypes

In both styles, the adverbial of place is the most frequent counterpart of the English object, followed by the adverbial of manner (see exx 53-59). It is the minor subtypes that show the difference between fiction and academic prose.

Fig. 7: Czech adverbial as counterpart in fiction.



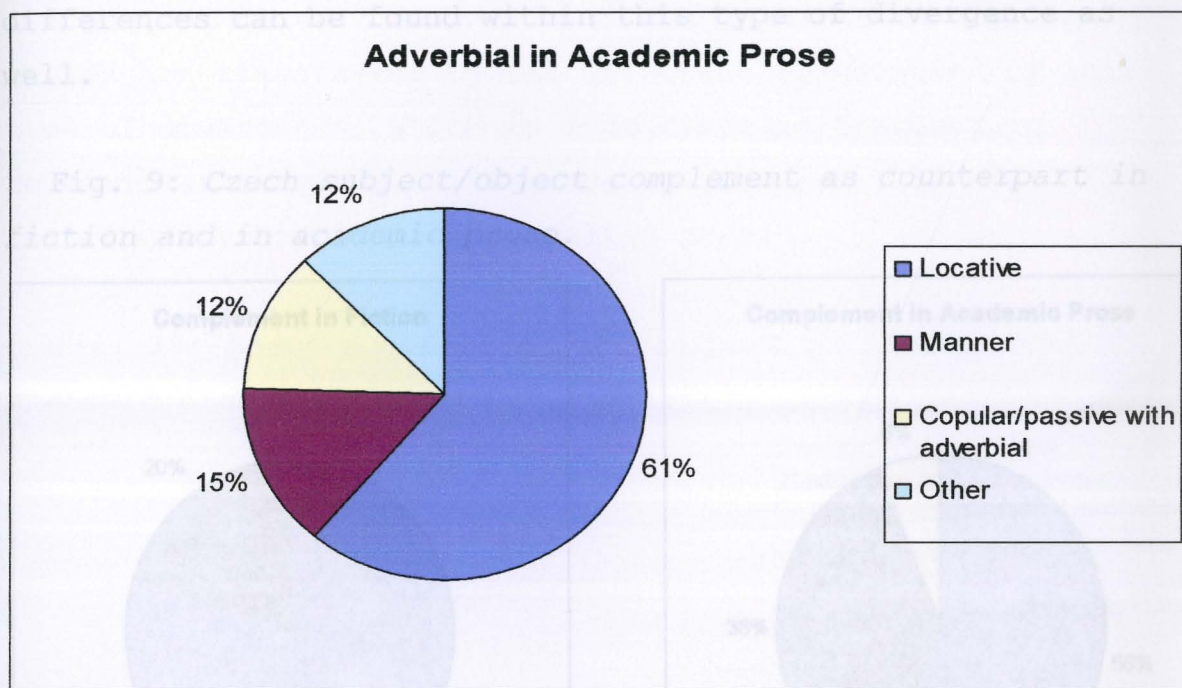
In fiction, place and manner are the only significant adverbial semantic roles, accounting for almost 85% of the total number of instances. The third most frequent subtype is of a different kind.

¹⁴⁰ However, this type of divergence is considerably less frequent in academic prose than in fiction. Also, cf. section 8.2.5.

Here, the object in original English clauses is determined by a possessive pronoun. In Czech, the possessive is rendered as an object, while the original object appears as an adverbial (see ex 65). It should be noted that in the case of transitive verbs, the original object would not have been rendered as an adverbial if the English possessive had not been available to function as a Czech object.

As in previous types of divergence, the possessive pronoun refers to a human participant. Again, this subtype is typical of fiction, but is not found in academic writing.

Fig. 8: Czech adverbial as counterpart in academic prose.



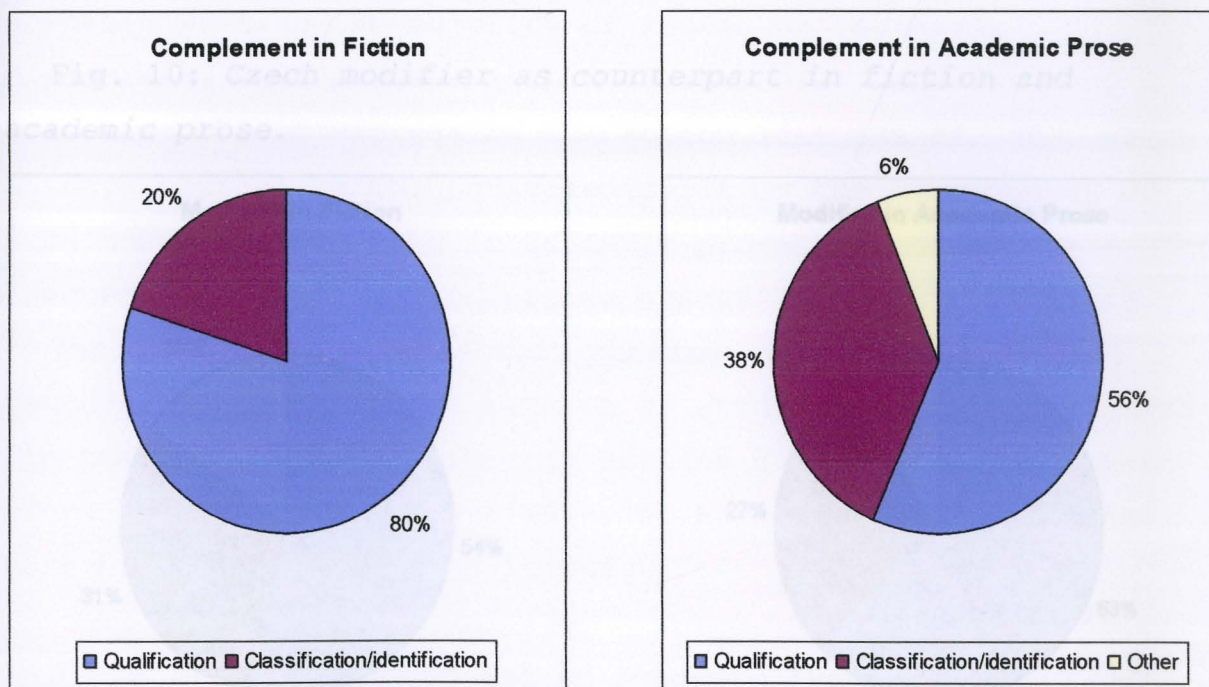
Apart from adverbials of place and manner, there are other semantic types present more frequently in academic prose, e.g. the adverbial of respect. They are usually found in instances which affect the original verb, either through passivization or dissociation into copular predication (see ex 63). Thus, their occurrence seems to be linked to the more nominal character of Czech academic writing.

Generally, the adverbial as counterpart of the English object appears to be more semantically diverse in academic prose than in fiction, presumably because academic writing tends towards more precise and explicit expression of different relationships in the clause.

8.2.4 Complement Subtypes

In this type of divergence, perhaps the most significant difference between fiction and academic writing is constituted by its higher frequency in academic prose in comparison with fiction, which points to more nominal character of Czech academic writing in comparison with fiction. However, some differences can be found within this type of divergence as well.

Fig. 9: Czech subject/object complement as counterpart in fiction and in academic prose.



In fiction, the predominant subtype is that with a qualifying adjective in Czech (see ex 75). It often corresponds to English constructions with a semantically weak

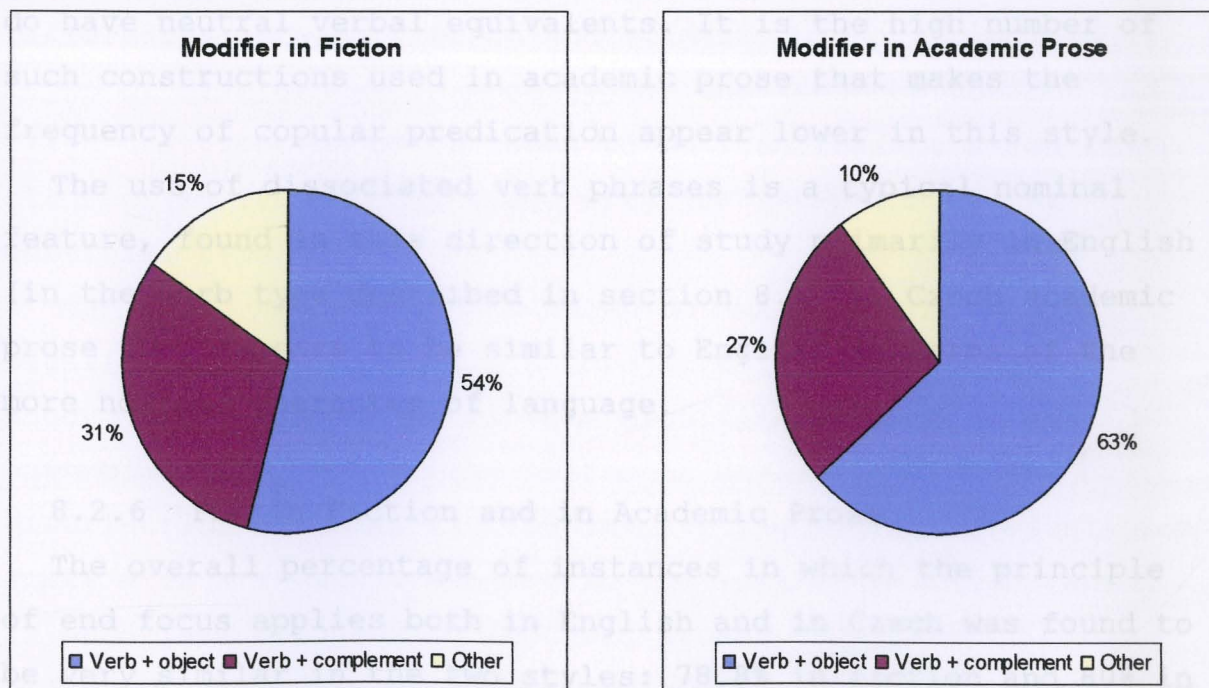
verb displaying copular characteristics, most frequently the verb *to have*.

This subtype is the most frequent in academic writing as well (see exx 73, 74). However, instances of classification and identification (see exx 76, 77) are also found quite frequently. This fact can presumably be accounted for by the different and more varied types of relationships described in academic texts. In addition, one instance with the object complement occurred in academic texts, representing a condensed syntactic structure.

8.2.5 Modifier Subtypes

Again, the most distinctive characteristics of the two styles are illustrated by the different frequencies of this type of divergence, which is four times as frequent in academic writing. The difference in the proportions of individual subtypes is less marked here.

Fig. 10: Czech modifier as counterpart in fiction and academic prose.



In the majority of instances, the type with the modifier as counterpart of the English object involves the divergence of the original verb, which is either dissociated into a verb plus object construction or into copular predication. This is contrary to the general characteristics of Czech as a more verbal language, and this type of divergence is accordingly found predominantly in Czech academic writing, which displays stronger nominal tendencies.

It might seem surprising that the subtype with a copular verb (see exx 86, 87, 91) is relatively more frequent in fiction, since copular predication might be expected primarily in academic texts. However, this fact can easily be accounted for if we examine the types of verb plus object constructions found in the different styles.

In fiction, transitive constructions are used mainly in cases where no appropriate verbal equivalent exists in Czech (see ex 82), and consequently they are not very frequent. In academic writing the majority of instances represent dissociated verb phrases with a semantically weak verb and a following object expressing the action (see exx 84, 90), which do have neutral verbal equivalents. It is the high number of such constructions used in academic prose that makes the frequency of copular predication appear lower in this style.

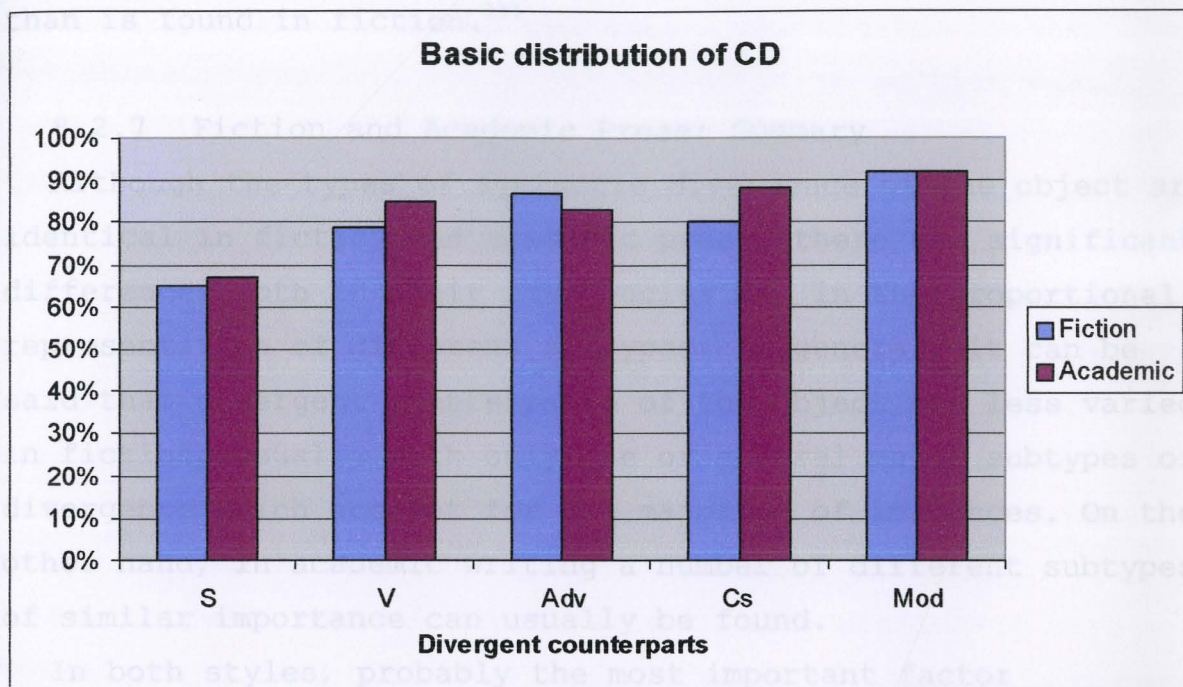
The use of dissociated verb phrases is a typical nominal feature, found in this direction of study primarily in English (in the verb type described in section 8.2.2). Czech academic prose thus appears to be similar to English in terms of the more nominal character of language.

8.2.6 FSP in Fiction and in Academic Prose

The overall percentage of instances in which the principle of end focus applies both in English and in Czech was found to be very similar in the two styles: 78.8% in fiction and 80% in academic writing. In these instances, the distribution of the

degrees of CD in the clauses roughly corresponds to the basic distribution.

Fig. 11: Basic distribution of CD in both English and Czech versions of divergent instances in fiction and academic prose.



As is apparent from the graph above, there are no major differences between fiction and academic prose in individual types of divergence. In most types, the tendency towards the basic distribution of CD seems to be identical or slightly stronger in academic writing, with the exception of the adverbial type.

The question whether this minor irregularity is of any significance would require a more detailed and extensive study. Still, it may be of some significance that in the adverbial type, 50% of the instances deviating from the basic distribution of CD in fiction involve the English presentation scale with a rhematic subject in the initial position, which is much less frequent in academic prose.

The presentation scale with an initial rhematic subject seems to be less frequent in all types of divergence in

academic writing. This may be explained simply by the fact that fiction is more likely to contain descriptive passages where new items appear on the scene. Academic English, on the other hand, appears to contain a greater proportion of instances with a rhematic verb followed by a thematic element than is found in fiction.¹⁴¹

8.2.7 Fiction and Academic Prose: Summary

Although the types of syntactic divergence of the object are identical in fiction and academic prose, there are significant differences both in their frequencies and in the proportional representation of different subtypes. In general, it can be said that divergent counterparts of the object are less varied in fiction, usually with only one or several major subtypes of divergence which account for the majority of instances. On the other hand, in academic writing a number of different subtypes of similar importance can usually be found.

In both styles, probably the most important factor contributing to syntactic divergence is the relationship between semantic roles and syntactic functions of clause elements, which is relatively loose in English in comparison with Czech. However, it appears that the lack of correspondence between these two characteristics is exploited more deliberately in academic English, where it may be used to achieve various arrangements of items in the clause, thus counterbalancing the rigidity of English word order. On the other hand, in fiction it often seems to be simply the result of the fixed valency structure of certain verbs (e.g. verbs expressing likes and dislikes with the experiencer as subject, or verbs of movement with objects with adverbial semantics).

Czech academic writing apparently puts a strong emphasis on the agentive character of the subject. Cause or force tend to be expressed by an adverbial rather than a subject, and they

¹⁴¹ Cf. the higher frequency of dissociated constructions with rhematic objects found in English fiction.

may be omitted altogether; in fiction, Czech clauses tend to remain in the active, but in academic prose the reflexive passive bordering on the active is more frequent in these cases. This fact also confirms the specific uses of the two types of the Czech passive in technical writing to distinguish between spontaneous action and action represented by the periphrastic passive, which was mentioned in section 4.3.2.

The periphrastic passive is one of the typical features of Czech academic writing. Nominal expression is another characteristic, involving the use of copular predication and dissociated verb phrases. Generally, academic prose emphasizes the nominal elements in the clause, which results in frequent heavy modification. In terms of analytical/nominal tendencies, academic Czech is relatively similar to English. In fact, Czech dissociated constructions appear to correspond quite frequently to verbal expression in academic English.

In contrast, neutral Czech seems to have distinctly more verbal characteristics than English. This is especially clear from the large number of English dissociated constructions realized verbally in Czech in comparison with the minor importance of the opposite change, where English verbal expression is dissociated in Czech, in this style.

One significant feature of fiction as opposed to academic prose in both languages is the frequency of items representing human participants. It is apparent in the incidence of English possessive pronouns, reflected in Czech pronominal objects. Possessive determination is not usually found in academic writing, and personal pronouns in general are rare.

There are no significant differences in the application of the principle of end focus between fiction and academic prose. In approximately 80% of instances, the linear arrangement is very similar or identical to the basic distribution of CD in both the English and the Czech versions, while the majority of deviations are found in English.

9. Types of Divergence in the Czech-English Direction

Table 11 summarizes the syntactic functions of English counterparts of Czech objects in the instances of syntactic divergence.

Table 11: *English divergent counterparts of Czech objects.*

Syntactic Function	Fiction	%	Scientific	%	Total	%
Subject	116	46.4	148	59.2	264	52.8
Verb	23	9.2	27	10.8	50	10.0
Adverbial	15	6.0	16	6.4	31	6.2
S/O Complement	29	11.6	27	10.8	56	11.2
Modifier/Determiner	36	14.4	20	8.0	56	11.2
Indirect Object	10	4.0	0	0.0	10	2.0
Prepositional Object	21	8.4	12	4.8	33	6.6
Total	250	100	250	100	500	100

In the Czech-English direction, there is one major divergent counterpart, the Czech subject, which accounts for over one half of the total. Several other types of divergence, viz. the subject complement, modifier/determiner and verb occurred in over 10% of instances each. The (second) prepositional object and the adverbial are slightly less frequent, while the indirect object seems to be a marginal type (esp. owing to the fact that it is not found in academic writing).

As in the other direction, the results for fiction can be compared with those of an earlier diploma thesis.¹⁴² The frequency of the subject as the major counterpart is almost identical (46.4% as against 45% in the earlier thesis). The subject complement and the modifier/determiner are found in about one tenth of instances in both works. The adverbial and the prepositional object were more frequent in the thesis (11% and 9%, respectively), while the inclusion into the meaning of

¹⁴² See Valehrachová [-Slunečková], 2002: 55.

the verb is more frequent in our present study (9.2% as against 6% in the thesis). The indirect object is the least frequent counterpart in both studies.

The said differences in the representation of individual types of divergence do not seem to be of major importance. They may be due to the subjective factor of the author and/or translator or to different subject matter of particular texts. Altogether, the general typology of the Czech divergent counterparts of the English object in fiction has been confirmed.

Individual types of syntactic divergence in the Czech-English direction are analysed in the following sections. After describing different subtypes and summarizing some major factors conducive to the divergence, problems of FSP and linear arrangement are discussed at the end of each section. The systems of notation used to illustrate the mechanisms of divergence and show FSP structure as described in Chapter 7 were used again in our sample sentences.

9.1 English Subject as Counterpart

Syntactic divergence of the Czech object with the English subject as counterpart usually involves the Czech subject, which is either realized as another clause element or not expressed in English. However, instances of Czech subjectless clauses also occurred.

As in the opposite direction, the instances can be classified according to the English equivalent of the original verb. It may be active (sometimes dissociated into two elements), passivized, or the verb *to be* may be used.

9.1.1 Counterparts with Active Verbs

Most frequently, this type of divergence with the English subject as counterpart of the Czech object also involves the original subject, which is rendered as an object in English;

thus, the two elements exchange their syntactic functions. This may be due to the fact that the Czech and English verbs have different valency structures. In particular, the original Czech object may have the semantic role of experiencer, recipient or other nonagentive role, which is construed as the subject with some English verbs. Note that the position of elements in the clause remains identical in most instances.

- (95) **Nikoho nesmí ani napadnout, že ... 111/c4**
Nobody should imagine that ... 78/cc4
- (96) ... jinak **mi hrozilo buď** bolení hlavy, nebo pálení žáhy. 8/c2
 ... otherwise, I'd face either a headache or heartburn. 4/cc2

In several cases, a different verb is used in English in order to retain the meaning of the clause as well as the positions of individual items within it.

- (97) **Poslední skupinu představují problémy ... 69/C8**
This final group includes problems ... 50/CC8

In other clauses, the Czech subject is realized as an adverbial or a possessive pronoun in English.¹⁴³

- (98) ... **jeho zájem** ... prohloubil i pobyt v Paříži ... 21/C7
 ... **his interest** ... deepened during his stay in Paris ... 32/CC7
- (99) ... valila₁ oči na Jarkův holý zadek₂ ... 14/c2
 ... her₁ eyes popped at Jarek's bare backside₂. 11/cc2

An original agentive subject may also be lost in English. In all cases, the subject is thematic here: note that it is not expressed by a separate clause element in Czech. (In ex 100, the agent is the author of the academic text.)

¹⁴³ Czech subjects realized as possessive determination also occurred in other types of divergence in this direction. Cf. note 130 in Chapter 7.

(100) **Jednu z plodných cest ... vidíme ... v užší spolupráci ...** 17/C5

A useful way ... seems to lie in the cooperation ... 8/CC5

All the subtypes described above are found both in fiction and in academic writing. The following subtype, on the other hand, is typical of academic prose. The original Czech clause contains a subjectless transitive verb. In English, the object is realized as a subject and the verb is intransitive.

(101) **K frustraci dochází ...** 25/C5

... frustration occurs... 21/CC5

In addition to the noncorrespondences of the Czech object and subject, several instances also involved dissociation of the original verb. Verbal action may be dissociated into a verb and an object, adverbial or subject complement. The original Czech subject is frequently realized as another clause element or lost, as was described in the previous subtypes. (Subjectless clauses also occurred, as can be seen in ex 104.)

(102) **S tímto výrokem souhlasilo₁ 87 % respondentů₂ ...** 70/C8

This statement received₁ approval₁ from 87 per cent of respondents₂ ... 51/CC8

(103) **... vybalil škrabošku svatého Mikuláše a čerta.** 71/c4

... masks of St. Nicholas and the Devil emerged from the wrapping. 51/cc4

(104) **Na chvíli se mu ulevilo.** 21/c1

For a moment he felt better. 16/cc1

The dissociated subtype occurred with approximately equal frequency in both styles.

9.1.2 Counterparts with the Verb *to Be*

The original Czech subject is reflected in different clause elements in English, usually an adverbial or a

modifier/determiner. Instances of Czech subjectless clauses were also found. The Czech verb may be semantically weak, as in the parallel subtype of divergence in the other direction of study (see 7.1.2).

The verb *to be* is used in two functions. It may be a full lexical verb in existential locative constructions; this subtype is more frequent in academic prose.

(105) Toto ... konstatování však má přece jen **jeden pozitivní aspekt** ... 64/C8

There is, however, **a positive dimension to this ... statement**. 45/CC8

(106) ... došlo **ke změně podmínek** ... 9/C6

... there was **a change in the conditions** ... 76/CC6

In fiction, the verb *to be* is used predominantly as a copula, followed by a subject complement. Frequently, the Czech verb is the verb *mít/to have* and the original Czech subject is realized as a possessive pronoun. However, other structures are also found (for instance, if the Czech verb is a full lexical verb, its meaning may be reflected in the complement, as in exx 108 and 109).

(107) ... **hlas** měl vyšší, než bylo příjemné poslouchat. 11/c3

His voice was unpleasantly shrill. 12/cc3

(108) ... že se **mu** dostalo₁ hlubokého a systematického vzdělání₂. 12/c4

... that **he** was the recipient₁ of a systematic and by no means superficial education₂.

10/cc4

(109) Moc **mne** to netěšilo ... 85/c4

I was not at all keen ... 62/cc4

9.1.3 Counterparts with Passive Verbs

The subtype with the passive verb is found in both styles, but it is the predominant subtype in academic prose. The original Czech subject may be realized as another clause element or, less frequently, is not expressed in English.

The Czech subject mostly appears as an English by-agent, which may be both animate and inanimate. However, other types of adverbials are also frequent.

- (110) Znovu **ho** zmrazila hrůza ... 13/c1
Again **he** was paralyzed by fear ... 5/cc1
- (111) **Podobná pozorování** konal ... Prugh a kol. ... 29/C5
Similar observations have been made ... by D.G.Prugh et al. ... 28/CC5
- (112) ... **tu** však zakrývala rouška. 21/c3
... **it** was hidden behind a mask. 22/cc3
- (113) ... **náklady** ... zvyšuje nutnost vyjednávat ... 40/C8
... **the cost** ... is increased due to the need for negotiation ... 27/CC8

There were also several instances of a Czech subject realized by a determiner in English. Surprisingly, these instances occurred in academic prose; however, the source text in question displays some stylistic characteristics of fiction.¹⁴⁴

- (114) Na podzim roku 1917 **je (povídky)** pak vydal ... 25/C7
In the fall of 1917 his first book of short stories was published ... 36/CC7

Where the original Czech subject is not expressed in English, it can usually be understood from the context; it may be a contextually bound element, an unknown or general human agent or the author of the academic text in question (as in ex 117). In the majority of instances, the subject was not expressed by a separate clause element in Czech.

- (115) ... shrnul **je** v Knize apokryfů ... 33/C7
... **this piece** was collected ... in the book Apocryphal Tales. 45/CC7
- (116) ... **oba je** propouštěli z vězení ve stejném roce. 8/c3
... **both of them** had been let out of prison the same year. 10/cc3

¹⁴⁴ See section 5.1 for information on text C7.

(117) **Problematic** ... se věnují dále v kapitolách ... 13/C8

The problems ... are dealt with in more detail in chapters ... 2/CC8

As in previous subtypes, Czech subjectless clauses occurred predominantly in academic prose.

(118) **Jde-li o najaté vozidlo** ... 7/C6

If such motor vehicle is leased ... 59/CC6

(119) ... **tedy lze deprivaci diagnostikovat** ... 24/C5

... **deprivation** can be diagnosed ... 14/CC5

9.1.4 Causes of the Divergence

The subtypes of syntactic divergence with the subject as counterpart of the Czech object can be summarized as follows.

Table 12: *English subject as counterpart.*

Type	Fiction	Academic	Total
Active: Subject into Object	30	14	44
Active: Subject into Adverbial/Determiner	4	3	7
Active: Subject Lost	3	3	6
Active: Subjectless Clause	1	6	7
Active: Dissociated Verb	12	3	15
To Be: Existential Locative	2	6	8
To Be: Copular	24	11	35
Passive: By-Agent	17	29	46
Passive: Adverbial	11	10	21
Passive: Modifier/Possessive	0	5	5
Passive: Agent Lost	9	27	36
Passive: Subjectless Clause	3	31	34
Total	116	148	264

The major factor underlying this type of syntactic divergence is the FSP (see also section 9.1.5). The Czech

clauses usually contain an initial thematic object and/or a rhematic subject in the final position. The divergences in English serve to maintain the linear arrangement of elements in the clause. The Czech subject is rendered as another clause element in English especially if it carries a certain degree of CD important for the communication of the message; if its degree of CD is very low, it may remain unexpressed.

In the majority of English active sentences, there was an original Czech object with nonagentive semantics, often representing a human participant, which was rendered as the subject in English in accordance with the valency of the verb. Where this is not the case, passivization is usually used.

Other factors conducive to this type of divergence include differences in expressing the possessive relationship between English and Czech. Czech clauses containing the verb *mít/to have* are often realized as English constructions with the copular verb *to be*.

Another factor is the existence of Czech subjectless verbs, which occur mainly in academic writing. Since subjectless constructions do not exist in English, the Czech object is rendered as the subject in their English counterparts.

9.1.5 FSP and Linear Arrangement

In this type of divergence, the majority of instances display very similar linear arrangement in both languages, corresponding to the basic distribution of FSP. Most frequently, Czech clauses contain a rhematic subject in the final position. In corresponding English active clauses, the original subject is rendered as an object or another postverbal clause element.

- (120) ... má právo na plnění ... pojištěný zaměstnanec ... 8/C6
... the right to benefits arises to the insured employee ... 65/CC6
- (121) Pláč uzavřelo frkání ... 21/c2
Her weeping ended in snuffling ... 18/cc2

- (122) Večer **nás navštívil** *doktor Vlach. 38/c4*
 In the evening **we received a visit** *from Dr. Witherspoon. 27/cc4*

Less frequently, the Czech rhematic element is an adverbial or modifier. There may also be a rhematic verb. Sentence linearity is still maintained in English.

- (123) „Učinil jsem to však *jen jednou ...“ 36/c1*
 “But **this** happened *only once ...” 34/cc1*
- (124) Společnosti ... **mají mocenskou strukturu** *ve tvaru pyramidy ... 60/C8*
 In societies ... **power structures take** *the form of a pyramid. 42/CC8*
- (125) ... jediné, co **mě** *nemrzí! 28/c2*
 ... the only thing **I** *don't regret ... 26/cc2*

However, instances with a rhematic verb often lead to different linear arrangement in English, with a thematic element (object and/or adverbial) placed postverbally.

- (126) ... že se **mi** v této samotě *bude líbit ... 78/c4*
 ... **I** *would like it* *in ... the woods ... 56/cc4*
- (127) ... nemusí **k deprivaci** v ústavech *vůbec docházet. 21/C5*
 ... **deprivation** *need* *not occur* *in institutions. 12/CC5*

Other cases which do not comply with the principle of end focus in English include especially the English presentation scale with an initial rhematic subject.

- (128) ... pocítil jsem *podivné uvolnění ... 72/c4*
 ... *a strange contentment* *came over me. 52/cc4*
- (129) ... přítom aspoň vyvinul *rituál ... 19/c2*
A ritual *developed* *from this ... 15/cc2*

Sentences with a similar structure may also display a different FSP in English (exx 130, 131). In the instances with different linear arrangement or different FSP structure, the divergence is presumably motivated by other factors than FSP.

- (130) ... časopisecky publikoval *i první prózy ... 25/C7*
 ... **his first prose** ... appeared *in various journals. 36/CC7*
- (131) ... ztratily *legitimitu ... 26/C8*
 ... their **legitimacy** *evaporated ... 14/CC8*

In the subtype with the existential verb *to be* in English counterparts, the basic distribution of CD is also found quite frequently. The Czech clause contains a rhematic object rendered as a subject in English, where it is nevertheless positioned postverbally due to the use of the existential construction. However, the rhematic notional subject may be followed by a thematic element in English, as in ex 133.

- (132) ... docházelo *k masovým demonstracím ... 39/C7*
 ... there were also *mass demonstrations ... 51/CC7*
- (133) Toto ... konstatování však má přece jen *jeden pozitivní aspekt ... 64/C8*
 There is, however, *a positive dimension* to this ... statement. 45/CC8

In instances with copular predication, the Czech rhematic elements are varied, but the object is always thematic (pronominal or unexpressed). The basic distribution of CD is maintained more frequently in academic writing.

- (134) **Jednu z nich** vidím *ve stereotypech chování ... 76/C8*
One of them is evident *in the behavioral stereotypes ... 56/CC8*
- (135) Nejspíš je sem ... přivedla *povinnost ... 5/c3*
They were probably here *on duty ... 7/cc3*

Where the linear arrangement differs in fiction, it is usually due to the fact that the Czech final element is restructured in English so that the part interpreted as rheme proper (the modifier) remains in the final position, but the remaining part of the rheme is placed preverbally in English.

- (136) ... že mám *chatrné zdraví ... 24/c4*
 ... my **health** being *frail ... 18/cc4*

In the subtype with passivized verbs, the majority of instances display the basic distribution of CD in both languages. This is especially true of the instances where the Czech subject is rhematic, and thus is reflected in the English clause as a by-agent or other types of adverbials.

- | | | | | |
|-------|---------------------|-------------------|--------------------------------------|--------|
| (137) | Bowlbyho ... | zaujala především | <i>hloubka ...</i> | 15/C5 |
| | Bowlby ... | had been struck | <i>by the severity ...</i> | 6/CC5 |
| (138) | ... toho | si všimla už | <i>současná kritika ...</i> | 26/C7 |
| | ... this | was noted | <i>in contemporary criticism ...</i> | 38/CC7 |

If the principle of end focus does not assert itself in English, it is primarily in instances with a rhematic verb.

- | | | | | | |
|-------|-----------------------------------|----|--------------------------|---------------------------|--------|
| (139) | ... toho starého pána | by | to | <i>rozčilovalo ...</i> | 40/c4 |
| | ... this elderly gentleman | | would be <i>appalled</i> | <i>by such things ...</i> | 29/cc4 |

Perhaps surprisingly, instances with a Czech rhematic object are also found in this subtype of divergence, paradoxically conducing to a different FSP structure (cf. exx 145, 146 below). The use of the passive is clearly not motivated by the FSP factor here; it may be presumed that the stylistic factor plays a role, as the instances come from academic texts.

- | | | | | |
|-------|---------------------------------------|---------------|---------------------------------|--------|
| (140) | Řada názvů | vyjadřuje | <i>specifické okolnosti ...</i> | 20/C5 |
| | The specific circumstances ... | are described | <i>in a number of ways ...</i> | 12/CC5 |

Sentences with the loss of the agent may contain a rhematic verb, which is found in the final position in both languages. More frequently, there is a rhematic adverbial following the verb.

- | | | | | |
|-------|------------------------|---------------|-----------------------|--------|
| (141) | ... když | Josefa | <i>propustili ...</i> | 18/C7 |
| | ... when | Josef | <i>was let go ...</i> | 29/CC7 |
| (142) | ... výsledky | zpracovávají | <i>statisticky.</i> | 29/C5 |
| | ... the results | are evaluated | <i>statistically.</i> | 28/CC5 |

The same frequently applies to instances with Czech subjectless verbs.

- (143) ... lze výdaje ... rozdělit *mezi oba manžele* ... 9/C6
... **expenses** ... shall be divided *between the spouses* ... 73/CC6
- (144) Nelze je proto *optimálně alokovat* ... 28/CC8
Therefore **they** cannot be *optimally allocated* ... 15/CC8

However, in instances with an original rhematic object, the English version frequently deviates from the basic distribution of CD.

- (145) ... pokud ... došlo a) *k vypořádání* ... 6/C6
... if ... a) *a settlement* is effected ... 51/CC6

In some cases with a Czech rhematic object, the FSP structure appears to differ in English (cf. ex 140).

- (146) ... lze podstatně snížit *úmrtnost* ... 13/C5
... **the death rate** could be *drastically reduced* ... 3/CC5

In these cases, the passive seems to be used as a convenient means of rendering the Czech subjectless phrase rather than maintaining sentence linearity. Presumably, it would be difficult or impossible to find a suitable English counterpart that would fulfil both functions.

9.2 English Verb as Counterpart

In this type of syntactic divergence, the original Czech object is included into the meaning of an English verb. The verb in the English counterpart may be transitive or intransitive, passivized, or copular.

9.2.1 Counterparts with Transitive Verbs

In this subtype, the meaning of the object is reflected in the English verb, while a new object appears in English,

reflecting an original modifier or adverbial. The subtype is slightly more frequent in fiction, where the original Czech verb is often the verb *mít/to have*. Verbs in academic prose are more varied.

- (147) ... má **úctu ke stáří!** 9/c2
... he **respected his elders!** 6/cc2
- (148) ... že má **radost** jednak z toho ... 103/c4
... that he **liked** both the fact ... 73/cc4
- (149) ... jsem se účastnil **výzkumu** jednoho sportovního oddílu. 51/C8
... I **researched** the history of a particular sports club. 35/CC8

9.2.2 Counterparts with Intransitive Verbs

In the majority of instances, the Czech sentence contains no modification or adverbial. The English verb is intransitive; in fiction, cases of lexicalized ellipsis occurred. Generally, this subtype is more frequent in fiction.

- (150) ... dědeček dělal **rošádu** ... 86/c4
... Grandpa **castled** ... 62/cc4
- (151) Pověsil **telefon** ... 13/c1
He **hung up** ... 6/cc1

In academic writing, a specific subtype of divergence is found in instances with a subjectless verb and a modified object. The English subject reflects original Czech modification (cf. also exx 156 and 165 below).

- (152) ... dochází-li k **ekonomickému růstu** ... 19/C8
... if the economy is **growing** ... 7/CC8

In two exceptional instances, the original Czech verb was not merged with the object, but was realized as another clause element (an adverbial) in English.

- (153) ... Růžena **úsměv neoplácela**. 38/c1
 ... Ruzena didn't **smile in return**. 36/cc1

9.2.3 Counterparts with Passive Verbs

This subtype is found exclusively in academic writing. There is a variety of Czech verbs, including clauses with a subjectless verb. Sometimes, a different subject is found in English (see exx 154, 156).

The meaning of the Czech object is reflected in the English participle. In some instances, the English participle borders on an adjective and an alternative interpretation as copular predication is possible.

- (154) ... **radami, v nichž**₁ by měli **převahu státní úředníci**₂. 54/C8
 ... **boards that**₁ are **dominated by government officials**₂. 37/CC8
- (155) Prakticky všechna významná díla ... se už dočkala **svých překladů** ... 8/C7
 Nearly all works of consequence ... were **translated** ... 17/CC7
- (156) ... ve kterém k **jeho vrácení** došlo ... 6/C6
 ... in which **such income is refunded** ... 54/CC6
- (157) ... činnosti, o něž lidé projeví **zájem** ... 54/C8
 ... activities in which they are **interested** ... 37/CC8

9.2.4 Counterparts with Copular Verbs

In fiction, two instances occurred in which the Czech object is reflected in the English copular verb *to feel*. The original modifier becomes a subject complement in English.

- (158) ... já jsem měl **pocit diváka** ... 72/c4
 ... I **felt like the audience** ... 52/cc4

9.2.5 Causes of the Divergence

The subtypes of syntactic divergence with the verb as counterpart of the Czech object are summarized in the following table.

Table 13: *English verb as counterpart.*

Type	Fiction	Academic	Total
Transitive	14	10	24
Intransitive	7	3	10
Passive	0	14	14
Copular	2	0	2
Total	23	27	50

This type of divergence is analogous to the inclusion of the English object into the meaning of the verb described in the English-Czech direction. However, it is much less frequent in this direction of study, since it is contrary to the typological characteristics of the two languages: Czech appears to be more analytical here, while typically it tends towards more verbal expression, which is found here in English.

Generally, the original Czech verb is semantically weak. In fiction, it is predominantly the verb *mit/to have*, while in academic writing diverse verbs used in dissociated verb phrases are found. In accordance with the more nominal character of academic texts, this type of syntactic divergence is more frequent in academic writing. In the English counterparts, academic prose is characterized by the occurrence of the passive voice.

9.2.6 FSP and Linear Arrangement

In the majority of sentences, the linear arrangement remains identical in both languages, displaying the basic distribution of CD. The rhematic element is usually the Czech object or its modification, which are reflected in an English verb or an object in the final position, respectively.

- (159) Pokrčil *rameny*. 20/c3
 He *shrugged*. 20/cc3

- (160) ... udělal **rentgenový snímek** *té zdravé. 98/cč*
 ... he **X-rayed** *the healthy one. 69/cc4*
- (161) ... který **má ... nárok** *na slevu na dani ... 10/C6*
 ... who **is entitled** *to a tax relief... 80/CC6*

The majority of deviations from the basic distribution of CD occurred in the subtype with English transitive verbs in the fiction subset. Typically, the sentences contain a thematic element (usually a human participant referred to by a pronoun), which is rendered as a thematic object following a rhematic verb in English.

- (162) ... měla před ním dokonce **respekt** ... 14/c2
 ... she even **respected** him ... 11/cc2
- (163) „... já jsem k ní tehdy **lásku** opravdu *cítil.*“ 36/c1
 “... whereas I really **loved** that girl.” 34/cc1

Another type of different linear arrangement in English is found in ex 164. The rheme is easily identified owing to the use of the focalizer in both languages.

- (164) ... uměl mít **strach** *i z té jedné tisíciny. 16/c1*
 ... even that thousandth managed to **terrify** him. 9/cc1

Czech clauses with subjectless verbs may lead to a different FSP structure in the English equivalent, as has been noted in the previous type of divergence (see 9.1.5).

- (165) ... dojde **ke změně podmínek** ... 7/C6
 ... the conditions ... **change.** 60/CC6

9.3 English Subject Complement as Counterpart

In the majority of instances, the English counterparts contain the verb *to be*, although other copular verbs are also found. The instances may be classified according to the type of verb found in the Czech original.

9.3.1 Instances with the Verb *Mít*

This subtype is found more frequently in fiction. One group of sentences which belong to this subtype contains phrases which describe temporary states or feelings of human participants. These typically use the verb *mít/to have* in Czech, whereas they are realized by copular predication in English (e.g. *mít hlad/be hungry, mít strach/be afraid, mít jistotu/be sure*). Other phrases (e.g. *mít význam/be important*) are found mostly in academic writing.

(166) „(Proč byste měl chtít, abych) já měla **radost**?“ 23/c3

“(Why would you want) me to be **happy**?” 23/cc3

(167) V pátek měl dědeček **velmi dobrou náladu** ... 86/c4

On Friday Grandpa was **in a very good mood** ... 62/cc4

(168) V našem případě má však **zvláštní důležitost** ... 29/C5

In this case, it is **particularly important** ... 29/CC5

9.3.2 Instances with Subjectless Verbs

This subtype occurred only in academic prose. The English copular predication is of the identifying type. The subject in English is usually the anaphoric pronoun *it* or another element with anaphoric reference.

(169) ... pokud se nejedná o **spotřebitelskou loterii** ... 5/C6

... unless it is **a consumer lottery** ... 40/CC6

(170) Jde o **evidentní důsledek** ... 30/C8

These developments are **clearly the result** ... 17/CC8

9.3.3 Instances with Other Verbs

In the remaining instances, a variety of Czech verbs occurred. The Czech phrases may have no equivalent in English except copular predication, or several alternatives may exist in English. Counterparts with the verb *to be* may be more natural in the given context, or they may be easier to use in

terms of grammatical structure and/or maintaining sentence linearity.

- (171) ... čekala **dítě**. 15/c3
 ... she was **pregnant** ... 16/cc3
- (172) „Dal si aspoň **pozor** ...?“ 27/c2
 “Were you **careful**, at least?” 24/cc2
- (173) Daň ... činí **nejméně 600 Kč** ... 9/C6
 A tax ... may not be **less than CZK 600** ... 75/CC6

In several instances, the Czech verb is reflected as a different copular verb in English, maintaining its meaning.

- (174) V první chvíli pocítila **radost** ... 23/c1
 At first she felt **pleased** ... 18/cc1
- (175) ... propadala **panice**. 15/C7
 ... she became **hysterical**. 26/CC7

9.3.4 Causes of the Divergence

Table 14 summarizes the subtypes of syntactic divergence of the Czech object with the subject complement as counterpart.

Table 14: *English subject complement as counterpart.*

Type	Fiction	Academic	Total
The Verb <i>Mít</i>	17	6	23
Subjectless Verb	0	10	10
Other Verbs	12	11	21
Total	29	27	56

There are several factors contributing to this type of syntactic divergence. One is the difference in expressing a certain type of predications which denote a temporary state or quality. While in Czech the verb *mít/to have* is used, English typically employs the copular verb *to be*.

Language-specific ways of expression also account for some other verbal constructions which are rendered as copular predication in English. In other cases, copular predication appears to be more convenient in a given context, where the use of a lexical verb would e.g. require changes due to differences in verb valency.

Another factor is the occurrence of subjectless constructions in Czech academic prose. Such clauses must be restructured in English in order to contain a subject. Identifying copular predication offers a suitable solution to this problem.

9.3.5 FSP and Linear Arrangement

In the majority of instances, the principle of end focus applies in both languages. Czech sentences usually contain a rhematic object, which is reflected as a subject complement in the final position in English.

- (176) ... ona však neměla *službu*. 23/c3
 ... but she was not *on duty*. 23/cc3
- (177) Formálně vzato, šlo *o instituci* ... 51/C8
 Formally, it was *an institution* ... 35/CC8

Instances deviating from the basic distribution of CD can be found in English. The English counterpart may contain a thematic adverbial placed finally.

- (178) Noviny měly pro Karla Čapka ... *nezastupitelný význam* ... 37/C7
 Newspapers were *uniquely meaningful* to Karel Čapek ... 49/CC7

In other cases, a different English linear arrangement may be interpreted as representing a different FSP structure. In ex 179, the English subject might be interpreted as rhematic, but this is not the case in ex 180.

- (179) Pokud má **pravdu** *Drucker ... 42/C8*
If Drucker's view (1994) is **correct** ... 28/CC8
- (180) **Základní patogenní význam** ... má tedy *nedostatečné ukojení ... 19/C5*
 Lack of satisfaction ... is considered to be **a primary pathogenic factor** ... 10/CC5

9.4 English Adverbial as Counterpart

There are two main groups of sentences in which the Czech object is reflected as an English adverbial. The divergence may either involve a difference in verb valency between Czech and English, or the Czech verb is dissociated into a verb plus object construction in English, and the original Czech object is consequently rendered as an adverbial. The most frequent semantic type of the adverbial is locative.

9.4.1 Counterparts Without Dissociation

This subtype is found equally in fiction and academic writing. While the Czech verb is complemented by an object, its English equivalent is intransitive. The English adverbial is mostly locative.

- (181) ... propadají ... **čirému neštěstí** ... 54/c4
 ... they sink into **a state of pure misery** ... 40/cc4
- (182) Toto kritérium překračuje **rámec úvah** ... 27/C8
 This criterion goes beyond **the framework of considerations** ... 15/CC8

Other types of adverbials include the adverbial of manner (predominant in fiction), time, purpose, circumstances etc. Sometimes, the English verb is in the passive, as in our examples.

- (183) Jeho pán je ochoten zaplatit **zvýšenou sazbu**. 101/c4
 His employer was willing to be charged **at a higher rate**. 71/cc4
- (184) Státní aparát, byť v něm docházelo **ke značnému pohybu** ... 45/C8
 Despite the fact that public administration as a whole was marked **by considerable volatility** ... 30/CC8

In fiction, there occurred two instances involving a different mechanism of divergence. In these clauses, the original object exchanged its syntactic function with another clause element (adverbial or modifier). A parallel type of divergence was described in 7.3.2 for the opposite direction.

(185) ... jak si rukama kryje **obličej**. 9/c3

... the young man ... holding his hands over **his face**. 11/cc3

(186) ... paní Suchánková měla uplakané oči. 25/c4

... Mrs. Sweeting had tears in **her eyes**. 19/cc4

9.4.2 Counterparts with Dissociated Verbs

The subtype with dissociated verbs is found more frequently in academic prose. The original Czech verb may be dissociated into a verb plus object (or adverbial) phrase in English. The types of adverbials are similar to those mentioned in the previous subsection.

(187) ... člověk, který z pošetilosti prorazil zed' **údolní přehradu**. 10/c4

... someone who has been foolish enough to smash a hole in **the wall of a dam**. 8/cc4

(188) ... stát ... disponuje legislativou ... 21/C8

... government ... manages its affairs by **means of legislation** ... 9/CC8

Especially in academic writing, the original Czech verb may also be rendered as copular predication in English. Here, different types of adverbials occur.

(189) ... náklady ... převyšují očekávaný užitek. 39/C8

... the cost ... is greater than **the expected benefit**. 25/CC8

(190) ... lázně ... posilují prý též srdce. 11/c1

... the waters are apparently **good for the heart**. 3/cc1

9.4.3 Causes of the Divergence

The subtypes of syntactic divergence of the Czech object with the English adverbial as counterpart are summarized in the following table.

Table 15: *English adverbial as counterpart.*

Type	Fiction	Academic	Total
No Dissociation: Locative	9	6	15
No Dissociation: Other	3	4	7
Dissociated Verb: Locative	2	2	4
Dissociated Verb: Other	1	4	5
Total	15	16	31

There are two main factors contributing to syntactic divergence of the Czech object with the English adverbial as counterpart. One of them is a difference in verb valency between the two languages. The Czech object may have some adverbial semantic characteristics, or the most appropriate equivalent of the Czech verb simply cannot be used transitively in English.

In other cases, the rendition of the Czech object as an English adverbial is caused by the dissociation of the Czech verb in English (however, adverbial semantics may play a role as well, see ex 188). This subtype is based on the greater nominal tendency of English as compared with Czech; it is found more frequently in academic English, where its nominal tendencies are even more prominent.

9.4.4 FSP and Linear Arrangement

In this type of divergence, the linear arrangement is mostly identical in both languages, following the basic distribution of CD. The Czech clause usually contains a rhematic object, which is reflected as an English adverbial in the final position.

- (191) Tak lidé překonali *to (představy)* ... 31/C7
 This is how people advanced *beyond concepts* ... 43/CC7
- (192) Přečetl jsem *knihu Pučení* ... 85/c4
 I worked my way *through a book called Germination* ... 61/cc4

Instances with deviations from the original Czech word order included clauses with a rhematic verb or subject. In the latter case, we find the English presentation scale with a rhematic subject placed initially.

- (193) ... zmocňovala se mne *fyzická nevolnost.* 113/c4
 ... *a wave of nausea* surged **over me.** 79/cc4

In other cases, different sentence linearity seems to conduce to a changed FSP structure in English.

- (194) **Značné zpoždění** měla *státní správa* ... 46/C8
 Public administration ... acted *only after a marked delay* ... 31/CC8

9.5 English Prepositional Object as Counterpart

In this type of divergence, the original Czech object is ousted from its position by another element functioning as a direct object in English; it then appears as a (second) prepositional object. The divergence is mainly due to the dissociation of the Czech verb into a verb plus object phrase in English. However, several instances with an English reflexive verb also occurred.

Syntactic divergence with English (second) prepositional objects as counterparts of the Czech object is found in both styles; however, it seems to be more frequent in fiction.

9.5.1 Counterparts with Dissociated Verbs

The original Czech verb is generally dissociated into a semantically weak verb and an object expressing the lexical content of the Czech verb. In some cases, the dissociated construction forms a lexicalized phrase in English, so that it

would be difficult or impossible to substitute it with a single verb.

- (195) ... On ... uklidní svou pomatenou ovečku ... 31/c2
 ... He will ... bring peace to his confused lamb ... 30/cc2
- (196) Jedinci ... užívají politického vlivu ... 35/C8
 Individuals ... take advantage of political influence ... 22/CC8
- (197) ... které se zdánlivě nijak nepodobají jejich příběhu. 43/C7
 ... which seemingly bear no resemblance whatsoever to their own stories. 55/CC7
- (198) ... strnulost ustoupila odhodlání ... 30/c2
 ... torpor gave way to resolution ... 28/cc2

9.5.2 Counterparts with English Reflexives

There were two instances of English reflexive verbs, both of which occurred in fiction. The English reflexive pronoun functions as a direct subject, while the original Czech object is rendered as a second object in English.

- (199) ... pronesl překvapující názor ... 27/c4
 ... he delivered himself of a surprising opinion ... 21/cc4

9.5.3 Causes of the Divergence

Table 16 summarizes the subtypes of syntactic divergence with the English second prepositional object as counterpart of the original Czech object.

Table 16: *English prepositional object as counterpart.*

Type	Fiction	Academic	Total
Dissociated Verb	19	12	31
Reflexive Verb	2	0	2
Total	21	12	33

The main factor giving rise to this type of syntactic divergence is the stronger nominal tendency of English as

compared with Czech. The Czech verb is dissociated into a verb plus object phrase, generally of verbonominal character, and consequently the original direct object is rendered as a second, prepositional object in English.

The subtype with the English reflexive verb is very infrequent. This can be explained primarily by the fact that reflexive verbs are sparse in English. Moreover, they are usually inherently marked as formal,¹⁴⁵ their use thus being limited in fiction. The subtype is not found in academic prose, presumably because of the semantics of English reflexive verbs and because the reflexive pronoun refers to a human participant.

9.5.4 FSP and Linear Arrangement

In the majority of instances, it is the Czech object (and the corresponding English prepositional object) which is rhematic. It is accordingly placed finally in both languages. In these cases, both the Czech and English versions display a tendency towards the basic distribution of CD.

- | | | | |
|-------|---------------|----------------|------------------------------------|
| (200) | ... může | uvažovat | <i>o své budoucnosti</i> ... 24/c3 |
| | He could give | some thought | <i>to his future</i> ... 24/cc3 |
| (201) | Analytici ... | upozorňují | <i>na skutečnost</i> ... 22/C8 |
| | Analysts ... | call attention | <i>to the fact</i> ... 10/CC8 |

However, a number of instances with deviating word order occurred in English. The instances are varied. One frequent type involves the postverbal placement of a thematic prepositional object in clauses with a rhematic verb.

- | | | | |
|-------|-----------------------------|-----------------------------|-------------------------|
| (202) | „Pojďte se | se mnou | <i>milovat.</i> “ 15/c3 |
| | “I want you | to make love | to me. ” 16/cc3 |
| (203) | ... s Viktorem se | <i>rozloučila</i> ... 24/c2 | |
| | ... she said <i>goodbye</i> | to him ... 21/cc2 | |

¹⁴⁵ See Dušková, 1988: 210f.

9.6.1 Causes of the Divergence

The syntactic divergence of the Czech object with the (second) indirect object as counterpart occurred in the following number of instances.

Table 17: *English indirect object as counterpart.*

Type	Fiction	Academic	Total
Indirect Object	10	0	10
Total	10	0	10

As in the previous type of divergence, the rendition of the original Czech object as an English indirect object is caused by the greater nominal tendency of the English language. The original Czech verb is dissociated into a verb plus object phrase. Because of the valencystructure of the English verb, the original Czech object is realized as an indirect object.

9.6.2 FSP and Linear Arrangement

In all instances but one, the original Czech object, expressed by a personal pronoun, is thematic. Its position as an enclitic is determined rhythmically in Czech, while in English it has a fixed position between the verb and the direct object, which means that it follows the transition. However, in both languages it precedes the rheme, which is mostly the Czech verb and the corresponding English object. Thus the dissociation of the verb in English enables the application of the principle of end focus.

(209) ... ona se **na mne** *nechápvě podívala.* 56/c4
 ... she threw **me** *an uncomprehending glance.* 41/cc4

In the single instance with a rhematic Czech object, the English word order deviates from the Czech original, leading to a change in the FSP structure.

- (210) ... který v tu chvíli jistě obdarovával ... *svou žínku* ... 31/c2
 ... he was undoubtedly at that very moment giving **his wife** *a present* ... 29/cc2

Deviations from the basic distribution of CD in this type of divergence may occur in Czech due to the functioning of the rhythmical principle.

- (211) *Usmívaly se* **na ni** ... 38/c1
 The ladies gave **her** *a smile* ... 36/cc1

9.7 English Modifier/Determiner as Counterpart

In this type of syntactic divergence of the Czech object, the English divergent counterpart modifies or determines a noun used in different syntactic functions; however, most frequently it is the English object. The modifier/determiner may be realized by a possessive pronoun, a noun in the genitive form, an adjective or a prepositional phrase in English. Nearly all subtypes are more frequent in fiction than in academic prose.

9.7.1 Modifier/Determiner of English Subject

In the majority of instances, the subject remains the same in Czech and in English. The original Czech object is pronominal (valency or free) and it is rendered as a possessive determiner in English.

- (212) ... hlas **ho** opouštěl ... 15/c2
 ... **his** voice faltered ... 12/cc2

Less frequently, the original Czech subject is reflected as an adverbial and a new subject appears in English. In ex 213, this is due to the dissociation and passivization of the verb.

- (213) ... nahrazovaly₁ **je** zprávy z front₂. 23/C7
 ... **their** place₁ (was) taken₁ by news from the front₂. 34/CC7

9.7.2 Modifier/Determiner of English Object/Adverbial

The subtype with the modifier or determiner of the English object as counterpart is the most frequent, with similar number of instances in both styles. Most frequently (in academic prose, exclusively), the English object appears as a result of the dissociation of the Czech verb. Two instances with an English adverbial also occurred, the principle of divergence being identical.

The original Czech object is usually rendered as a postmodifying prepositional phrase in English.

(214) Nebudu jmenovat dámu ... 22/c4

I will not give the name of the lady ... 15/cc4

(215) Forma i obsah ... ovlivňují vnímání problémů žitého světa. 39/C8

The presentation and content ... have an impact on the public's perception of public affairs. 26/CC8

(216) ... to vše měnilo základy dosavadní výchovy dětí ... 14/C5

All these conditions contributed to changes in attitudes towards child care ... 4/CC5

In fiction, another frequent subtype involves Czech clauses containing a pronominal object and an adverbial. The adverbial is realized as an object in English, while the original object changes into a possessive pronoun. (This is the reverse of a subtype of divergence described in 7.3.2 in the other direction of study.)

(217) ... pohladil ji po vlasech. 18/c3

... (he) stroked her hair. 18/cc3

The English object may also be created from an original Czech subject, in Czech sentences with a reflexive verb and free dative object.

(218) ... svíralo se mu srdce. 25/c1

... it wrung his heart. 21/c1

9.7.3 Modifier/Determiner of English Subject Complement

In the last subtype, the original Czech verb is rendered as copular predication in English. The English subject complement is realized by a noun or a prepositional phrase. The original Czech object usually appears in English as a possessive determiner or a prepositional phrase postmodifying the subject complement.

(219) Jeho vzhled a korektní vystupování se **mi** velmi zamlouvaly. 12/c4

His appearance and correct manner were very much to my liking. 10/cc4

(220) ... jejich nedostatek především určuje následné poruchy. 22/C5

... their unavailability is the prime determinant of subsequent disorders. 13/CC5

9.7.4 Causes of the Divergence

The subtypes of syntactic divergence of the Czech object with the modifier or determiner as counterpart can be summarized as follows.

Table 18: *English modifier/determiner as counterpart.*

Type	Fiction	Academic	Total
Subject: Possessive/Genitive	6	1	7
Subject: Prepositional/Adjective	0	2	2
Object/Adverbial: Possessive/Genitive	10	1	11
Object/Adverbial: Prepositional/Adjective	13	14	27
Complement: Possessive/Genitive	5	0	5
Complement: Prepositional/Adjective	2	2	4
Total	36	20	56

There are several factors contributing to this type of divergence. One is the difference in expressing human participants with the semantic role of experiencer or recipient. Whereas this element is usually realized as an object in Czech, in English it may be realized as a possessive

pronoun functioning as a determiner. This factor is more prominent in fiction.

Another contributing factor is the greater nominal character of English, which leads to the dissociation of the Czech verb into a semantically weak verb and an object or into a copular verb and a subject complement in English. If the original Czech object cannot be realized as a second object in the English clause because the English verb is monotransitive, it may be rendered as a modifier or determiner.

9.7.5 FSP and Linear Arrangement

In spite of the limitations imposed by the rhythmically determined position of Czech pronominal objects, as well as the fixed position of the English determiner before its noun, the majority of instances in this type of divergence still show a tendency towards the basic distribution of CD in both languages. The English possessive and the corresponding Czech object can frequently be found in similar or identical positions (see also exx 217, 218).

- | | | | |
|-------|----------------------------------|---------------------|-------------------------------------|
| (221) | ... studoval | | <i>germanistiku.</i> 21/C7 |
| | ... he took courses | | <i>in German Studies</i> ... 32/CC7 |
| (222) | ... aby někoho | | <i>poslouchal.</i> 49/c4 |
| | ... to be anyone's | | <i>subordinate.</i> 36/cc4 |
| (223) | ... může mu | <i>jen prospět,</i> | (když zanechá kouření.) 64/c4 |
| | ... it can only be to his | <i>benefit</i> | (if he stops smoking.) 46/cc4 |

However, we also find a number of instances with marked deviations from the basic distribution of CD in English. These include counterparts of Czech clauses with a rhematic subject (less frequently verb or another clause element).

- | | | | |
|-------|-----------------------------------|----------------------------------|---|
| (224) | ... ve tváři jí | <i>dokonce dál sídlil</i> | <i>dětský výraz</i> ... 22/c2 |
| | ... <i>a childlike expression</i> | <i>had settled</i> | <i>on her face</i> ... 19/cc2 |
| (225) | Veřejnost přijímá | <i>ekologické iniciativy</i> ... | <i>převážně kladně</i> ... 73/C8 |
| | The public has | <i>a positive view</i> | <i>of ecological initiatives</i> ... 53/CC8 |

In some instances, there seems to be a different FSP structure in the English counterparts. (Although it might be possible to interpret the English subject in ex 226 as rhematic, it appears less likely in ex 227).

- (226) ... že se **mu** srdce sevřelo známou úzkostí ... 16/c1
... the familiar anxiety clutched **Klima's heart (?)** ... 9/cc1
- (227) ... podlamovaly se **mi** trémou nohy ... 17/c2
... **my** knees began to *shake* ... 13/cc2

10. Summary and Conclusions: Czech-English Direction

10.1 Factors Underlying the Divergence

In the previous chapter, the individual types and subtypes of syntactic divergence of the object in the Czech-English direction have been described. As in the other direction, we shall now give an overview of the results, and particularly of the main factors contributing to the divergence.

A preliminary comparison of the statistical data obtained from our fiction sample with the earlier diploma thesis concerned with the syntactic constancy of the object¹⁴⁶ was made in the introduction to Chapter 9. As was shown there, the predominance of the English subject as a divergent counterpart of the object has been confirmed by our present research. The figures for the second object (both prepositional and indirect) are also very similar.

The difference is slightly greater in the cases of the subject complement, verb, modifier/determiner and adverbial. It appears that our present material is characterized by a somewhat lower incidence of Czech predications with the verb *mít/to have* (reflected in the lower percentage of the subject complement as counterpart) and lesser importance of the lexical-semantic factor (differences in verb valency reflecting the original object as an English adverbial). On the other hand, there seem to be greater differences in terms of verbal as against nominal tendencies in the two languages; the incidence of instances with a more nominal/analytical expression in Czech rendered verbally in English results in the higher percentage of the inclusion of Czech objects into the meaning of English verbs, whereas the dissociation of Czech verbal action in English increases the number of instances with the modifier/determiner as counterpart of the Czech object.

¹⁴⁶ See Valehrachová [-Slunečková], 2002: 55.

As was suggested in the previous chapter, these differences are presumably due to the subjective stylistic factors of the author and/or translator or to the different subject matter of individual texts. However, we have confirmed the fact that each of these types of divergence (except for the more marginal indirect object) generally accounts for approximately one tenth of instances, their incidence being markedly lower in comparison with the subject as the principal divergent counterpart of the Czech object.

The role of the major factors contributing to the divergence in fiction as described in the earlier thesis has also been confirmed by our present research. However, because we analysed a significantly larger corpus including material from two different functional styles, we have arrived at a more complex picture of the scope and interplay of the individual factors, as well as adding some new subtypes of divergence and additional contributing factors.

As in the opposite direction of study, the majority of factors conducive to syntactic divergence of the object in the Czech-English direction are not limited to a single type of divergence, but rather contribute to several types, combining in different ways. The factors conducive to particular types and subtypes of divergence were given in the appropriate sections of Chapter 9. In the following sections, we summarize the functioning of individual factors across the types of divergence.

10.1.1 FSP

In the Czech-English direction, a major factor conducive to syntactic divergence is the FSP, viz. the tendency towards the basic distribution of CD in English. Czech word order generally corresponds to the basic distribution of CD irrespective of the syntactic functions of the individual elements in the clause, applying the principle of end focus as

a matter of course. However, owing to English fixed grammatical word order, it is often not possible to imitate the Czech linear arrangement in English without changes of the syntactic functions of some elements.

This factor is most prominent in the type of divergence of the object with the English subject as counterpart, which mostly involves a Czech rhematic subject placed finally and/or a thematic object in the initial position. The initial object is usually realized as a subject in English, while the Czech rhematic subject may be reflected as an object (in active constructions), adverbial (in the passive) or subject complement (in equivalents with copular verb). FSP causes the majority of instances in this type of divergence, and is almost the exclusive cause in the passive subtype.

Although the FSP factor primarily accounts for the subject type, it also contributes to other types of divergence, particularly to some subtypes where the original Czech verb is dissociated in English. In the type with the (second) indirect object as counterpart, the original Czech rhematic verb is dissociated, allowing the rheme (reflected as a direct object in English) to be placed finally, after the original thematic object rendered as indirect object in English.

A similar situation is observed in some instances with the modifier/determiner as counterpart. Again, the original rhematic verb is dissociated with the rheme reflected as an English object in the final position, while the original thematic object precedes it in the form of a possessive determiner or premodifier.

From what we have seen, it can be said that the principle of end focus is of major importance in English: it is hierarchically superordinate to the syntactic structure in that it leads to noncorrespondence of syntactic functions of items in the clause in order to attain the basic distribution of CD. It can be estimated from the results of our

investigation that the FSP factor accounts for up to one half of all instances of syntactic divergence of the object in the Czech-English direction.

Altogether, the number of instances displaying a strong tendency towards the basic distribution of CD in both the Czech and the English version amounted to 72% in our material (the figure being naturally higher in Czech). The figure is somewhat lower than that obtained for the English-Czech direction. This might presumably be explained by the fact that in the Czech-English direction, the English text is to a certain extent dependent on and influenced by the syntactic structure of the Czech original, so that in spite of the syntactic changes observed, English counterparts cannot always imitate the original word order. Nevertheless, the percentage of the basic distribution of CD in both languages is still very high.

The majority of instances which do not display agreement with the basic distribution of CD fall into two categories. Either the word order in the English counterparts of Czech clauses shows a deviation from the basic distribution of CD, or there is a change in the FSP structure in English. However, instances of Czech clauses deviating from the objective word order also occurred, often owing to the operation of the rhythmical factor.

Certain types of Czech syntactic structures appear to be particularly prone to causing deviations from the Czech word order or changes in FSP in English. One major type are clauses with a Czech rhematic verb. Other structures displaying word order deviations include instances with a Czech rhematic subject rendered by the English presentation scale with an initial rhematic subject, and clauses with a Czech rhematic object reflected as another English clause element in a fixed nonfinal position.

10.1.2 Lexical-Semantic Characteristics

There are two main types of divergent counterparts of the Czech object caused by this factor, viz. the adverbial and the subject. We have encountered parallel noncorrespondences in the English-Czech direction, where the different relationship between semantic characteristics of participants and their syntactic functions in English and in Czech was a major factor conducive to syntactic divergence.¹⁴⁷

However, the lexical-semantic (or valency) factor seems to be less significant in the Czech-English direction, since the number of divergent instances is much lower here. Given the differences between the two languages, this appears to be natural, especially in the case of the adverbial as counterpart. Instances of Czech objects with adverbial characteristics are much less frequent than in English owing to the closer link between semantics and syntactic function in Czech, and therefore the rendition of the Czech object as the adverbial is relatively infrequent.

Regarding the English subject as counterpart, verb valency contributes to the subtype with English active verbs. The verbs frequently express likes, thoughts, attitudes etc. and the Czech object has a nonagentive semantic role. The original Czech object (realized primarily by a personal pronoun) is then rendered as a subject in English. This difference in valency complies with the preference of English for a human participant to function as the subject. Also, since the human participant is predominantly a thematic element, this type of English valency structures (which historically developed from a structure identical to present-day Czech) enables the English clauses to achieve the basic distribution of CD.

Apart from these major cases, lexical-semantic characteristics of English and Czech also contribute to some other types of divergence where differences in valency prevent

¹⁴⁷ Cf. section 8.1.1.

the use of identical syntactic constructions, e.g. in some instances with the subject complement as counterpart. Different valency structure is also the cause of divergence in the prepositional object subtype with English reflexive verbs.

10.1.3 Analytical Tendencies in English

A parallel factor was found to be of major importance in the English-Czech direction, and it plays a significant role in the Czech-English direction as well. It is based on the stronger tendency of English towards verbonominal expression as opposed to the more verbal character of Czech. It was encountered in almost every type of divergence in this direction.

The factor directly contributes to the rendition of the Czech object as an English second object (prepositional or indirect), modifier or determiner, and some cases of English adverbials. In all these types of divergence, the ground for the divergence is the dissociation of the Czech verb into a verb plus object (or verb plus subject complement) phrase. Thus, the original object is ousted from its syntactic function in English and appears as one of the above-mentioned clause elements according to the valency properties of the particular English verb.

As in the English-Czech direction, instances showing the opposite relation between Czech and English also occurred, going against the general tendencies in the two languages. Here, the Czech clause contains a dissociated phrase which is rendered verbally in English, the Czech object being included in the meaning of the English verb.¹⁴⁸ However, this type of divergence is approximately three times less frequent in our material than the dissociation of the Czech verb in English.

¹⁴⁸ Cf. Dušková, 2004.

10.1.4 Expressing Possessivity

As in the opposite direction, another factor contributing to syntactic divergence of the object in the Czech-English direction is the difference related to expressing the possessive relationship in the two languages.

One group includes Czech clauses containing the verb *mít/to have*. Frequently, such clauses are used in Czech to denote a temporary state. In English, copular predication is preferred in this case. The original Czech object is then rendered as a subject complement (in the case of a Czech rhematic object) or a subject (if the original object is thematic).

The close similarity of the verb *mít* to copular verbs is attested by its occurrence in the type of divergence with the inclusion of the Czech object into the English verb. The verb *mít* forms a part of dissociated constructions which are rendered as purely verbal predication in English.

Another issue is the specific use of the possessive pronoun as a determiner in English, especially with nouns denoting body parts and objects of everyday use. It is frequently found as an equivalent of the Czech object (valency or free) realized by a personal pronoun, thus being a major factor leading to the syntactic divergence of the object with the modifier/determiner as counterpart.

10.1.5 Czech Subjectless Clauses

Another contributing factor in this direction of study is the existence of subjectless verbs in Czech. Czech subjectless clauses contain a finite verb and an object. Since all English clauses require the presence of a subject, this syntactic function may have to be fulfilled by the original Czech object, thus leading to syntactic divergence.

Instances of subjectless clauses are found nearly in every type of divergence, but in some cases they can be said to form a distinctive subtype. In the subject type, they are found

both in the active and in the passive subtypes, depending on the valency of the verb used in English; in both subtypes, it is the original Czech object that appears as the subject in English.

Another type of divergence which involves the Czech subjectless construction is the type with the subject complement as counterpart. In this case, the English subject is realized by the pronoun *it* or another element with anaphoric reference to the preceding context, and the original verb is substituted by the copular *be*.

10.2 Characteristics of Individual Styles

The first point of interest is the degree of syntactic divergence in our material. In contrast to the English-Czech direction, the difference between fiction and academic prose is more significant here. Generally, it can be said that the degree of syntactic divergence in the fiction samples was approximately 15% or slightly less, whereas in the majority of academic texts it reached about 25%, with one exception. Significantly, the exceptional source was text C7, which displays strong popularizing and essayistic features. The degree of syntactic divergence found in this text was 14.7%, the average result for fiction.¹⁴⁹

Although the proportional representation of different types of divergence in C7 generally corresponds to that found in academic writing, there is again one unusual feature, viz. the high percentage of the second object and modifier/determiner types (accounting for 20% of the total together, as against less than 13% on average in academic prose). Both of these types are based on the dissociation of the Czech verb in English, which suggests a greater difference in the degree of nominal tendencies between Czech and English than is usual in academic writing. Thus, our material confirms

¹⁴⁹ Cf. section 6.2.

the fact that the essayistic type of technical writing has some features in common with the language of fiction.

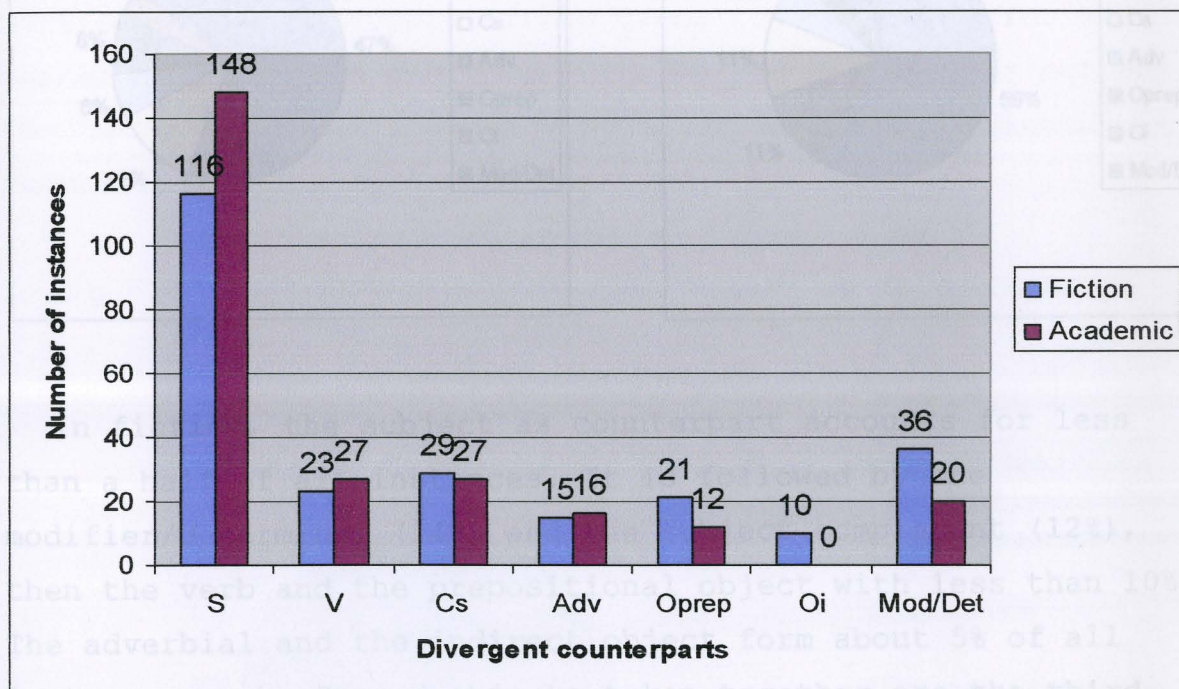
Our original hypothesis that the degree of syntactic divergence might be higher in academic prose than in fiction (see section 4.3.3) has been confirmed in the Czech-English direction of study. The causes of the high degree of syntactic divergence in academic writing presumably lie in some of the characteristics of this functional style. These may include the use of more varied and complex syntactic structures, including some specific types such as the Czech subjectless clause, which have to be restructured in English. Also, as was suggested in section 6.2, in academic style more care is taken to avoid ambiguity and present the information precisely and clearly. These requirements apply on the level of the information structure as well; consequently, the FSP factor gains more prominence in academic writing, leading to syntactic divergence more frequently.

The predominant type of divergence in academic prose is the rendition of the Czech object as an English subject, which might also be of relevance here. This was already mentioned in Slunečková (2005: 205). The author suggested that a combination of two features may be responsible for the lower degree of syntactic constancy in academic prose.

One is the observed tendency not to express a thematic agent, resulting in the high frequency of reflexive and periphrastic passives in academic Czech. This reduces the total number of Czech clauses containing the object. The other feature is the expression of the rhematic agent, which is usually realized as a Czech subject in the final position. This type of construction leads to syntactic divergence in nearly all instances in English. Thus, out of a relatively smaller number of sentences containing the object, a higher proportion will have a divergent counterpart in English academic prose.

We have now proceeded from the difference in the degree of syntactic divergence to the issue of individual divergent counterparts. In contrast to the English-Czech direction, the two functional styles investigated in our paper display less marked differences in the frequency of the individual types and subtypes of divergence in the Czech-English direction of study. The following graph shows the incidence of the different clause elements as counterparts of the Czech object in fiction and academic writing.

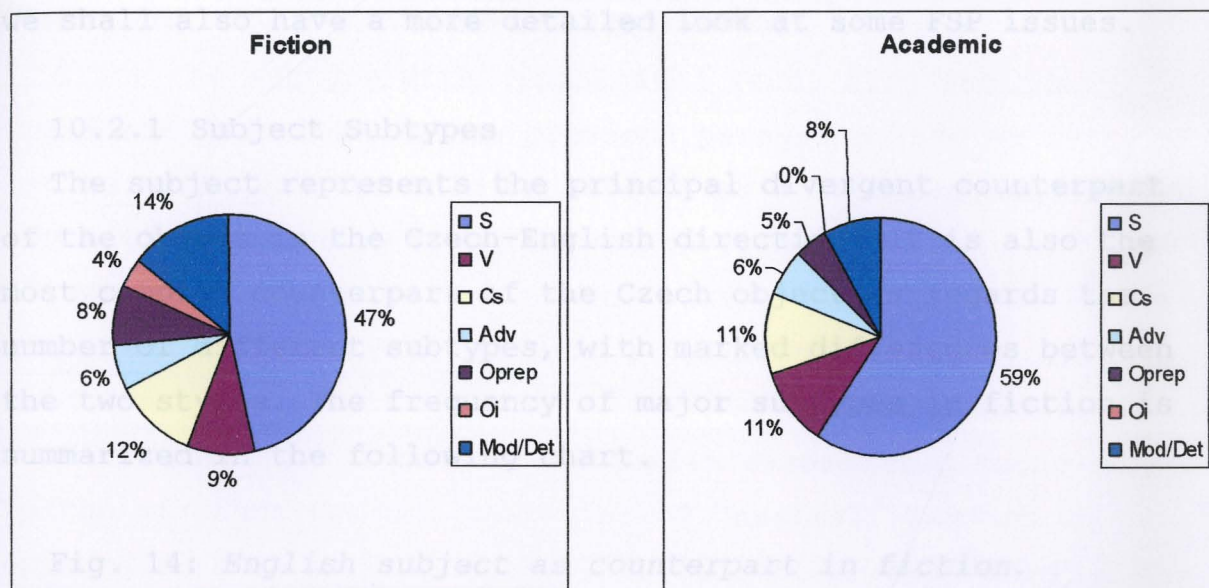
Fig. 12: English divergent counterparts of Czech objects in fiction and in academic prose.



The greatest differences can be observed in the subject, second object and modifier/determiner types. The subject as a counterpart of the Czech object is found more frequently in academic texts, whereas the modifier/determiner and prepositional object are more frequent in fiction. Indirect object as counterpart occurred exclusively in fiction. However, the figures for the other divergent counterparts are very similar in the two styles.

The differences and similarities between the two functional styles are clearly visible if we compare the percentages of the individual type of divergence within each style.

Fig. 13: Proportional representation of English divergent counterparts of Czech objects in fiction and in academic prose.



In fiction, the subject as counterpart accounts for less than a half of all instances. It is followed by the modifier/determiner (14%) and the subject complement (12%), then the verb and the prepositional object with less than 10%. The adverbial and the indirect object form about 5% of all instances each. Second objects taken together are the third most frequent type of divergence in fiction.

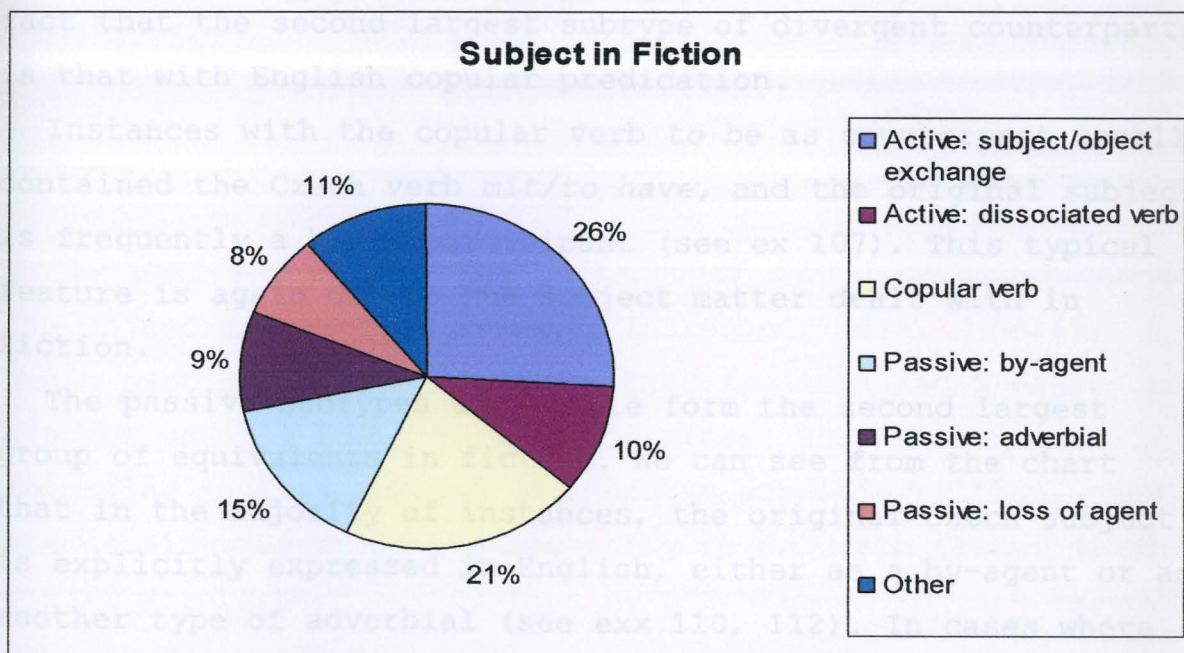
In academic prose, the subject as counterpart represents nearly 60% of the divergent instances. The next most frequent counterparts are the verb and subject complement with 11% each, followed by the modifier/determiner with less than 10%. The adverbial and the prepositional object account for about 5% of instances each, while the indirect object is not found at all.

As in the English-Czech direction, we shall now examine the individual types of divergent counterparts in the two styles in more detail. The proportional representation of the major subtypes, as well as of some specific minor subtypes, in fiction and academic writing is again shown by pie charts (the remaining minor subtypes are subsumed under the heading *Other*). After discussing the individual types of divergence, we shall also have a more detailed look at some FSP issues.

10.2.1 Subject Subtypes

The subject represents the principal divergent counterpart of the object in the Czech-English direction. It is also the most complex counterpart of the Czech object as regards the number of different subtypes, with marked differences between the two styles. The frequency of major subtypes in fiction is summarized in the following chart.

Fig. 14: *English subject as counterpart in fiction.*



In fiction, the most frequent English counterpart is the active construction where the subject and object exchange their syntactic functions. Typically, the Czech object denotes

a human participant in the semantic role of experiencer or other nonagentive role, and the verb often expresses feelings, likes and dislikes or mental activity (see ex 95). This difference in valency structures between Czech and English was already noted in the other direction with the Czech subject as counterpart of the English object. The prevalence of this subtype in fiction is due to the range of verbs used in this functional style as compared with academic writing.

Since the subtype with dissociated verbs also includes instances described in the previous paragraph (see ex 104), it can be said that the role of valency as a factor conducive to syntactic divergence is of major importance in fiction.¹⁵⁰ Altogether, counterparts with the active verb form the largest group (43% of the total including the minor subtypes) in this functional style.

The occurrence of counterparts with dissociated verbs points to the stronger nominal character of "neutral" English as opposed to more verbal Czech. This is further supported by the fact that the second largest subtype of divergent counterparts is that with English copular predication.

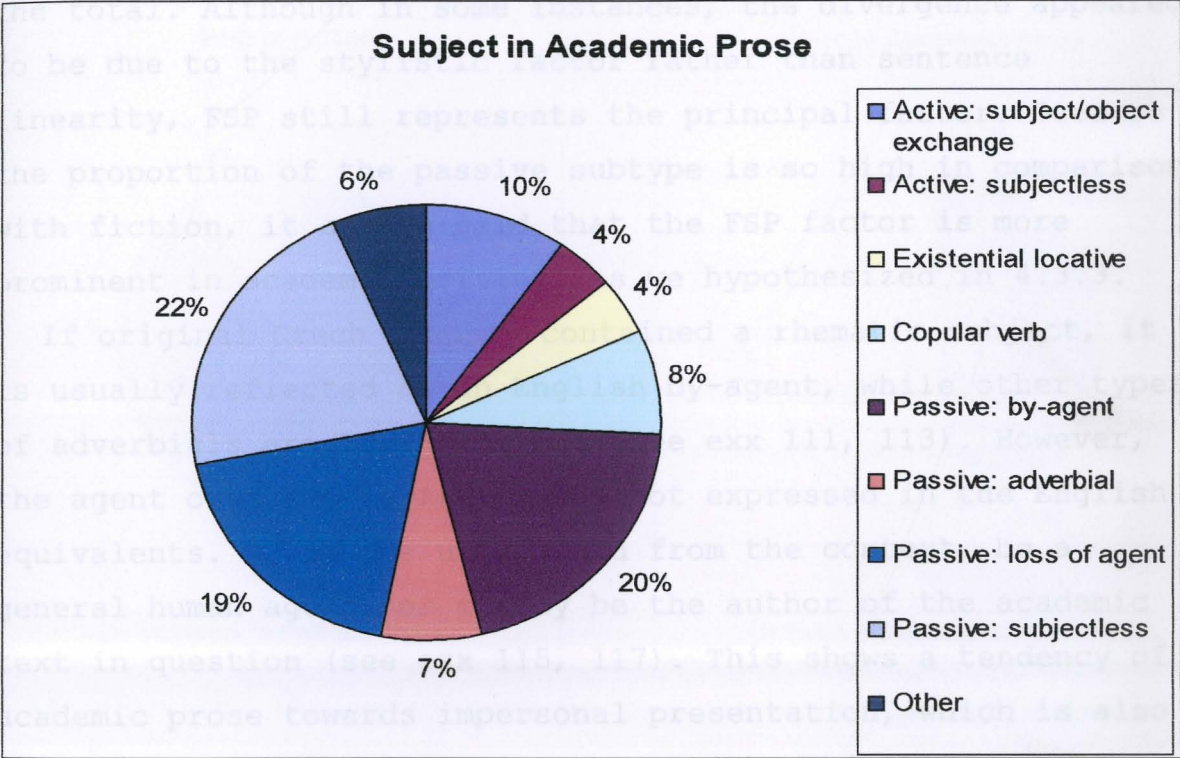
Instances with the copular verb *to be* as counterpart usually contained the Czech verb *mít/to have*, and the original subject is frequently a human participant (see ex 107). This typical feature is again due to the subject matter dealt with in fiction.

The passive subtypes as a whole form the second largest group of equivalents in fiction. We can see from the chart that in the majority of instances, the original Czech subject is explicitly expressed in English, either as a by-agent or as another type of adverbial (see exx 110, 112). In cases where the agent is not expressed, it may be unknown or irrelevant in the context (see ex 116). In the passive subtypes in fiction, presumably the only factor leading to the divergence is FSP.

¹⁵⁰ As was said earlier, its operation is in fact basically in compliance with the FSP factor.

The situation in academic writing is markedly different and also more complex, as is shown in Figure 15. Here, the type of divergence with the subject as counterpart of the Czech object is overwhelmingly dominated by instances with English passive verbs.

Fig. 15: English subject as counterpart in academic prose.



The active type with the exchange of syntactic functions of the object and subject is quite infrequent here. Clearly, human participants or verbs denoting feelings and preferences are not usually found in academic prose. When instances belonging to this subtype do occur in academic writing, they are usually caused by the necessity to maintain the original linear arrangement rather than by differences in verb valency (see ex 97).

Counterparts with the English verb *to be* are also relatively infrequent in academic writing, accounting for just over one tenth of the total. The lower incidence of copular predication is presumably linked to the fact that the verb *mít/to have*

occurs less frequently in academic prose. Although the verb *mít* may also occur in combination with other than human participants (which is usually the case in fiction), it may not be rendered as copular predication in English, but rather as the English existential-locative construction (see ex 105).

As was already said, counterparts with the passive form the predominant subtype in academic writing, with nearly 70% of the total. Although in some instances, the divergence appeared to be due to the stylistic factor rather than sentence linearity, FSP still represents the principal factor. Because the proportion of the passive subtype is so high in comparison with fiction, it can be said that the FSP factor is more prominent in academic writing, as we hypothesized in 4.3.3.

If original Czech clauses contained a rhematic subject, it is usually reflected as an English by-agent, while other types of adverbials are less frequent (see exx 111, 113). However, the agent or force is frequently not expressed in the English equivalents. It may be understood from the context, be a general human agent, or it may be the author of the academic text in question (see exx 115, 117). This shows a tendency of academic prose towards impersonal presentation, which is also reflected in Czech in the instances with subjectless verbs. Some of these clauses have an active English counterpart, but the majority are rendered as passive constructions in English (see exx 101, 106, 118, 119).

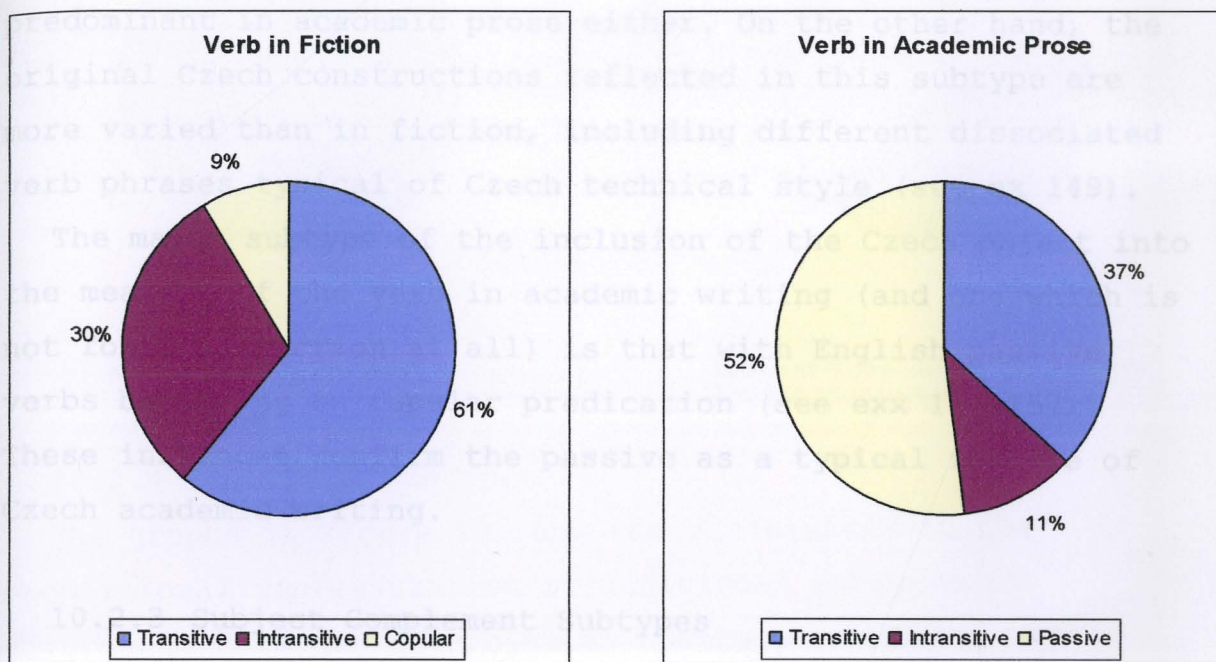
It should be noted that counterparts with dissociated verb are rare in academic writing. This fact suggests that Czech academic prose is closer to English in its nominal features, as we have already seen in the English-Czech direction.

10.2.2 Verb Subtypes

Although all other types of divergence in the Czech-English direction occurred much less frequently and present a less complex picture than the subject, they can still illustrate

some significant differences between fiction and academic writing. The following graphs show the subtypes of divergence with the inclusion of the Czech object into the meaning of the English verb in the two styles.

Fig. 16: English verb as counterpart in fiction and in academic prose.



In fiction, the major subtype is that with the inclusion of the object into English transitive verbs. The English objects reflect original modifiers or adverbials (see exx 147, 148). Again, the original Czech verb was frequently the verb *mít/to have*, with a human participant as the subject. A similar Czech construction may also be reflected in instances with the English copular verb *to feel* (see ex 158). The phrases generally describe feelings, attitudes etc., which is typical of the subject matter of fiction.

The second largest subtype in fiction consists of clauses with the English intransitive verb as counterpart. Here, an important feature of fiction is the occurrence of phrases with lexicalized ellipsis as English counterparts (see ex 151).

These phrases typically describe common everyday activities (e.g. movements of the body such as *shrug* or *nod*).

In academic writing, in contrast to fiction, the intransitive type is markedly less frequent. In this style, the English intransitive construction may be a counterpart of a Czech subjectless clause (see ex 152).

Moreover, the subtype with English transitive verbs is not predominant in academic prose either. On the other hand, the original Czech constructions reflected in this subtype are more varied than in fiction, including different dissociated verb phrases typical of Czech technical style (see ex 149).

The major subtype of the inclusion of the Czech object into the meaning of the verb in academic writing (and one which is not found in fiction at all) is that with English passive verbs bordering on copular predication (see exx 154-157). These instances confirm the passive as a typical feature of Czech academic writing.

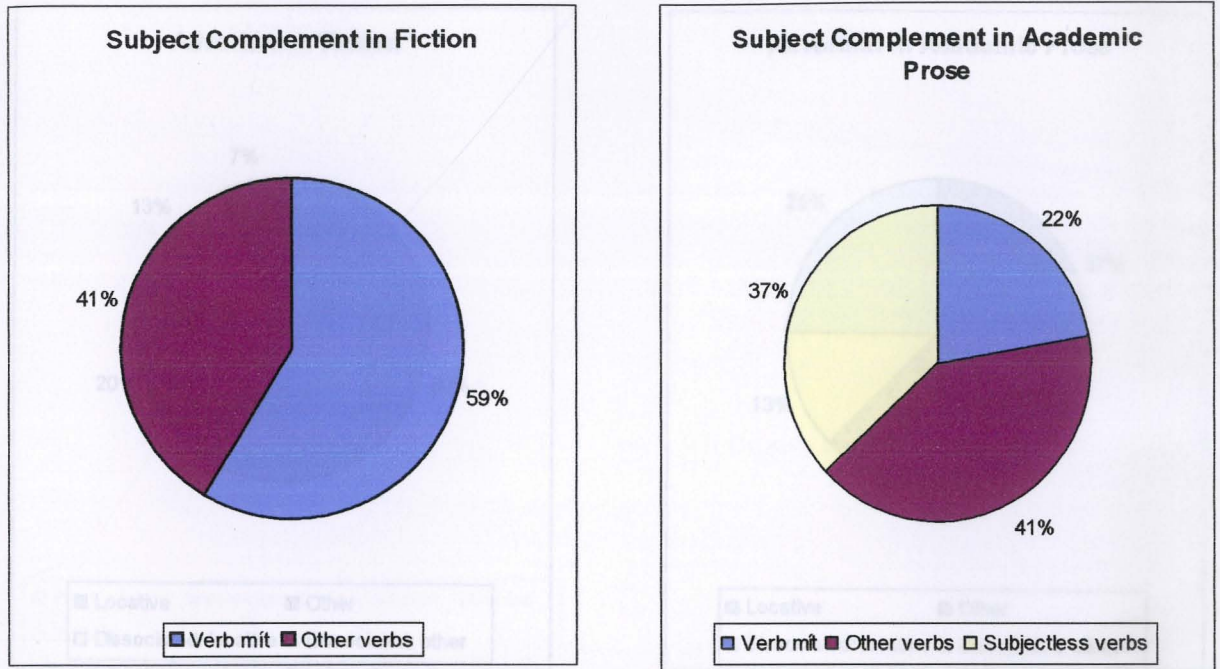
10.2.3 Subject Complement Subtypes

The situation in this type of divergence is similar to that described in the previous section. The differences between the two styles are summarized in Figure 17.

As in previous types, the proportion of the Czech verb *mít/to have* is much higher in fiction than in academic writing (59% as against 22%, respectively). It is frequently used in Czech to denote a temporary state, typically describing a person's feelings or other physical and psychical states (see exx 166, 167). In academic texts, other verbs prevail, being nearly twice as frequent as the verb *mít* (see ex 173).

Another typical feature of academic writing is the high frequency of subjectless clauses in Czech (see exx 169, 170). Subjectless verbs are not found in fiction in this type of divergence.

Fig. 17: English subject complement as counterpart in fiction and in academic prose.



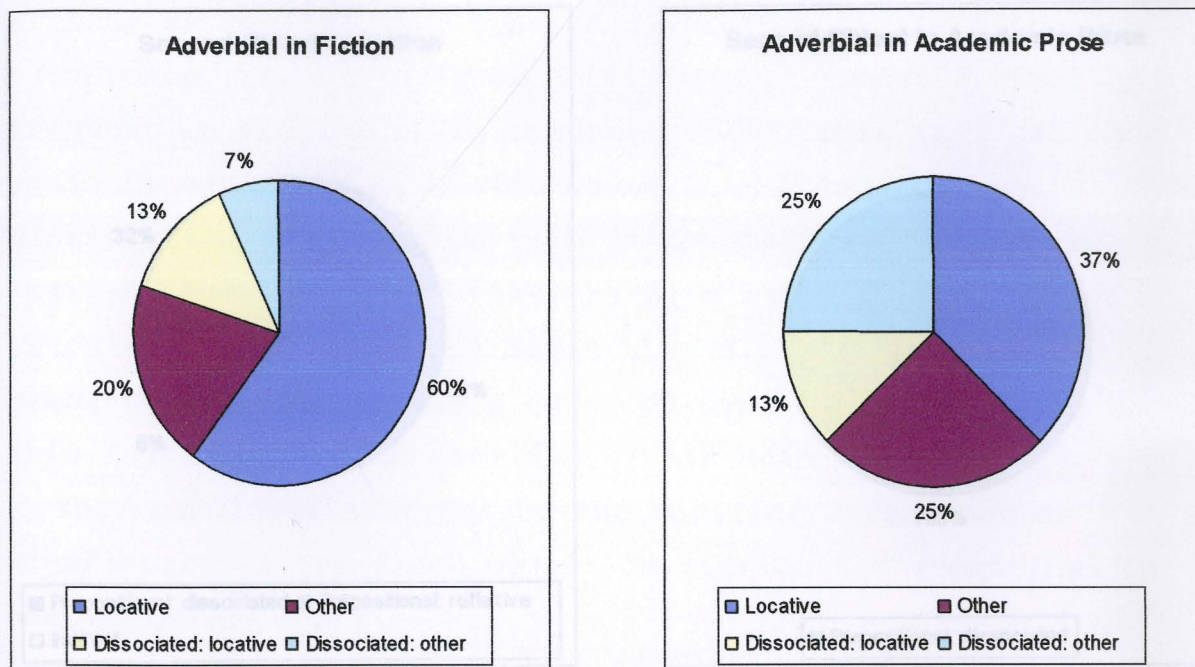
10.2.4 Adverbial Subtypes

The graphs in Figure 18 show the differences in the proportional representation of individual subtypes of divergence with the adverbial as counterpart of the Czech object in the two styles.

One point of interest in this type of divergence is the semantic characteristic of the divergent counterparts. In fiction, nearly three fourths of all instances are reflected as adverbials of place in English, whereas it is only one half in academic texts (see exx 181, 182). In the majority of instances, this type of divergence is due to different valency structures in Czech and English.

The incidence of elements with different semantic characteristics in academic texts suggests a greater diversity of semantic roles along with a tendency towards a greater explicitness and precision in expressing different relations between elements of a clause, achieved by means of using a greater variety of syntactic structures (see ex 184).

Fig. 18: English adverbial as counterpart in fiction and in academic prose.



All the differences can be accounted for on the grounds of a... Another interesting feature in this type of divergence is the greater proportion of counterparts with a dissociated verb in academic texts (see exx 188, 189), which is contrary to the tendency observed in other types of divergence in this direction. The causes of this phenomenon would presumably require further investigation.

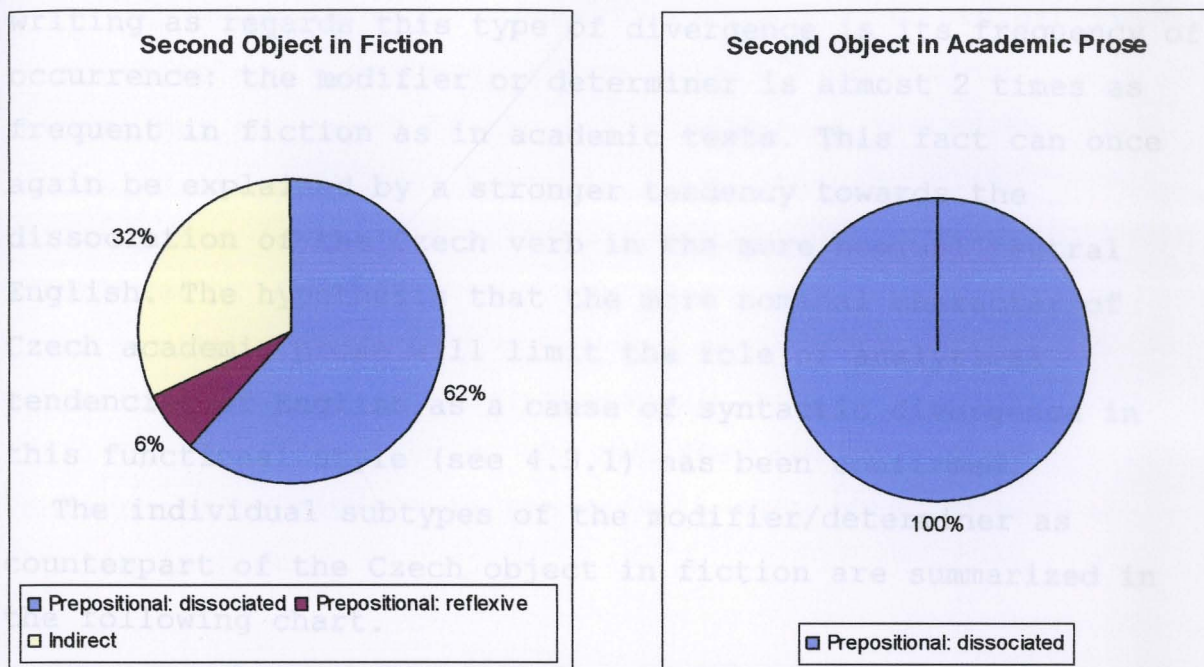
10.2.5 Second Object Subtypes

In our summary, the (second) prepositional object and the indirect object as counterparts of the Czech object are treated together. The data for these types of divergence are summarized in the following graphs.

We can see that there are three different subtypes found in fiction, whereas in academic writing the prepositional object is represented by the dissociated verb subtype only, and the indirect object does not occur at all.

¹⁵¹ For this point, see also sections 10.2.1 and 10.2.6, but cf. 10.2.4

Fig. 19: English second objects as counterparts in fiction and in academic prose.



All the differences can be accounted for on the grounds of a single feature, viz. the presence of a human participant (as a thematic element) in the majority of clauses in the fiction sample. It is necessary for both the reflexive subtype of the prepositional object (where it is required by the verb, see ex 199) and the type with the indirect object as counterpart (where it is best suited for the role of recipient, see exx 207, 208).

In the only subtype found in academic texts, viz. the rendition of the Czech object as a (second) prepositional object caused by the dissociation of the original verb, the divergent element may, but frequently does not denote a human participant (see exx 196, 197).

The total number of instances of this type of divergence is significantly lower in academic prose, confirming the view that Czech technical style is generally more nominal than neutral language, which is reflected in less frequent dissociation of the original verb in English.¹⁵¹

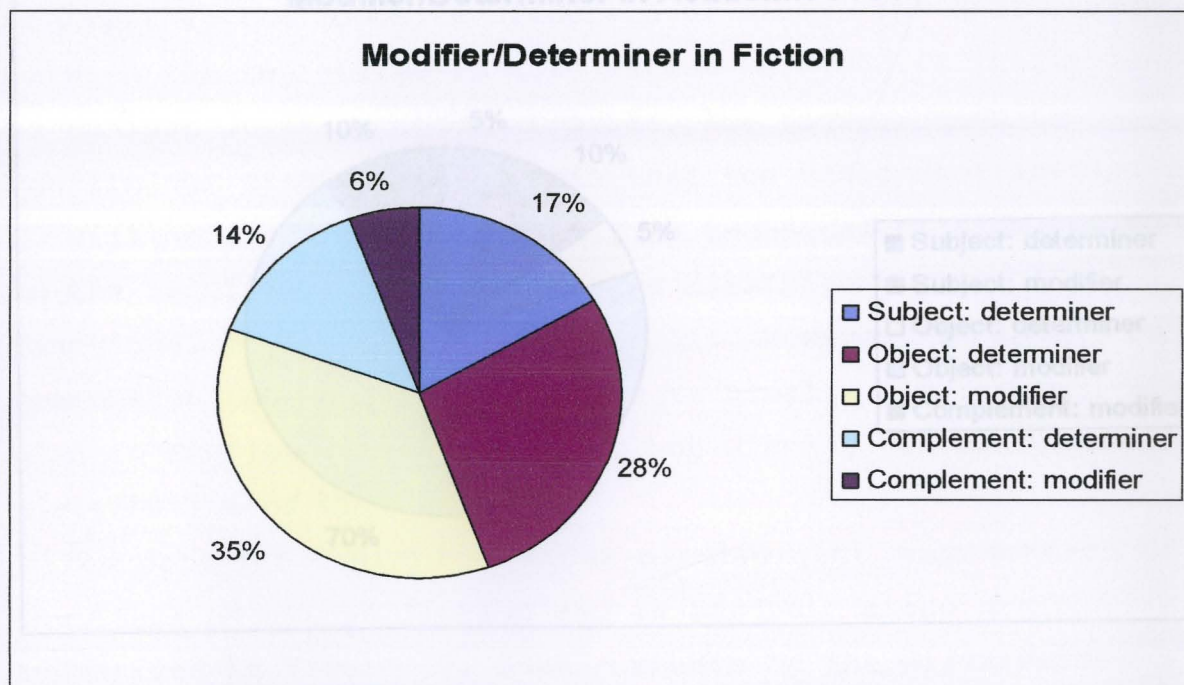
¹⁵¹ For this point, see also sections 10.2.1 and 10.2.6, but cf. 10.2.4.

10.2.6 Modifier/Determiner Subtypes

A significant difference between fiction and academic writing as regards this type of divergence is its frequency of occurrence: the modifier or determiner is almost 2 times as frequent in fiction as in academic texts. This fact can once again be explained by a stronger tendency towards the dissociation of the Czech verb in the more nominal neutral English. The hypothesis that the more nominal character of Czech academic prose will limit the role of analytical tendencies of English as a cause of syntactic divergence in this functional style (see 4.3.1) has been confirmed.

The individual subtypes of the modifier/determiner as counterpart of the Czech object in fiction are summarized in the following chart.

Fig. 20: English modifier/determiner as counterpart in fiction.



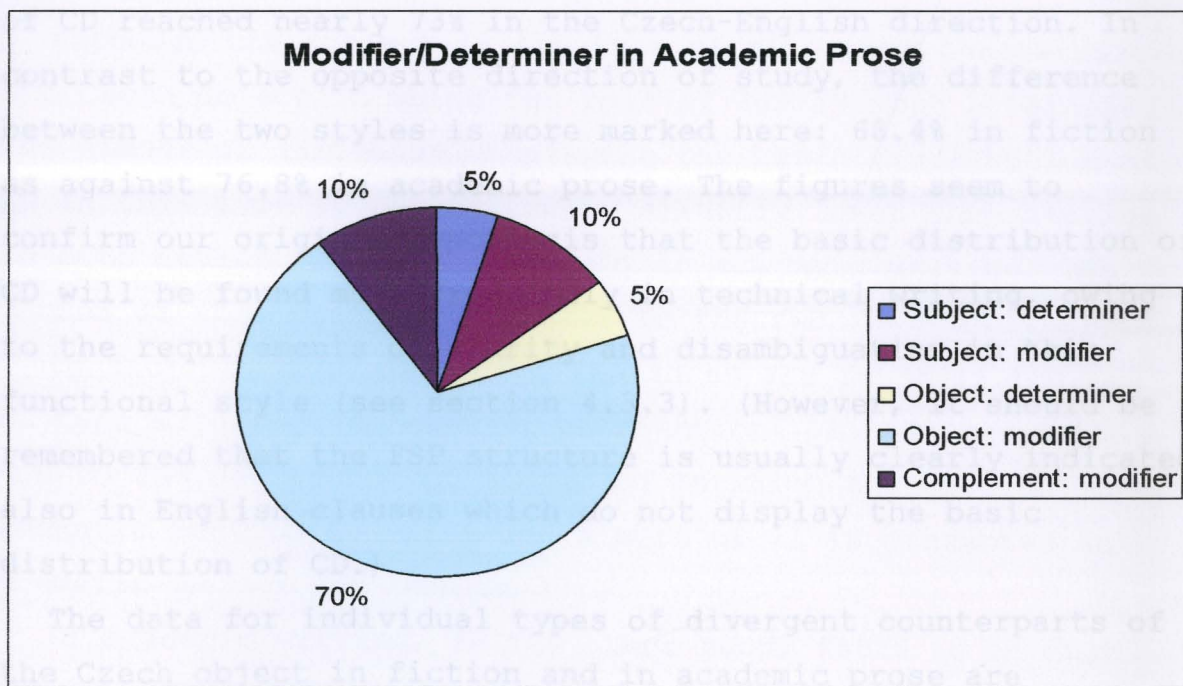
In the determiner subtypes, the original object is realized by a possessive pronoun or a noun in the genitive case, while in the modifier subtypes it is realized by a prepositional phrase or, infrequently, an adjective. Altogether, the

determiner subtypes account for nearly 60% of the total in fiction (see exx 213, 217-219).

On the other hand, in academic writing the determiner seems to constitute a minor equivalent, with all determiner subtypes forming but one tenth of the total number of instances. This is due to the fact that thematic items denoting human participants (usually pronominal) are sparse in academic texts as opposed to fiction.

In academic writing, the Czech object usually appears as a postmodifying prepositional phrase in English (see exx 216, 220). In 75% of instances, the modified (or determined) English clause element is the object, even more frequently than in fiction.

Fig. 21: *English modifier/determiner as counterpart in academic prose.*



10.2.7 FSP in Fiction and in Academic Prose

The overall results regarding FSP structure and sentence linearity, along with some commentary, were already given in section 10.1.1. In this section, we shall remark upon some

differences in the proportion of instances displaying the basic distribution of CD for individual clause elements in fiction and in academic writing.

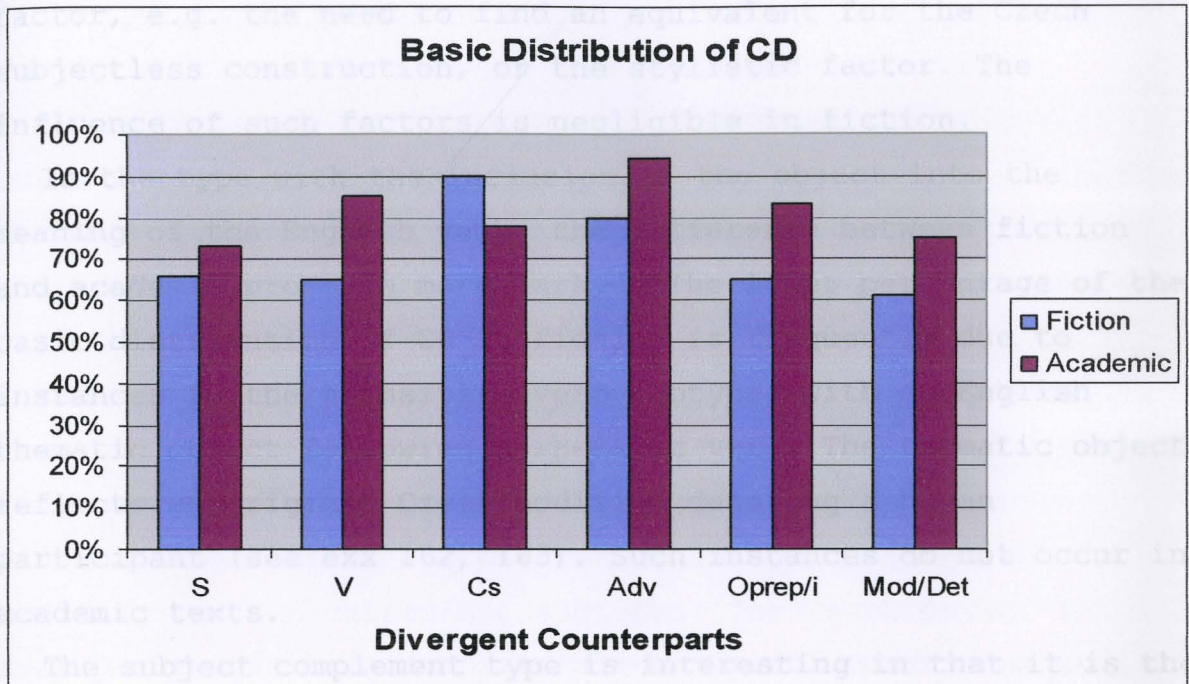
It should be remembered that the term basic distribution of CD is used more broadly here as a convenient label denoting instances displaying a gradual rise in the degrees of CD as well as those with some minor deviations, as long as the basic theme-rheme sequence is followed.

The figures in the present section refer to instances where a tendency towards the basic distribution of CD is observed both in the Czech original and in the English counterpart. As was said in section 10.1.1, the majority of word order deviations (and naturally all changes of FSP structure) occurred in the English version, but some deviating instances were also found in Czech.

The overall number of instances with the basic distribution of CD reached nearly 73% in the Czech-English direction. In contrast to the opposite direction of study, the difference between the two styles is more marked here: 68.4% in fiction as against 76.8% in academic prose. The figures seem to confirm our original hypothesis that the basic distribution of CD will be found more frequently in technical writing, owing to the requirements of clarity and disambiguation in this functional style (see section 4.3.3). (However, it should be remembered that the FSP structure is usually clearly indicated also in English clauses which do not display the basic distribution of CD.)

The data for individual types of divergent counterparts of the Czech object in fiction and in academic prose are summarized in Figure 22. Some comments on the differences between the two styles follow.

Fig. 22: Basic distribution of CD in both Czech and English versions of divergent instances in fiction and academic prose.



Although the subject is the type of divergent counterpart of the Czech object in which the role of FSP is most prominent, the number of instances displaying the basic distribution of CD in this type is paradoxically slightly lower than average in both styles, and lowest of all in academic writing. The causes of this phenomenon differ in the two functional styles.

In fiction, most deviating instances are found in the subtype with English copular predication. This is presumably due to the occurrence of sentences in which the original Czech rhematic section is split and a part of it is presented as thematic in English (see ex 136).

In academic writing, on the other hand, there is no such extreme case. Rather, the number of instances displaying the basic distribution of CD is lower than average both in the passive and in the active subtypes. The deviating instances frequently arise from the rendering of Czech clauses with a rhematic object, where the syntactic divergence of the original object leads to word order deviations or changes in

the FSP structure in English (see exx 130, 131, 140, 145, 146). Here, the syntactic change is due to other than the FSP factor, e.g. the need to find an equivalent for the Czech subjectless construction, or the stylistic factor. The influence of such factors is negligible in fiction.

In the type with the inclusion of the object into the meaning of the English verb, the difference between fiction and academic prose is more marked. The lower percentage of the basic distribution of CD in fiction is frequently due to instances in the transitive verb subtype, with an English thematic object following a rhematic verb. The thematic object reflects an original Czech modifier denoting a human participant (see exx 162, 163). Such instances do not occur in academic texts.

The subject complement type is interesting in that it is the only type of divergent counterparts where the percentage of instances with the basic distribution of CD is higher in fiction than in academic texts, although it is fairly high in the latter. In fiction, the majority of Czech clauses contained a rhematic object, so that the corresponding subject complement is in the appropriate final position in English. Academic texts included instances with a Czech rhematic subject or a thematic right-hand element such as the adverbial (see exx 178-180).

The number of instances displaying the basic distribution of CD in the adverbial type is very high in both styles. In the majority of instances, the original Czech object was rhematic, reflected as a final adverbial in English. Several instances with a rhematic subject occurred, leading to word order deviations or changes in the original FSP structures (see exx 193, 194).

In the second object types, minor deviations from the basic distribution of CD are quite frequent; nevertheless, the principle of end focus still operates in the majority of

instances. It seems to assert itself more frequently in academic writing, while the figure is quite low for fiction.

In the prepositional object type, instances which do not comply with the principle of end focus in English are frequently caused by the presence of a Czech rhematic verb or subject (see exx 202-205). In the indirect object type (not found in academic texts), there may also be a deviation from the basic distribution of CD in Czech owing to the rhythmical word order principle (see ex 211).

The difference between the two styles is slightly less in the modifier/determiner type of divergence, but it displays the lowest percentage of the basic distribution of CD in fiction. In fiction, the percentage is low in both the modifier and the determiner subtypes. The Czech object is mostly thematic here (usually a human participant, frequently free dative). The rhematic element is most frequently the subject (or another element rendered as the subject in English), which appears in the initial position in English (see exx 224, 226, 227).

The higher percentage of the basic distribution of CD in academic prose can be explained by the predominance of the modifier subtypes. The original Czech rhematic object is reflected as a prepositional phrase in the final position in English (see ex 221).

10.2.8 Fiction and Academic Prose: Summary

On the basis of the description of individual types of syntactic divergence of the object in the Czech-English direction, some characteristic features of fiction and academic prose can be summarized.

The major factor conducive to syntactic divergence in both styles is FSP. However, it is more prominent in academic writing, where its operation is reflected in the higher proportion of instances with the basic distribution of CD. The

role of the FSP factor in academic prose is particularly important (and evident) in both the active and passive subject types.

In contrast to Czech, where it is primarily a stylistic feature, the main function of the passive in English is to achieve a certain linear arrangement of elements in the clause. (However, its higher frequency in academic writing means that the passive is an important style marker in English as well.) Passive counterparts are less frequent in fiction.

The role of valency is more significant in fiction, e.g. in the active subject subtype. This is connected with the high frequency of verbs denoting feelings, likes and dislikes etc. and also of a human participant, which is due to the general subject matter of novels. The human participant is often a thematic element in the role of patient, recipient, experiencer etc., and is realized by a personal pronoun.

Personal pronouns are infrequent in academic prose. Czech pronouns are often reflected in English possessive determination, which is consequently rare in academic texts as well.

Constructions with the Czech verb *mít/to have* are also more frequent in fiction. Especially if denoting a temporary state, these constructions are rendered as copular predication in English. (The verb *mít* can also have some copular characteristics in Czech, as can be seen in the instances with the inclusion of the Czech object into the meaning of the verb in English.) In academic writing, both instances with the subject complement and the verb as counterparts of the original object display a greater variety of Czech verbs and the proportion of the verb *mít* is lower.

Although in the type with the inclusion of the object into the meaning of the English verb, the English expression is less analytical than its Czech equivalent, usually the opposite is true. In fiction, English has clearly a more

nominal character than Czech, which causes the dissociation of the Czech verb in English, as we can see in the subject, second object and modifier/determiner types of divergence. Czech academic prose is more similar to English in this respect: it makes use of various dissociated verb phrases and offers fewer opportunities for dissociation in English.

Apart from the tendency towards analytical expression, other features typical of academic style can be observed in our material. One is the tendency towards impersonal presentation, reflected in the frequency of clauses with unexpressed agent and also in the use of subjectless clauses in Czech.

Generally, there is a greater variety of syntactic structures, semantic roles of some clause elements (esp. the adverbial) etc. in academic writing. This is linked with the tendency towards greater precision and explicitness of expression observed in technical style.

11. Comparison of the Results: English-Czech and Czech-English Directions

In the previous chapters, syntactic divergence of the object between English and Czech in fiction and academic prose was described separately for the English-Czech and Czech-English directions. In this chapter, the findings for both directions are summarized and compared.

11.1 Degrees of Divergence

The percentages of syntactic divergence of the object in both directions of study are given in Table 19.

Table 19: *Degrees of divergence of the object between English and Czech.*

Direction	Total (%)	Fiction (%)	Academic (%)
English-Czech	12.0	12.6	11.4
Czech-English	17.6	14.4	22.6

The degree of divergence is lower in the English-Czech direction in both functional styles. The difference is slight in fiction, but very marked in academic prose, where syntactic divergence of the object was found to be almost twice as frequent in the Czech-English direction. From our analysis, this appears to be at least partly due to FSP as a contributing factor of divergence in the Czech-English direction and its prominence in academic writing.

In an earlier diploma thesis dealing with the syntactic constancy of the object in fiction, the degree of divergence was found to be higher in the English-Czech direction, in contrast to the present figures. We believe that our present data offer a more accurate view of syntactic constancy between the two languages, because they are based on a larger corpus. In the diploma thesis, only two sources of material were used

in each direction. As became apparent from our extended samples, the earlier material included one text with an exceptional number of divergent instances in each direction, which significantly influenced the overall results.¹⁵²

In the English-Czech direction, the variation in degrees of divergence between individual texts, as well as within one text, was mostly insignificant (below 2% in fiction and below 3% in academic prose). A major exception in the fiction subset (text a1 with a comparatively high degree of divergence) was presumably caused by the subjective factors of the author and especially the translator. In academic prose, the text with a somewhat higher degree of divergence (A5) displayed popularizing features, which make it more similar to fiction.

In the Czech-English direction, on the other hand, the variation between texts, as well as within, was more marked, viz. nearly 4% in fiction and up to 16% in academic texts. There were no exceptional figures obtained from the fiction subset. However, one academic text (C7) displayed a significantly lower degree of divergence than seems to be usual in this functional style. This deviation is explained by the strong essayistic character of the text in question, which makes its language similar to that of fiction. The low percentage of divergence in text C7 as compared with other academic texts, wherein the degree of divergence is nearly twice as high, corresponds to the greater difference between fiction and academic prose in this direction of study.

From our observations, the causes of fluctuations in the degree of syntactic divergence can be summarized as follows. An obvious factor operating in all styles is the author of a particular text and its specific subject matter. In fiction, a significant role may be played by the translation: syntactic divergence may be due to the subjective choice of the translator rather than necessity, thus making the degree of

¹⁵² See section 6.2 and Valehrachová [-Slunečková], 2002: 21.

divergence higher. Alternatively, the translation may be too literal, leading to a lower degree of divergence. The influence of translation is found less frequently in the Czech-English direction, presumably because only a small number of texts are translated from Czech into English, in contrast to the other direction, and greater care is given to the translation.

In academic prose, the subjective role of the translator is limited in both directions. However, there is another important factor in operation, viz. the degree of technicality. Popularizing and essayistic texts are characterized by the adoption of some features of literary language, suppressing the distinctions between the two styles and changing the degree of divergence in such texts. However, the effects differ in the two directions of study. In agreement with the general tendencies shown in Table 19 above, the degree of divergence in essayistic and popularizing texts is slightly higher than average in the English-Czech direction, and considerably lower in the Czech-English direction.

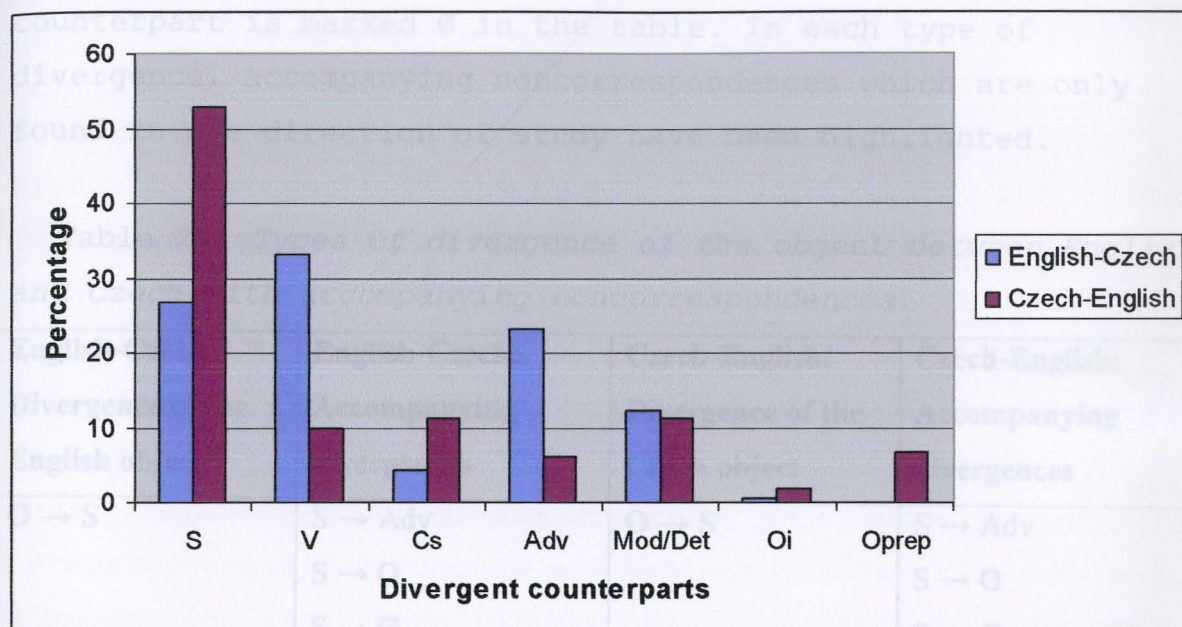
11.2 Types of Divergence

The lists of divergent counterparts of the object are very similar in both directions of study. The object may be rendered as the subject, verb, subject complement, integrated adverbial, modifier/determiner. Second object (prepositional or indirect) is relatively frequent in the Czech-English direction of study, but marginal in the other direction. Object complement as counterpart is not normally found.¹⁵³

The following graph compares the distribution of different clause elements as divergent counterparts of the object in the two directions of study.

¹⁵³ The single instance of object complement in the English-Czech direction is subsumed under the category of subject complement in the following discussion.

Fig. 23: Divergent counterparts of the object in the English-Czech and Czech-English directions.



In the English-Czech direction, there are three major divergent counterparts: the subject, the verb and the adverbial, with frequencies between 23 and 33%. The modifier is also quite significant with nearly 13% of instances, while the subject complement is less frequent. Second object as counterpart is negligible in this direction.

In the Czech-English direction, we find one major divergent counterpart, viz. the subject, accounting for over 50% of instances. The other clause elements are found much less frequently, with about 10% or less each. The predominance of the subject as counterpart in this direction can be explained as due to the major role of FSP as a factor conducive to syntactic divergence, which is not found in the English-Czech direction (see section 11.3).

Most types of divergence contain several subtypes which may display different mechanisms of divergence and often are accompanied by characteristic noncorrespondences of other clause elements. Table 20 summarizes major noncorrespondences of other clause elements accompanying the different types of

divergence of the object in each direction. The absence of typical accompanying divergences is marked x, the absence of counterpart is marked \emptyset in the table. In each type of divergence, accompanying noncorrespondences which are only found in one direction of study have been highlighted.

Table 20: *Types of divergence of the object between English and Czech with accompanying noncorrespondences.*

English-Czech: Divergence of the English object	English-Czech: Accompanying divergences	Czech-English: Divergence of the Czech object	Czech-English: Accompanying divergences
O → S	S → Adv S → O S → \emptyset	O → S	S → Adv S → O S → \emptyset S → Mod/Det
O → V	x Mod/Det → Adv Mod/Det → O	O → V	x Mod → Adv Mod → O
O → Cs	x	O → Cs	x
O → Adv	x V → O V → Cs Mod/Det → O	O → Adv	x V → O V → Cs
O → Mod	V → O V → Cs	O → Mod/Det	V → O V → Cs Adv → O
O → Oi	V → O	O → Oi	V → O
-	-	O → Oprep	V → O

We can see that the majority of patterns of the divergence of the object can be found in both directions of study. Typically, the subject type involves the divergence of the original subject, the inclusion into the meaning of the verb is associated with the noncorrespondence of an original

modifier or determiner of the object, and the types with the modifier/determiner and second object as counterparts involve the dissociation of the original verb, which may also occur in the adverbial type. Thus, the main distinction between the English-Czech and Czech-English directions as regards the types of divergence of the object does not consist in different mechanisms of the divergence, but rather in the frequency of individual types and subtypes in each direction.

The three specific subtypes of divergence found in one direction only are connected with language-specific features of English and Czech. All of them involve the English modifier/determiner realized mostly by possessive pronouns. Because possessive pronouns are not used as determiners in the same way in Czech, parallel mechanisms of divergence in the other direction are not found.

The first specific subtype occurs in the subject type in the Czech-English direction. It involves the Czech subject, which is rendered as English possessive determination (e.g. *měla hezkou tvář: her face was pretty*). The rendition of the Czech subject as a possessive determiner was also noted in studies of other clause elements.¹⁵⁴ The other two specific subtypes in fact represent reverse mechanisms of divergence with a Czech adverbial corresponding to an English object of the type *držet někoho za ruku: to hold somebody's hand*. These reverse subtypes of divergence were already described in Valehrachová [-Slunečková] (2002: 61).

11.3 Contributing Factors

We have seen that the mechanisms of divergence in the English-Czech and Czech-English directions are very similar. However, identical types of divergence are frequently caused by different factors in each direction of study.

¹⁵⁴ See Dušková, 2005b.

A number of factors conducive to syntactic divergence were identified in each direction, with differing relative importance. The situation can be quite complex, as some factors conduce to one specific type of divergence, whereas others contribute to several different types. A particular type of divergence may be caused by a single factor, or by an interplay of two or more factors, or it may consist of independent subtypes with different causes.

In the English-Czech direction, we have described two principal causes of syntactic divergence of the object.

One involves differences in verb valency between English and Czech, which arise mainly from different relationships between syntactic functions and semantic roles of elements in the clause. The relationship appears to be quite close in Czech, while it is comparatively loose in English, allowing semantically diverse items to be construed as different clause elements. This factor accounts for the majority of instances of syntactic divergence of the object rendered as a Czech subject or adverbial, and it may also play a role in some cases with the Czech subject complement as counterpart of the English object.

The other major factor is the analytical or nominal tendency of English as compared with verbal expression in Czech. Analytical expression of action in English means that it is dissociated into a verbonominal phrase with a semantically weak verb and a following object expressing the action proper. (The dissociation may serve a number of different functions in English.) Since Czech prefers verbal expression, English verbonominal phrases are rendered as full lexical verbs. Thus, the English object is included into the meaning of the Czech verb.

In addition to these, there are two other factors of lesser importance in the English-Czech direction. One is in fact the opposite of the verbal tendency in Czech described above, i.e.

the tendency towards more analytical expression in the Czech language. Here, English verbal action is dissociated into verbonominal phrases in Czech. The dissociation leads to syntactic divergence of the original English object, which is reflected as a Czech modifier, indirect object or adverbial. Furthermore, the tendency of Czech towards nominal expression can also be seen in the type of divergence with Czech copular predication, where the English object is rendered as a subject complement.

The last factor in this direction of study involves differences in issues connected with expressing possessivity. First, the English verb *to have* may correspond to Czech copular predication, the object being rendered as a subject complement or as a subject in existential locative constructions in Czech. Second, English possessive determination may be rendered as an object in Czech, the original object appearing as an adverbial.

Comparing the relative influence of these factors, we can see that valency differences and analytical tendencies in English are similar in importance, the former accounting for about 50% and the latter for nearly 40% of all instances of divergence in the English-Czech direction. Referring back to Table 19, the main types of divergence of the object caused by the two principal factors, viz. the subject, the verb and the adverbial, appear as the most frequent counterparts of the object found in the English-Czech direction.

In contrast, analytical tendencies in Czech are found in significantly less than 10% of instances, and expressing possessivity is even more marginal. However, they are of interest in the study of differences between functional styles (see section 11.5).

It should be added that apart from the operation of the four factors described above, there were also irregular instances of divergence caused by various other factors which do not

allow generalization. These include particular language-specific expressions (e.g. lexicalized phrases), and the stylistic choice of the translator.

Proceeding to the situation in the Czech-English direction of study, we find that the principal factor conducive to syntactic divergence of the object is FSP. Syntactic divergence occurs in English in order to imitate the Czech word order, which is primarily governed by FSP, following the basic distribution of CD. Syntactic restructuring is required in English especially in instances with Czech rhematic subjects and/or thematic objects: the majority of instances of divergence with an English subject as counterpart of the Czech object are due to the FSP factor. Other typical structures involve clauses with Czech rhematic verbs, which may be dissociated in English to achieve the postverbal placement of the rheme: the Czech object may then be reflected as a second object or modifier/determiner.

A number of other factors were identified in the Czech-English direction, most of which appeared in the other direction of study as well. However, their importance is diminished in this direction by the predominance of the FSP factor.

Differences in verb valency contributed to some divergent instances with the subject as counterpart of the Czech object in English active clauses (nevertheless, the divergence also led to the achievement of the basic distribution of CD). The valency factor further contributed to the majority of divergent instances with the adverbial as counterpart of the Czech object, and it can be found in some instances in the (second) prepositional object and subject complement types.

Analytical tendencies in English lead to the dissociation of Czech verbs, conducing to the divergence of the Czech object, which may be reflected in English as a second object, modifier/determiner, or adverbial. Cases of dissociation also

occurred in other types of divergence, but the dissociation was not the cause of syntactic divergence.

The opposite tendency towards nominal expression in Czech as against verbal in English was also noted in this direction of study. Czech nominal expressions are rendered verbally in English, which is reflected in the inclusion of the Czech object into the meaning of the English verb. Although this tendency is again less frequent than the former, the difference does not appear to be so great compared with the English-Czech direction.

Issues connected with the expression of possessivity were also found to contribute to syntactic divergence of the object, as in the other direction. The Czech verb *mít/to have* is frequently rendered as the verb *to be* in English, the Czech object appearing as an English subject complement or a subject. In another type of divergence, the Czech object (realized by a personal pronoun) is rendered as possessive determination in English.

One specific factor contributing to syntactic divergence of the Czech object is the existence of Czech subjectless clauses. The necessity to use a subject in their English equivalents often leads to syntactic divergence, the Czech subjectless clause being restructured in different ways. The Czech object (as the only participant in the clause) may be rendered as the subject in English, but it may also appear as a subject complement or be included into the meaning of the English verb.

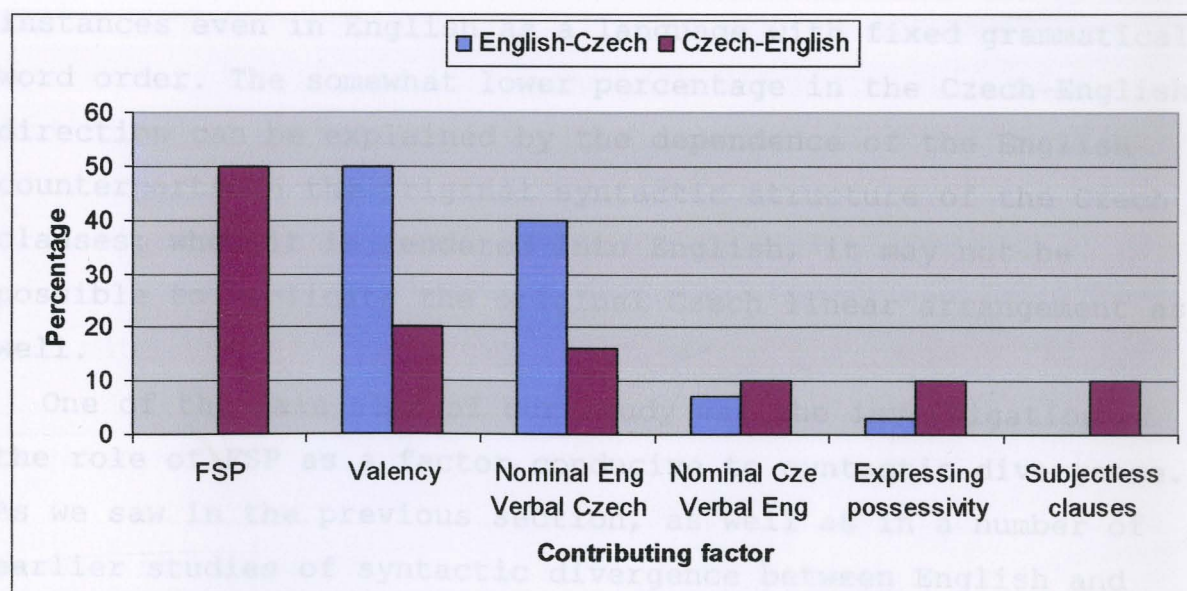
It can be said that in the Czech-English direction, there is a stronger tendency towards an interplay of different factors contributing to syntactic divergence than in the English-Czech direction. With the operation of different factors coinciding, it is more difficult to estimate the relative importance of individual factors. Nevertheless, we believe the figures given below are still fairly representative.

FSP as the principal factor apparently accounts for up to 50% of instances of syntactic divergence of the object in the Czech-English direction. All other factors are of lesser importance. Differences in valency were found in about 20% of instances, followed by analytical tendencies in English with slightly less. The remaining factors (expressing possessivity, verbal expression in English as against verbonominal in Czech, and Czech subjectless clauses) occurred in about 10% of instances each. As in the other direction, some specific isolated instances were also found.

FSP as the principal factor conducive to syntactic divergence of the object is again the main cause of the predominant type of divergence (the subject type) in this direction. The other factors are similar in importance, as are the frequencies of other types of divergence in the Czech-English direction.

The roles of different factors in the two directions of study are compared in the following table.

Fig. 24: Factors conducive to syntactic divergence of the object between English and Czech.



We have seen that in each direction, the major contributing factors are also nearly exclusive causes of the main types of divergence of the object, while factors of lesser importance usually contribute to a number of different types. The predominance of the English subject as counterpart of the Czech object is thus clearly associated with the major role of FSP as a factor conducive to syntactic divergence in the Czech-English direction. The issue of FSP is dealt with in more detail in the following section.

11.4 FSP

In the course of our analysis, we examined the functional sentence perspective of all divergent instances in both languages. The percentage of instances displaying the basic distribution of CD in both English and Czech versions of divergent instances was found to be fairly high in both directions of study: about 80% in the English-Czech direction, and over 70% in the Czech-English direction. The majority of deviations occurred in English.

The high figure for the English-Czech direction shows that the principle of end focus is applied in the majority of instances even in English as a language with fixed grammatical word order. The somewhat lower percentage in the Czech-English direction can be explained by the dependence of the English counterparts on the original syntactic structure of the Czech clauses: when it is rendered into English, it may not be possible to replicate the original Czech linear arrangement as well.

One of the main aims of our study was the investigation of the role of FSP as a factor conducive to syntactic divergence. As we saw in the previous section, as well as in a number of earlier studies of syntactic divergence between English and Czech,¹⁵⁵ its position in the two directions of study differs.

¹⁵⁵ See e.g. Dušková, 2005b.

Czech applies the principle of end focus as a matter of course. As an inflectional language with free word order, it does not need to employ different syntactic constructions to achieve a certain order of elements in the clause. Consequently, FSP naturally does not appear as a contributing factor in the English-Czech direction of study.

However, the two major factors conducive to syntactic divergence in this direction, viz. valency differences and different degrees of nominal expression between English and Czech, have one characteristic in common which is related to FSP in the original language. In English, the use of certain valency structures with a loose syntactic-semantic relationship of elements, as well as more nominal expression reflected in the dissociation of verbal action, can be used to enable or facilitate the achievement of the basic distribution of CD. These syntactic characteristics of English, which counterbalance the rigidity of grammatical word order, then form the background of factors conducive to syntactic divergence in the English-Czech direction.

In the Czech-English direction, on the other hand, FSP is the most important factor conducive to syntactic divergence of the object, accounting for up to one half of all instances. It operates primarily in instances with Czech rhematic subjects and thematic objects, where the degrees of CD are in conflict with the grammatical position of the clause elements in an English clause. Moreover, the basic distribution of CD is also found in English in divergent instances which were not motivated by FSP: as we saw, up to three quarters of the total number of instances displayed the basic distribution of CD in English.

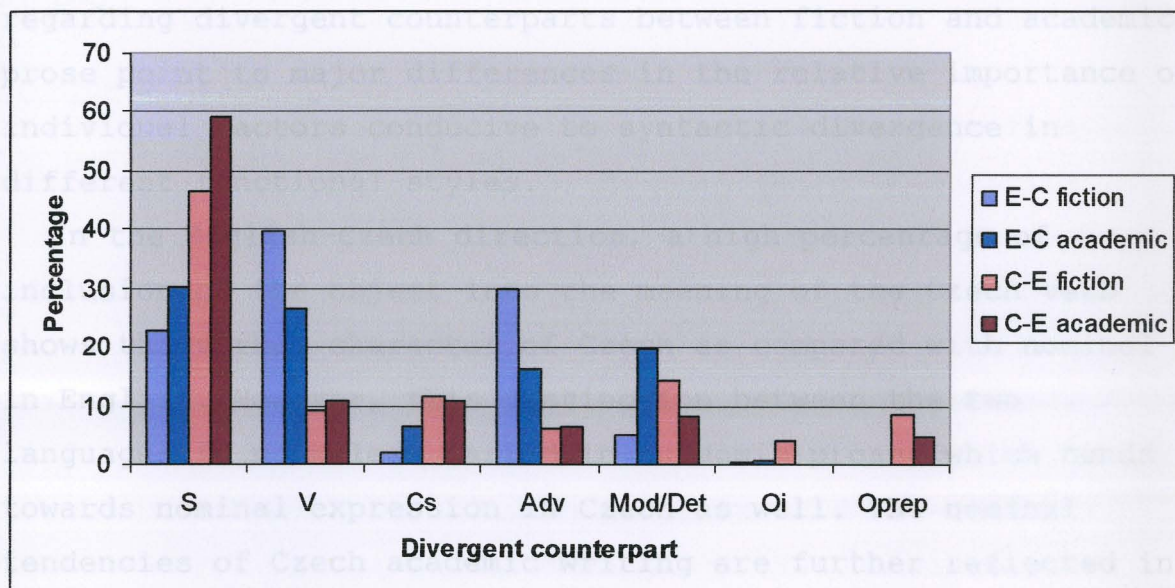
In conclusion, although the principle of end focus does not assert itself as frequently in English as it does in Czech, our findings confirm that it is hierarchically superordinate to syntactic structure in English as well as in Czech.

11.5 Fiction and Academic Prose

We shall now focus on the issue of types of divergent counterparts and their contributing factors from the point of view of different functional styles. Significant distinctions can be found between fiction and academic prose in both directions of study.

The following graph shows the percentages of divergent counterparts of the object in both directions in fiction and in academic writing.

Fig. 24: Divergent counterparts of the object in fiction and in academic prose.



In the English-Czech direction, there are considerable differences in the percentages of all divergent counterparts of the object between the two styles. While the verb and the adverbial are more frequent in fiction, the subject, the subject complement and most notably the modifier are found more often in academic prose. This means that our earlier statement of the three major divergent counterparts in this direction remains valid for the fiction subset, although the counterparts appear in altered proportions, but it does not apply to academic texts. Here, the third most frequent

counterpart of the object is the modifier instead of the adverbial.

In the Czech-English direction, the differences are less marked: the figures for the verb, subject complement and adverbial are very similar in both styles. Greater differences are observed in the subject, modifier/determiner and second object types. However, the general characteristic of this direction of study, viz. the presence of one predominant counterpart and several minor ones, is maintained.

Further differences are revealed when comparing the incidence of individual subtypes of divergence, which was done in some detail in Chapters 8 and 10. The distinctions regarding divergent counterparts between fiction and academic prose point to major differences in the relative importance of individual factors conducive to syntactic divergence in different functional styles.

In the English-Czech direction, a high percentage of inclusion of the object into the meaning of the Czech verb shows the verbal character of Czech as compared with nominal in English. However, this distinction between the two languages is much less marked in academic prose, which tends towards nominal expression in Czech as well. The nominal tendencies of Czech academic writing are further reflected in a greater proportion of the modifier and also the subject complement as counterparts of the English object.

The higher incidence of the adverbial as counterpart in fiction is due to two factors. One involves the occurrence of English constructions with possessive determination, which are not found in academic texts. The other is a specific difference in valency connected with the semantic characteristics of verbs used in fiction. The majority of verbs in this type of divergence are verbs of movement or similar semantic characteristics and are followed by objects

with adverbial semantics, which are rendered as adverbials in Czech. Such verbs are less frequent in academic writing.

The last difference between fiction and academic prose consists in a higher frequency of the subject as counterpart in academic texts. This feature is also partly related to verb valency. In fiction, the majority of instances in the subject type are English clauses involving a human participant with experiencer or other nonagentive semantic role functioning as the subject; such instances as rendered in Czech as active clauses with experiencer (nonagentive) objects. This subtype of divergence is less frequent in academic texts. On the other hand, we find a large number of counterparts with passive verbs in academic Czech, which serve a different function. By using the passive in Czech academic writing, the agent or force are suppressed if irrelevant for the communication, while attention is focused on the phenomenon in question.

In the Czech-English direction, the subject as counterpart of the Czech object is also found more frequently in academic prose, predominantly in English passive constructions. However, the high incidence of the passive subtype has a different cause here: it is due to FSP. The FSP factor, which is the principal cause of divergence in this direction, is thus even more prominent in academic prose than in fiction. This is not to say that FSP is of lesser importance in fiction; rather, in fiction we find a greater proportion of instances wherein syntactic divergence is motivated by other factors, while their occurrence is limited in academic prose.

The other factors, which are found predominantly in fiction, include issues related to possessive determination (generally infrequent in technical style) and especially a stronger tendency towards nominal expression in English, as reflected in the modifier/determiner and second object types of divergence, where Czech verbs are dissociated in English. The low frequency of these types of divergence in academic prose

confirms that the distinction between English and Czech as regards nominal expression is less pronounced in this style, offering fewer opportunities for dissociation in English. (The type of divergence with the inclusion of the Czech object into the meaning of the English verb, where the English expression is more verbal, is also more frequent in academic prose.)

In addition to the main factors described above, the greater proportions of the subject and the verb as counterparts of the Czech object are also partly due to the use of Czech subjectless constructions in academic texts. This is linked to the tendency of academic writing towards impersonal presentation and the focus on the phenomenon presented.

It has now become apparent that although particular types of divergence of the object typical of academic prose differ in the two directions of study, the distinctions between academic prose and fiction are in fact often due to similar factors and represent some general characteristics of theoretical technical style, which are valid in both languages.

Academic prose can be characterized by strong emphasis on nominal elements, frequently employing verbonominal constructions and heavy modification. This is especially apparent in Czech, which normally prefers verbal expression. As a result of the nominal tendencies of Czech academic writing, the difference between synthetic Czech and generally more analytical English is less marked in academic prose in terms of tendencies towards nominal expression.

Although academic writing explicitly expresses a greater variety of relations between elements (as seen in the range of adverbial meanings on the level of the clause), its vocabulary is in fact more limited in contrast to fiction, which deals with a wide range of topics related to people and their lives. In fiction, we find e.g. various verbs of movement, verbs expressing likes, feelings, thought etc., and expressions referring to human participants such as personal pronouns, to

mention those which give rise to syntactic divergence of the object in our study. Vocabulary with similar semantic characteristics is infrequent in academic writing.

The low frequency of personal pronouns in academic texts is also connected with its tendency towards impersonal presentation. Reference to the author is avoided, as well as reference to other participants if regarded as irrelevant for the communication. In Czech, two specific features are related to this tendency: the use of subjectless clauses and the use of the passive in academic writing.

In contrast to Czech, the passive in English is mainly used in order to achieve the basic distribution of CD.¹⁵⁶ Its higher frequency in English academic prose points to the tendency towards clear presentation of the subject matter in academic writing in accordance with the principle of end focus.

The findings presented in this section confirm our earlier hypotheses concerning the causes of divergence in academic prose. As was suggested in section 4.3.1, the nominal character of academic Czech reduce the role of the nominal tendencies in English as against verbal in Czech as a contributing factor. It was further confirmed that the FSP factor is a major cause of the high degree of divergence found in academic prose in the Czech-English direction (cf. sections 4.3.3 and 6.2).

¹⁵⁶ Cf. section 4.3.2 and Dušková, 1999b [1972]. The findings of the present study confirm different roles of the passive in English and Czech.

12. Conclusions

The present study investigated syntactic constancy of the object between English and Czech in fiction and academic prose. In the study, degrees of syntactic divergence of the object were established, types of divergence were analysed and factors conducive to the divergence were described in both directions of study. FSP issues were investigated in order to test the assumption of the universal validity of the principle of end focus. Apart from examining syntactic divergence of the object in the English-Czech and Czech-English directions, distinctions between two different functional styles and their manifestations in the two languages were also assessed.

Syntactic divergence of the object between English and Czech was found to be 12% in the English-Czech direction and 17.6% in the Czech-English direction of study. There is no major difference between fiction and academic prose in the English-Czech direction, whereas in the Czech-English direction syntactic divergence is considerably more frequent in academic writing. Consequently, the difference in degrees of divergence between the two directions is significantly more marked in academic prose than in fiction, although the degree of divergence is lower in the English-Czech direction in both styles.

In the English-Czech direction, the object is mostly rendered as a subject, verb or adverbial in Czech. Less frequently, the divergent counterpart is a Czech modifier. The Czech subject complement as counterpart is relatively infrequent, and the Czech (second) indirect object occurs but marginally.

The majority of instances of syntactic divergence in this direction of study are due to two main factors: lexical-semantic characteristics of clause elements as reflected in different valency structures of verbs in the two languages,

and a stronger tendency towards verbal expression in Czech as compared with nominal in English. Other factors involved nominal expression in Czech as against verbal in English, and issues related to expressing possessivity.

In the Czech-English direction, the Czech object is rendered as an English subject in over 50% of instances, the subject thus being the principal divergent counterpart in this direction. This type of divergence is mainly due to the FSP factor, viz. the tendency of English to imitate the linear arrangement of Czech clauses, which follows the basic distribution of CD.

Altogether, the range of divergent counterparts of the object in the Czech-English direction is wider than in the other direction: the verb, subject complement, adverbial, modifier or determiner, (second) indirect and prepositional objects all occur with comparable frequencies.

All factors conducive to syntactic divergence described in the other direction also operate in the Czech-English direction of study. However, their role is suppressed by the predominance of the FSP factor. In addition, one specific factor contributing to the divergence of the Czech object was found, viz. the existence of Czech subjectless clauses.

FSP does not conduce to syntactic divergence in the English-Czech direction, since Czech can achieve different linear arrangements of items in the clause regardless of their syntactic functions, but it is of primary importance as a contributing factor in the Czech-English direction. Moreover, the proportion of instances displaying the basic distribution of CD was found to be very high in both languages and in both directions of study; although it is always higher in Czech than in English, it was still found in over 70-80% of English clauses, which means that the principle of end focus is of major importance even in English with its fixed grammatical word order. Altogether, it can be said that the original

assumption that syntactic structure is hierarchically subordinate to the information structure has been confirmed.

Investigating differences in syntactic divergence of the object between fiction and academic prose, significant distinctions in types and subtypes of divergence, as well as in contributing factors, were found in both directions of study.

In the English-Czech direction, fiction is characterized by marked verbal tendencies of Czech as compared with English, differences in valency (linked to semantic characteristics of elements) and frequent pronominal reference to human participants. On the other hand, tendencies towards nominal expression in Czech and focus on the phenomenon presented are typical features of academic prose.

In the Czech-English direction, stronger nominal tendencies of English as against verbal Czech represent a major factor conducive to syntactic divergence in fiction. Use of personal pronouns and expressing possessivity are also typical features of fiction. In academic prose, the operation of the FSP factor is more pronounced. We also find frequent instances of verbal expression in English as against nominal in Czech, and a high incidence of Czech subjectless constructions.

From our material, the use of dissociated verb phrases, different types of the passive (used mainly to avoid expressing the agent/cause) and subjectless verbs appear as major features of Czech technical style. A higher proportion of the passive (related to the issue of linear arrangement) and a low frequency of possessive determination were noted in English.

These various features, as well as the differences in types of divergence typical of the two functional styles in each direction of study, can be explained by some general characteristics of the language of fiction and of academic prose which are common to both English and Czech. These

include a stronger tendency towards analytical or nominal expression in technical style, its tendency toward impersonal presentation, and greater precision and clarity of expression as well as of information structuring. In fiction, personal pronouns occur more frequently. The general subject matter of fiction means that there is frequent reference to human participants and a variety of verbs and other expressions are used to describe diverse actions and situations related to human life, covering a wide range of semantic roles and features which are limited in academic prose.

The characteristics of theoretical technical style in comparison with fiction in English and Czech are naturally incomplete in the present study, because they are derived exclusively from instances displaying syntactic divergence of the object between the two languages. However, the investigation of other types of divergence in this respect could eventually provide a comprehensive view of stylistic characteristics and their different realizations in these languages.

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Résumé

1. Tato dizertační práce se zabývá zkoumáním větněčlenské konstantnosti předmětu mezi angličtinou a češtinou. Větněčlenskou konstantností se rozumí identická větněčlenská realizace stejného lexikálního prvku ve více jazycích. Srovnáváním paralelních textů v angličtině a češtině určujeme míru větněčlenské konstantnosti předmětu, analyzujeme případy neshodných protějšků předmětu a hledáme příčiny divergence. Na rozdíl od dřívějších studií zkoumáme vzorky ze dvou různých funkčních stylů.

Výzkum konstantnosti syntaktické funkce mezi jazyky se provádí se záměrem ověřit hypotézu o univerzální platnosti principu koncového postavení jádra výpovědi. Zde využíváme typologických odlišností mezi angličtinou a češtinou, jež se projevují v odlišné hierarchii slovosledných principů. Český slovosled je určován primárně aktuálněčlenskou funkcí, resp. principem základního rozložení výpovědní dynamičnosti (VD). V angličtině je však primárním slovosledným principem princip gramatický, který může být s principem základního rozložení VD v rozporu. Změny v lineárním řazení prvků lze ovšem v angličtině dosáhnout pomocí různých syntaktických konstrukcí. Podle ověřované hypotézy předpokládáme snahu o dosažení identického lineárního řazení v obou jazycích, jež se při užití těchto syntaktických prostředků v angličtině může projevit syntaktickou nekonstantností zkoumaného větného členu.

Při určování větněčlenské platnosti jsme zkombinovali přístupy tradiční české a britské teorie. Jmenná část přísudku se pojímá jako samostatný větný člen podle britské teorie, přívlastek se také určuje jako samostatný větný člen podle teorie české. Do kategorie přísudku zahrnujeme i nefinitní slovesné tvary, pokud je rozvíjí předmět; tyto polovětné konstrukce mívají v druhém jazyku větný protějšek. Do zkoumání

zahrnujeme všechny předměty monotranzitivních sloves, včetně anglických sloves předložkových a frázových. V angličtině se uplatňuje kritérium možnosti pasivizace, zatímco v češtině kritérium rekce.

Při zkoumání aktuálního členění větného (AČV) vycházíme z Firbasovy teorie, jež je založena na principu různých stupňů výpovědní dynamičnosti a rozeznává ve větě část tematickou, přechodovou a rematickou. Kromě větné linearit y a intonace v mluveném jazyce zahrnuje do prostředků aktuálního členění také kontextovou závislost a sémantickou strukturu, které hrají výraznou roli zejména při určování AČV v anglických psaných textech.

V otázce stylu aplikujeme českou teorii funkčních stylů. Ve výzkumu je zastoupen styl umělecký a teoretický odborný. Umělecký styl, jak jej nacházíme v současné románové beletrii, se relativně nejvíce blíží běžnému neutrálnímu užívání jazyka v psané formě. Odborný text charakterizuje jistá míra formálnosti, důraz na nominální složku věty, přesné a explicitní vyjadřování a potlačení subjektivity. Zkoumání těchto dvou stylů nám umožňuje pokrýt širší oblast příslušného jazyka a zároveň potlačuje subjektivní vliv autora a překladatele, který může u vzorků beletristických poněkud zkreslit výsledky výzkumu.

2. K získání vzorků jsme použili osm dvojic paralelních textů v každém směru výzkumu, t.j. z angličtiny do češtiny a z češtiny do angličtiny. Celkem tedy bylo excerpováno šestnáct originálních textů a šestnáct textů překladových, z nichž polovinu představovala beletrie a polovinu odborné publikace z různých oborů. Z těchto zdrojů jsme získali celkem 1000 divergentních protějšků předmětu, s rovnoměrným zastoupením obou jazykových směrů i obou funkčních stylů. Pomocí počtu syntakticky konstantních protějšků, které byly třeba pro získání daného počtu divergentních dvojic (50, resp. 100 v

každém textu), se určila míra větněčlenské konstantnosti mezi angličtinou a češtinou. (Zabývali jsme se pouze předměty monotranzitivních sloves realizované jménem či zájmenem. Předměty jiných sloves a předměty realizované vedlejší větou či polovětnou konstrukcí byly vyloučeny, stejně jako případy chybného či příliš volného překladu.)

Zjištěnou míru nekonstantnosti předmětu pro oba směry výzkumu a jednotlivé styly uvádí následující tabulka.

Směr výzkumu	Celkem (%)	Beletrie (%)	Odborný text (%)
Anglicko-český	12,0	12,6	11,4
Česko-anglický	17,6	14,4	22,6

Ve směru z angličtiny do češtiny je míra divergence vždy nižší než ve směru opačném, tzn. že syntaktická konstantnost předmětu je vyšší. Mezi funkčními styly zde není výraznější rozdíl, v odborných textech je míra konstantnosti jen o málo vyšší. Naopak ve směru z češtiny do angličtiny zaznamenáváme výrazný rozdíl mezi stylem uměleckým a odborným, kde je míra divergence výrazně větší (v jednotlivých textech i více než dvojnásobně).

Uvedené rozdíly mezi funkčními styly potvrzují odchylky v míře divergence zjištěné v odborných textech esejistického charakteru, které se vyznačují míšením stylových prvků odborných a uměleckých. Zatímco ve směru z angličtiny do češtiny jsme v tomto případě našli v porovnání s průměrným údajem pro odborný styl mírně vyšší míru divergence, ve směru opačném zde byla míra divergence podstatně nižší. Obecně lze pak říci, že fluktuace v míře konstantnosti předmětu jak mezi jednotlivými prameny, tak v rámci jednoho textu je výraznější ve směru z češtiny do angličtiny.

3. Ve směru z angličtiny do češtiny měly divergentní protějšky anglického předmětu následující syntaktické funkce.

Funkce protějšku	Beletrie (%)	Odborný text (%)	Celkem (%)
Podmět	22,8	30,4	26,6
Přísudek	39,6	26,4	33,0
Příslovečné určení	30,0	16,4	23,2
Jmenná část přísudku	2,0	6,4	4,2
Přívlastek	5,2	19,6	12,4
Druhý, nepřímý předmět	0,4	0,8	0,6
Celkem	100	100	100

Celkově byly nejčastějšími protějšky český podmět, přísudek a adverbciále. Vyšší výskyt přívlastku zaznamenáváme v odborném stylu. Nepřímý předmět se vyskytuje výjimečně, druhý předložkový předmět nenacházíme vůbec.

Reflexe předmětu v českém podmětu je převážně způsobena rozdílnou valencí slovesa. Původní anglický podmět má neagentivní sémantickou roli (např. proživatel, patiens, nebo role adverbciální), naopak předmět může být konatelem děje. V češtině zde pozorujeme užší vztah mezi sémantickou rolí a větněčlenskou funkcí (a, b). Pokud anglický podmět vyjadřuje konatele či jiného participanta, jehož explicitní vyjádření není nutné, v češtině takový podmět nemívá protějšek (c).

(a) Sir Darius lost **much of his hair** ... 44/a4

Siru Dariovi vypadaly **skoro všechny vlasy** ... 39/aa4

(b) The sleeper's melody contained **such joy in life** ... 49/a4

V melodii spícího chlapce bylo **tolik radosti ze života** ... 43/aa4

(c) ... the nation forgoes **billions of dollars of goods and services** ... 398/A8

... a ztrácí se **výroba statků a služeb za miliardy dolarů**. 77/AA8

Vzhledem k analytickému charakteru angličtiny je často vlastní děj anglické věty vyjádřen předmětem, zatímco sloveso plní převážně funkci gramatickou. V těchto případech se projevuje verbální charakter češtiny a anglický předmět je zahrnut do významu českého slovesa (d). Případné přívlastky předmětu se reflektují jako české adverbciále či předmět (e).

(d) I had a **shave**. 17/a3

Oholil jsem se. 23/aa3

(e) People who have never made a systematic₁ **study of economics**₂ ... 8/A8

Lidé, kteří nikdy systematicky₁ **nestudovali ekonomii**₂ ... 10/AA8

Divergentní vztah předmět-adverbiále je opět způsoben rozdílností valence. Anglické předměty mohou mít různě silný příslovečný význam (zejména lokativní) a v češtině se realizují jako příslušné příslovečné určení (f). Kromě toho byl zaznamenán specifický vzorec divergence, kde je anglický předmět determinován posesivem, jež se v češtině realizuje jako předmět (g).

(f) ... do not enter **that warlord's stronghold** ... 13/a4

... nelez **do doupěte toho hrdlořeza** ... 17/aa4

(g) I held her **hand** ... 25/a3

... jsem ji držel **za ruku** ... 31/aa3

Případy, kdy se anglický předmět realizuje jako česká jmenná část přísudku, se v anglickém originále podobají typu se zahrnutím předmětu do významu českého slovesa. Opět nacházíme anglickou vazbu slovesa s předmětem verbonominálního charakteru, v češtině jí však odpovídá přísudek jmenný se sponou (h).

(h) **Recommendations and opinions have no binding force**. 26/A6

Doporučení a stanoviska nejsou závazná. 33/AA6

V ostatních typech nekonstantnosti pak vidíme oproti anglickému vyjádření verbálnímu analytičtější vyjádření v češtině. Anglický přísudek je v češtině disociován a původní předmět se reflektuje v přívlastku (i, j), či méně často v druhém, nepřímém předmětu (k).

(i) I can even locate **the bodies of islands** ... 65/a4

Dokážu dokonce určit polohu těl ostrovů ... 53/aa4

(j) ... that they interfere with **free market** ... 403/A8

... protože je brzdou volných trhů ... 85/AA8

(k) ... he always preferred **the truth**. 8/a2

... dával vždycky přednost **pravdě**. 16/aa2

Hlavními působícími faktory ve směru z angličtiny do češtiny jsou odlišná valence a rozdíly v míře analytičnosti vyjadřování. AČV se zde jako faktor vedoucí k větněčlenské nekonstantnosti neprojevuje, což vyplývá z povahy českého slovosledu. Míra základního rozložení výpovědní dynamičnosti je však v tomto směru výzkumu velmi vysoká (cca 80%) i v angličtině, princip koncového popstavení jádra výpovědi se tedy i tam uplatňuje ve většině případů.

Ve směru z češtiny do angličtiny byly divergentní protějšky českého předmětu realizovány takto.

Funkce protějšku	Beletrie (%)	Odborný text (%)	Celkem (%)
Podmět	46,4	59,2	52,8
Přísudek	9,2	10,8	10,0
Příslopečné určení	6,0	6,4	6,2
Jmenná část přísudku	11,6	10,8	11,2
Přívlastek	14,4	8,0	11,2
Druhý, nepřímý předmět	4,0	0,0	2,0
Předložkový předmět	8,4	4,8	6,6
Celkem	100	100	100

Nejčastějším protějškem českého předmětu je podmět, ostatní větné členy mají výrazně nižší frekvenci výskytu. Vztah předmět-podmět může souviset s rozdíly ve valenci (l), většinou se však vysvětluje působením AČV: české věty obsahují (počáteční) tematický předmět a (koncový) rematický podmět. Syntaktická divergence umožňuje uchovat lineární řazení prvků v angličtině, přičemž se často pasivizuje sloveso (m). Dále může k divergenci vést užití jednočlenných slovesných vět v češtině (n).

(l) **Nikoho** nesmí ani napadnout, že ... 111/c4

Nobody should imagine that ... 78/cc4

(m) **Podobná pozorování** konal ... Prugh a kol. ... 29/C5

Similar observations have been made ... by D.G.Prugh et al. ... 28/CC5

(n) ... došlo **ke změně podmínek** ... 9/C6

... there was a **change in the conditions** ... 76/CC6

Zahrnutí českého předmětu do významu slovesa je způsobeno verbálním vyjádřením v angličtině oproti analytičtějšímu v češtině. Může jít o disociované fráze užívané v odborném stylu (o).

(o) ... **radami, v nichž by měli převahu státní úředníci.** 54/C8

... boards that are **dominated** by government officials. 37/CC8

Často se též vyskytují různé vazby se slovesem *mít*. Ty jsou také hlavní příčinou divergence, kdy se předmět realizuje jako jmenná část přísudku (p).

(p) V pátek měl dědeček **velmi dobrou náladu** ... 86/c4

On Friday Grandpa was **in a very good mood** ... 62/cc4

Vztah předmět-adverbiále je jako v prvním směru výzkumu způsoben převážně rozdíly ve slovesné valenci (q).

(q) Toto kritérium **překračuje rámec úvah** ... 27/C8

This criterion goes beyond **the framework of considerations** ... 15/CC8

Ostatní typy divergence jsou založeny na disociaci českého přísudkového slovesa, což odpovídá obecně nominálnějšímu charakteru angličtiny. V závislosti na valenci anglického slovesa se původní předmět reflektuje jako druhý předmět nepřímý (r) či předložkový (s) nebo nejčastěji jako přívlastek (t).

(r) ... že **mu ubližuju** ... 67/c4

... that I was **doing him an injustice** ... 48/cc4

(s) ... On ... **uklidní svou pomatenou ovečku** ... 31/c2

... He will ... **bring peace to his confused lamb** ... 30/cc2

(t) **Nebudu jmenovat dámu** ... 22/c4

I will not **give the name of the lady** ... 15/cc4

Ve směru z češtiny do angličtiny je celkově nejvýraznějším faktorem AČV (snaha napodobit český objektivní slovosled v angličtině), jež přispívá až k jedné polovině případů syntaktické nekonstantnosti. Míra základního rozložení výpovědní dynamičnosti v angličtině je ovšem ještě vyšší,

dosahuje přes 70%. Vidíme tedy opět výrazné působení principu koncového postavení jádra výpovědi v angličtině.

K dalším působícím faktorům patří nominálnější vyjadřování v angličtině, ale nacházíme i tendenci opačnou. Dále hraje roli rozdílná valence sloves a různé specifické rysy srovnávaných jazyků, např. užívání predikace se slovesem *mít* v češtině, posesivní determinace v angličtině a existence českých jednočlenných vět. Kromě posledně jmenovaného působí všechny tyto faktory i ve směru z angličtiny do češtiny, ve směru z češtiny do angličtiny je však relativní význam některých potlačen výrazným působením faktoru aktuálněčlenského. Celkově lze říci, že hypotéza o univerzální platnosti principu koncového postavení jádra se potvrzuje.

Výsledky našeho zkoumání v zásadě odpovídají dřívějším poznatkům o syntaktické konstantnosti předmětu, došlo však také k četným upřesněním a zjištěním některých nových vzorců a působících faktorů. Výsledný obraz byl navíc výrazně rozšířen zahrnutím odborného stylu.

4. Při zkoumání vzorků z různých funkčních stylů byly prokázány výrazné rozdíly jak v typech divergence (viz tabulky výše), tak ve významu jednotlivých faktorů, jež divergenci způsobují. Rozdíly ve frekvenci neshodných protějšků jsou výraznější ve směru anglicko-českém.

V tomto směru je patrná větší nominálnost českého odborného stylu. Proto nacházíme nižší procento inkluze anglického předmětu do významu slovesa, a naopak vyšší výskyt verbonominální predikace a zejména disociace anglického slovesa v češtině, následkem čehož je v odborném textu český přívlastek třetím nejčastějším protějškem anglického předmětu.

Další rozdíly způsobuje odlišná valence. V beletrii jde zejména o případy anglického předmětu adverbialní povahy a dále sloves vyjadřujících prožívání, city a myšlení, kde český předmět odpovídá anglickému podmětu. Naopak v odborném stylu

jsou tyto typy vzácnější. U divergence předmět-podmět zde převažují anglické konstrukce, kde se jako podmět konstruují sémanticky různé prvky (např. adverbialní), které jsou ve větě tematické. Ty se pak v češtině reflektují jako sémanticky odpovídající větné členy nebo se explicitně nevyjadřují. Často se užívá českého pasiva. Lze říci, že role valence je v beletrii obecně významnější.

V odborném stylu se rovněž méně vyskytují typy divergence související s vyjadřováním životných, resp. lidských participantů, jako jsou případy s anglickou posesivní determinací.

Ve směru z češtiny do angličtiny vidíme výraznější vliv AČV v odborném stylu: výskyt anglického podmětu jako protějšku předmětu je vyšší, vliv rozdílné valence v tomto typu divergence naopak nižší. Většina anglických protějšků českých vět v odborných textech má sloveso v pasivu, jež je základním prostředkem pro změnu větné linearitu v angličtině.

Dalším rozdílem je větší analytičnost angličtiny oproti češtině, která je mnohem výraznější v beletrii, jak vidíme z častého výskytu typů předmět-druhý předmět a předmět-přívlastek, zatímco český odborný jazyk se mírou nominálního vyjadřování angličtině blíží. V odborném stylu se užívá typických disociovaných slovesných vazeb, které v angličtině mohou vést k inkluzi disociovaného předmětu do významu slovesa. (Případy větší analytičnosti v české beletrii, které způsobují stejný typ divergence, obvykle souvisejí s rozdílným užíváním predikací se slovesem *mít*.)

V beletrii je, jako ve směru z angličtiny do češtiny, častější výskyt zájmen (osobních a posesivních) odkazujících na životné participanty děje. Naopak typickým rysem českých odborných textů je výskyt jednočlenných vět slovesných.

Ze zjištěných údajů vyplývá, že různé odlišnosti mezi stylem uměleckým a odborným v obou směrech výzkumu mají za společný

základ typické charakteristiky těchto funkčních stylů, které jsou v obou jazycích zhruba totožné.

Odborný styl se vyznačuje důrazem na nominální složku vyjádření, takže se v tomto ohledu zmenšuje rozdíl mezi angličtinou a češtinou. Zaměřuje se na vlastní téma a snaží se o objektivní prezentaci, což vede k neosobnosti odborných textů. Usiluje o přesné a explicitní vyjádření vztahů ve větě, takže nacházíme např. nejruznější typy příslovečných určení. Snaha o jednoznačné, srozumitelné a přehledné vyjadřování se týká i roviny AČV.

Jazyk beletrie se od odborného textu výrazně odlišuje vyšší frekvencí zájmen a dále obecně rozsahem slovní zásoby z různých okruhů a s různými sémantickými rysy (např. jde o slovesa vyjadřující preference, city a stavy atp., nebo různá slovesa s doplněním adverbialního charakteru, např. směrovým). To přirozeně souvisí s tematikou beletristických textů, které obecně pojednávají především o lidech a nejruznějších aspektech lidského života v celé jeho šíři.

Charakteristiky jednotlivých stylů získané pouze ze vzorků omezených zadáním naší práce jsou samozřejmě neúplné a naše výsledky by bylo třeba upřesnit a doplnit zkoumáním dalších větných členů.

APPENDIX I: LISTS

List of abbreviations:

AČV	aktuální členění větné/functional sentence perspective
Adv	(integrated) adverbial
CD	communicative dynamism
Cs	subject complement
Det	determiner
FSP	functional sentence perspective
Mod	modifier
O	object (of monotransitive verbs)
Oi	(second) indirect object
Oprep	(second) prepositional object
S	subject
V	verb
VD	výpovědní dynamičnost/communicative dynamism

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APPENDIX II: MATERIAL

English-Czech direction: Fiction

1. This unlikely pair ... had left Miss Wharton's flat ... to walk the half-mile stretch ... 3/a1
Tento nesourodý pár opustil byt slečny Whartonové ... a vydal se na půlmilovou pout' ... 7/aa1
2. When they had reached St Matthew's church ... 3/a1
Když došli ke kostelu svatého Matouše ... 7/aa1
3. ... she could smell its breath in the air. 4/a1
... zavanul její (zimy) dech. 8/aa1
4. Darren, who liked best this part of the walk ... 5/a1
Darrenovi se tato část trasy líbila nejvíc ... 8/aa1
5. Darren ... gave a whoop ... 5/a1
... (Darren) zavýskl ... 8/aa1
6. ... how little he wore ... 5/a1
... jak málo je oblečený ... 8/aa1
7. (He had sat) ... making an extravagant moue of distaste ... 6/a1
(Usedl) ... znechuceně se ušklíbl ... 9/aa1
8. ... they would have to have a little talk. 6/a1
... musí si s ním promluvit. 9/aa1
9. Suddenly, he gave a yell ... 6/a1
Náhle zavřeštěl ... 9/aa1
10. ... she rejoiced in his liveliness. 6/a1
... ji jeho živost těšila. 9/aa1
11. They ... took the gravel path ... 8/a1
... zamířili po šterkové cestičce ... 11/aa1
12. As they reached the door ... 8/a1
Když stanuli u dveří ... 11/aa1
13. ... (thrusting his arms through the grille) to reach the candlebar ... 9/a1
... (protáhl tenké paže mřížovím) a dosáhl ke svícnu ... 11/aa1
14. ... she felt the first twitch of anxiety. 9/a1
... se poprvé zachvěla úzkostí. 11/aa1
15. ... he made a small, pathetic groan ... 10/a1
... přidušeně, žalostně zavyl ... 12/aa1
16. ... when they had first met her horrified eyes. 10/a1
... když na ně hleděla strachem rozšířenýma očima. 12/aa1
17. "We must lock the door." 11/a1
„Musíme tu zamknout.“ 13/aa1
18. ... (she had handed it to Darren) to relock the door ... 13/a1
... (ona ho dala Darrenovi), aby znovu zamkl. 14/aa1
19. ... as if he had had a nose bleed ... 14/a1
... jako by krvácel z nosu ... 15/aa1

20. ... they ought to take turns ... 14/a1
... že by se měli ... střídat. 15/aa1
21. As soon as he had left the Commissioner's office... 15/a1
Jakmile se Adam Dalgliesh vrátil z pracovny šéfa odboru ... 16/aa1
22. "The Commissioner has had a word with the Home Office." 15/a1
„Šéf mluvil s ministerstvem vnitra...“ 16/aa1
23. "I'll meet you outside." 16/a1
„Sejdeme se venku.“ 16/aa1
24. ... the squad would need a senior woman detective ... 16/a1
... aby v týmu byl zastoupen i ženský element ... 16/aa1
25. ... the road he had crossed ... 18/a1
... třídou, kterou ... jel ... 18/aa1
26. He ... cut through St James's Park station ... 19/a1
... vydal se přes St James's Station ... 19/aa1
27. As he pushed his way through the swing doors ... 19/a1
Když procházel dvoukřídlymi dveřmi ... 19/aa1
28. ... how much he had preferred the Gothic splendour ... 19/a1
... oč víc se mu líbila gotická čistota ... 19/aa1
29. ... which now required three divisions ... 20/a1
... na což dnes nestačí tři oddělení ... 19/aa1
30. ... which until recently had graced the entrance hall. 20/a1
... která se donedávna skvěla ve vstupní hale. 19/aa1
31. ... his first unsuccessful attempt to enter Parliament ... 23/a1
... o prvním neúspěšném pokusu proniknout do parlamentu ... 21/aa1
32. ... the car accident which had killed his wife. 23/a1
... po autonehodě, při níž zahynula jeho první manželka. 22aa1
33. "... the bereaved fiancée and husband should find mutual consolation ..." 23/a1
„... že se truchlící snoubenka a manžel navzájem utěšovali ...“ 22/aa1
34. "He owns and edits the Paternoster." 24/a1
„Je vlastníkem a vydavatelem Paternosteru.“ 22/aa1
35. "His father and grandfather had it before him." 24/a1
„Patřil už jeho dědečkovi, pak otci.“ 22/aa1
36. "Ackroyd doesn't make money out of it." 24/a1
„Ackroyd na listu nijak nevydělává.“ 22/aa1
37. "It didn't make the national press." 25/a1
„V celostátním tisku se o tom nepsalo.“ 23/aa1
38. The death ... would normally have justified at least a brief paragraph ... 25/a1
Smrti ... by se normálně dostalo aspoň sloupku ... 23/aa1
39. ... he felt no temptation to do so ... 25/a1
... vůbec ho však nelákala představa ... 23/aa1

40. (But there would be no harm in) having a word with Conrad Ackroyd. 26/a1
(Nicméně neuškodí, když) si promluví s Conradem Ackroydem. 24/aa1
41. "I'm meeting a party of constituents at the House." 26/a1
„Mám ve sněmovně schůzku se skupinou svých voličů.“ 24/aa1
42. But when they left the building ... 26/a1
Když vyšli z ministerstva ... 24/aa1
43. They had hardly crossed Birdcage Walk ... 26/a1
Jen vykročili po Birdcage Walk ... 24/aa1
44. When they reached the Treasury ... 29/a1
Když došli k státní pokladně ... 26/aa1
45. He had the feeling that Berowne ... 29/a1
Tušil, že Berowna ... 26/aa1
46. ... Massingham took the next turning to the left ... 31/a1
Massingham ... odbočil na příští křižovatce vlevo ... 28/aa1
47. Beside it a ... board gave the name ... 31/a1
Na ... tabuli vedle nich stálo jméno ... 28/aa1
48. ... before Massingham had time to ring ... 32/a1
... než Massingham stačil zazvonit ... 28/aa1
49. Dalgliesh had a respect for Morgan ... 32/a1
Dalgliesh si vážil Morgana ... 28/aa1
50. ... Dalgliesh picked his way across the carpet ... 32/a1
Dalgliesh ... přešel po koberci ... 29/aa1
101. Castle, ever since he had joined the firm ... 3/a2
Od doby, kdy ... vstoupil Castle ... do firmy ... 11/aa2
102. Castle ... had taken his lunch in a public house ... 3/a2
... (Castle) chodil na oběd do restaurace ... 11/aa2
103. ... for no one outside the department to worry about the delay in the delivery of a message ... 3/a2
... nikdo mimo jejich oddělení si nelámal hlavu kvůli zpoždění nějaké zprávy. 11/aa2
104. ... he left his room. 4/a2
... vyšel z místnosti. 12/aa2
105. ... when he tried to live up to the costume ... 4/a2
... když se snažil chovat přiměřeně kostýmu ... 12/aa2
106. ... (Davis asked), making a playful pretense at seizing ... 4/a2
... (zeptal se Davis) a žertem předstíral, že se chce zmocnit ... 13/aa2
107. His breath had a sweet smell ... 4/a2
Sladce z něho zavanulo ... 13/aa2
108. ... magazines ... littered the sofa ... 5/a2
... pohovka byla posetá časopisy ... 13/aa2
109. Castle was on the point of descending the four stone steps ... 5/a2
Castle se chystal sestoupit po čtyřech schodech ... 14/aa2

110. ... he was about to take the wrong route. 6/a2
... když se chtěl Castle dát nesprávným směrem. 14/aa2
111. ... he had grown a small pot belly ... 6/a2
... s léty mu přibylo ... malé kulaté břicho ... 14/aa2
112. Daintry ... gave a more genuine out-of-doors impression ... 6/a2
... působil Daintry jako člověk z venkova ... 14/aa2
113. “(I see) you’ve been doing your homework.” 7/a2
„(Vidím, že) jste se pečlivě připravoval.“ 16/aa2
114. “... I’ve just been having a talk with Davis himself.” 7/a2
„... právě jsem s Davisem mluvil osobně.“ 16/aa2
115. ... he always preferred the truth. 8/a2
... dával vždycky přednost pravdě. 16/aa2
116. “Like it?” 9/a2
„Líbí se vám to?“ 18/aa2
117. ... until one reached at last the freedom of the common. 12/a2
... až se člověk dostal na volnou občinu. 22/aa2
118. ... whether any animal ... could have found provender ... 13/a2
... jestli by se nějaké zvíře ... dokázalo uživit ... 22/aa2
119. He could easily have saved money ... 13/a2
Byl by mohl ... ušetřit ... 22/aa2
120. ... he had no wish to appear different ... 13/a2
... nechtěl se ničím lišit ... 22/aa2
121. He disliked it ... 13/a2
Nelíbilo se mu ... 23/aa2
122. He opened his door with a Yale key. 14/a2
Otevřel si patentním klíčem. 23/aa2
123. Only Davis had the indifference to knock the drinks back ... 16/a2
Jen Davis lhostejně vyprazdňoval své skleničky do dna ... 25/aa2
124. A long ribbon of spittle descended Castle’s trouser leg. 17/a2
Dlouhá nit sliny mu stékala po nohavici. 27/aa2
125. Buller followed them ... 19/a2
Buller šel za nimi ... 29/aa2
126. “On the platform someone ... grips his arm.” 20/a2
„Na perónu ho někdo ... popadne za paži.“ 30/aa2
127. “And we made love ...” 21/a2
„A milovali jsme se ...“ 30/aa2
128. ... before she reached old age. 21/a2
... než ona zestárne. 31/aa2
129. ... before entering the house. 22/a2
... chystal se vstoupit do domu. 32/aa2

130. Another car was climbing the hill through the park ... 22/a2
Do kopce jel parkem jiný vůz. 32/aa2
131. Her voice had a faint American accent ... 22/a2
Mluvila s lehkým americkým přízvukem ... 33/aa2
132. ... she obviously hadn't an idea ... 23/a2
Zřejmě si nebyla jistá ... 34/aa2
133. "You can buy them in shops too." 24/a2
„Dají se koupit i v obchodě.“ 34/aa2
134. "She had a degree in Economics at London University." 25/a2
„Vystudovala na Londýnské univerzitě ekonomii.“ 35/aa2
135. ... Daintry sympathized with his anxiety. 26/a2
... Daintry pocítil sympatie k jeho úzkosti. 36/aa2
136. Hargreaves really ought to make a move ... 26/a2
Hargreaves by se měl skutečně pohnout ... 36/aa2
137. ... quarreling chiefs, who used to make more noise than Buffy. 26/a2
... kmenových náčelníků, jejichž hádky byly o mnoho hlučnější než Buffy. 36/aa2
138. "... we'll have a chat, Daintry, won't we?" 26/a2
„... si pohovoříme, Daintry, vidíte?“ 37/aa2
139. "I made a rough check for example of ..." 27/a2
„Například jsem namátkou zkontroloval, co ...“ 38/aa2
140. "They do it in the diamond fields ..." 27/a2
„Dělá se to v diamantových polích ...“ 38/aa2
141. "... they have penetrated the British Secret Service once again." 28/a2
„... že znovu pronikli do britské Secret Service.“ 39/aa2
142. (Percival was said) to collect pictures ... 30/a2
(O Percivalovi se říkalo, že) je sběratel obrazů ... 41/aa2
143. "... I don't enjoy the thought of that trial one little bit." 31/a2
„... mně se pomýšlení na proces ani trochu nelíbí.“ 42/aa2
144. ... he hadn't a clue to its understanding. 32/a2
... mu úplně chyběl klíč k jejímu pochopení. 43/aa2
145. The low buzz was enough to drown the tap on his door ... 35/a2
V tichém bzučení se ztratilo zaklepaní na dveře ... 46/aa2
146. (He trotted around the room), showing an interest in everything. 35/a2
(Přecházel po pokoji) a zajímal se o všechno. 47/aa2
147. "... I never had much interest in women." 36/a2
„... o ženy jsem se moc nezajímal.“ 47/aa2
148. "I can't say I've had much interest in fishing ..." 36/a2
„Nemohl bych tvrdit, že jsem se někdy příliš zajímal o rybaření ...“ 47/aa2
149. Castle had taken an earlier train than usual ... 41/a2
Castle jel časnějším vlakem než obvykle ... 50/aa2

150. Castle ... entered a bookshop ... 41/a2
Castle ... vstoupil do knihkupectví ... 51/aa2
201. As my car pulled off FDR Drive ... 1/a3
Když můj taxík sjížděl ... z dálnice ... 7/aa3
202. "Only need about a hundred guys ..." 1/a3
„Stačila by tak stovka chlapů ..." 7/aa3
203. I have this anti-talent for queues. 2/a3
Co se týče front, jsem prostě antitalent. 8/aa3
204. ... as I ... trample my way to the end of the shortest line. 2/a3
... když se ... produsám na konec nejkratší fronty. 8/aa3
205. ... the weepy breath of the day still shields its glow ... 3/a3
... v uplakaném závanu dne se pořád ukrýval jeho žár ... 9/aa3
206. I take a defiant pull from my pint of duty-free. 3/a3
Vyzývavě jsem si přihnul ze své lahvinky z bezcelní zóny. 9/aa3
207. You ... take a deep breath ... 3/a3
... zhluboka se nadechnete ... 9/aa3
208. The money changed hands very eloquently. 4/a3
Peníze přešly z ruky do ruky velice výmluvně. 10/aa3
209. There were three girls working the ramp ... 7/a3
Na celé délce ... rampy se činily tři holky. 13/aa3
210. ... let's take a look here. 7/a3
... tak se na ni koukněme. 13/aa3
211. ... as if this would answer a lot of questions. 9/a3
... jako by tato informace mohla být rozluštěním mnoha hádanek. 15/aa3
212. "Dawn, you just take care now." 9/a3
„Dawn, opatrujte se.“ 15/aa3
213. I ... found no balance. 9/a3
... a rovnováha nikde. 16/aa3
214. I... made my diagonal for the door. 10/a3
... a po diagonále jsem se vydal ke dveřím. 16/aa3
215. We joined the long queue for standby. 10/a3
Zařadili jsme se do dlouhé fronty čekající na uvolněná místa. 16/aa3
216. ... I even took a weary swipe at his face. 11/a3
... jsem ho i otráveně poplácal po tváři. 17/aa3
217. The first cigarette would light a trail of gunpowder ... 11/a3
Od první cigarety by chytla ta stružka střílného prachu ... 17/aa3
218. "I lead a full life, John." 12/a3
„Žiju plným životem.“ 18/aa3
219. ... I took a pull of scotch ... 12/a3
... přihnul jsem si whisky ... 19/aa3

220. ... bus-stop boogies malevolently lining the streets ... 14/a3
... prudiči z autobusových zastávek, kteří zlovorně postávají na ulicích ... 20/aa3
221. They ... clutch their nuts. 14/aš
... křečovitě si hrabou do vajec. 20/aa3
222. I worked up a major sweat ... 15/a3
Dopoledne jsem se pořádně zapotil ... 21/aa3
223. I rang her old office. 16/a3
Volal jsem do její staré kanceláře. 22/aa3
224. I rang her dancing class. 16/a3
Volal jsem do jejího tanečního kurzu. 22/aa3
225. ... I ... made a hurried grab for my girl. 16/a3
... a spěšně jsem po svém děvčeti hrábl. 22/aa3
226. He couldn't straighten his face ... 17/a3
Nedokázal se tvářit vážně ... 23/aa3
227. I had a shave. 17/a3
Oholil jsem se. 23/aa3
228. So me and my sore tooth throbbed our way through a few hours of television ... 17/a3
A tak jsme se já a moje bolavé zuby propracovali pár hodinami u televize ... 23/aa3
229. (The couldn't before) - they didn't have the technology. 17/a3
(Předtím to nešlo), dřív na to ještě nebyla technologie. 23/aaš
230. The screen now showed a crater-field of dead cars ... 18/a3
Na obrazovce teď bylo vidět minové pole autovraků ... 24/aa3
231. ... I took my left ... 19/a3
... jsem odbočil doleva ... 25/aa3
232. I followed him to the table ... 221/a3
Šel jsem za ním ke stolu ... 27/aa3
233. "I just spoke to Caduta Massi." 21/a3
„Právě jsem měl rozhovor s Cadutou Massiovou.“ 27/aa3
234. "With Guyland in, it respectabilizes the whole package." 22/a3
„S Guylandem se zvyšuje vážnost celého podniku.“ 28/aa3
235. "... no Lorne Guyland movie ever lost money." 22/a3
„... žádný z filmů s Lornem Guylandem ještě nebyl prodělečný.“ 28/aa3
236. "It ups TV ... sale by 50 per cent ..." 23/a3
„... sledovanost televize ... stoupne o padesát procent ...“ 29/aa3
237. "Ever take any exercise, Slick?" 23/a3
„Cvičíš ty někdy, Slicku?“ 29/aa3
238. Fielding's father ... owns half of Virginia. 23/a3
... patří mu polovina Virginie. 29/aa3
239. Maybe his mum ... owns the other half. 23/a3
... a té že patří ta druhá půlka. 29/aa3

240. A very young prostitute approached me. 25/a3
Přistoupila ke mně mladinká prostitutka. 31/aa3
241. I held her hand ... 25/a3
... jsem ji držel za ruku ... 31/aa3
242. She did a lot of nodding. 25/a3
Hodně často přikyvovala. 31/aa3
243. ... various pains have now taken up residence in various parts of my face. 26/a3
... v různých partiích mého obličeje se zabydly různé bolesti. 32/aa3
244. A gum-and-bone ache has launched a cooperative on my upper west side. 26/a3
Bolest kostně-dásňová se nastěhovala do družstevního bytu vlevo nahoře. 32/aa3
245. ... I tell a lie. 27/a3
Kecám ... 33/aa3
246. ... those ... who call up networks with strange questions ... 27/a3
... ti ... kteří telefonují do nejrůznějších pořadů své divné otázky ... 33/aa3
247. I rode the lift ... 30/a3
Jel jsem výtahem ... 36/aa3
248. But I had a bad premonition now ... 31/a3
Jenomže nyní se mě zmocnila neblahá předtucha ... 37/aa3
249. (It fizzed past me), losing its definition for a moment on the centre line ... 32/a3
(Míček proletěl kolem mě), na střední čáře na okamžik znejistěl ... 38/aa3
250. The ball ... skipped a beat ... 33/a3
Míček ... odskočil ... 39/aa3
301. ... the only noise she could hear was ... 1/a4
... jediným zvukem, který doléhal k jejímu sluchu ... 9/aa4
302. ... before they could cut her throat ... 1/a4
... dřív než ji stačili podříznout ... 9/aa4
303. ... he began to make frightful noises deep in his windpipe ... 1/a4
... se mu z hlubin průdušek začaly drát úděsné zvuky ... 9/aa4
304. ... she didn't want to know his name ... 2/a4
... ji nezajímalo ani jeho jméno ... 9/aa4
305. ... before the chauffeur had time to raise the partition ... 2/a4
... dřív než stačil šofér zvednout přepážku ... 9/aa4
306. ... she had slammed the door ... 2/a4
... zabouchla ... 10/aa4
307. ... at the age of forty-four she was making a new start ... 3/a4
... ve čtyřiačtyřiceti začínala znovu ... 10/aa4
308. ... Ravil Páramo had been speaking Orcish... 4/a4
... Ravil Páramo mluvil Černou řečí ... 11/aa4
309. ... (she ordered the pilot) to make a series of low passes over the cars below ... 5/a4
... (nařídila pilotovi), aby několikrát proletěl těsně nad auty jedoucími pod námi ... 11/aa4

310. It was possible that I was hearing the birth of a song. 5/a4
Možná jsem byl svědkem zrození písně. 12/aa4
311. ... his ... face ... drew attention to her own fading youth ... 6/a4
... jeho ... tvář ... upozornila na její vlastní uvadající mládí ... 12/aa4
312. But roars of acclaim followed each of the old hits ... 6/a4
Po každém ze starých hitů ... však následoval bouřlivý aplaus ... 12/aa4
313. Absently he dabbed his sodden hankies at the odorous flow ... 9/a4
Promočenými kapesníky roztržitě poklepával na páchnoucí pramínky ... 14/aa4
314. ... he clutched suddenly at Vina Apsara's hands ... 9/a4
... vzal náhle Vínu Apsaru za ruce ... 14/aa4
315. She made no attempt to free herself from his grasp. 9/a4
Nepokusila se vymanit z jeho sevření. 14/aa4
316. ... you can understand the weaknesses of middle age. 9/a4
... máte porozumění pro slabosti zralého věku. 14/aa4
317. "Now let's have lunch." 10/a4
„A teď se pojd' me najíst.“ 15/aa4
318. ... the personal assistant (was) hissing hatred at the unstable earth ... 10/a4
... osobní asistent nenávislně syčel na rozhybanou zem ... 15/aa4
319. It allowed me ... to penetrate the defining instant of their being-in-the-world ... 13/a4
Umožnila mi ... proniknout do charakteristické chvíle jejich vezdejší existence ... 17/aa4
320. ... do not enter that warlord's stronghold ... 13/a4
... nelez do doupěte toho hrdlořeza ... 17/aa4
321. ... those who swallowed mouthfuls of that angelic surf ... 15/a4
... kdo se toho andělského příboje nalokal ... 18/aa4
322. Insects stung my neck. 16/a4
Do krku mě štípali komáři. 19/aa4
323. But she wasn't there to kiss my brow ... 20/a4
Jenže tehdy už mě nemohla políbit na čelo ... 22/aa4
324. "... either I am in danger of passing a stool ..." 25/a4
„... že se mi bud' tlačí ven stolice ...“ 26/aa4
325. "... or else there is some other chokra trying to make an appearance." 25/a4
„... anebo se sem snaží přišmajchlovat nějaký jiný chókra.“ 26/aa4
326. ... the ancient Greeks would have had little difficulty in identifying the child ... 26/a4
... by staří Řekové snadno poznali potomka ... 27/aa4
327. ...an eminent barrister-at-law who had "eaten his dinners" at Middle Temple ... 26/a4
... význačným právníkem, který svého času „večeřel“ v londýnském Middle Temple ... 27/aa4
328. ... (Sir Darius Xerxes Cama was allowed) to enter the delivery room. 26/a4
... (siru Dariovi Xerxu Kamovi se konečně dostalo svolení), aby vstoupil do porodního sálu. 27/aa4
329. ... together the couple visited the incubator room ... 27/a4
... spolu s manželem se vydali do místnosti s inkubátory ... 37/aa4

330. Sir Darius ... made his excuses ... 27/a4
... se sir Darius omluvil ... 28/aa4
331. This transformation ... was ... the one Sir Darius most keenly enjoyed. 28/a4
Tato proměna ... byla ... tím, který působil siru Dariovi největší radost. 28/aa4
332. ... (if he was able to play) after missing a night's sleep. 28/a4
... (jestli je schopný hrát), když celou noc nespál. 28/aa4
333. Sir Darius had always disapproved of the behaviour ... 28/a4
Siru Dariovi se odjakživa zajídalo chování ... 28/aa4
334. ... they set out to disrupt the player's concentration ... 29/a4
... se snažila vyvést hráče ze soustředění ... 29/aa4
335. For Mr. Gandhi personally he conceded a grudging respect ... 29/a4
Gándhího se skřípěním zubů uznával ... 29/aa4
336. ... section of the crowd ... took up the insulting chant. 29/a4
... část diváků ... začala urážlivě skandovat. 29/aa4
337. ... (Cyrus and Virus were ... giving every appearance) of enjoying the spoilsports' antics. 29/a4
... (Kyros a Viros ... dávají najevo), že se jim kašpařiny těch buzerantů líbí. 29/aa4
338. ... (they had seen a cartoon short) ... featuring a new ... ant-hero. 30/a4
... (zhlédli krátký kreslený film) ... v němž vystupoval nový ... antihrdina ... 30/aa4
339. ... his injured vanity had overcome the fatherly prudence ... 30/a4
... jeho dotčená ješitnost nabyla vrchu nad otcovskou rozvážností ... 30/aa4
340. ... there was no way of correcting its course ... 30/a4
... jeho dráha se nedala nijak korigovat ... 30/aa4
341. ... had events taken a different course ... 32/a4
... by se události vyvíjely jinak ... 31/aa4
342. (Both of them would have been feeling awkward at the prospect of) seeing Lady Spenta ... 32/a4
(Oba se jistě cítili trapně při pomyšlení), že předstoupí před lady Spentu ... 31/aa4
343. My ... father would have been shifting his weight ... 33/a4
Můj ... otec by přešlapoval ... 31/aa4
344. Now V. V. Merchant emitted a long blurt. 34/a4
V. V. Merchant ze sebe vzápětí dlouze vyhrkl ... 32/aa4
345. ... the two Merchants now received news of the unlooked-for live arrival ... 36/a4
... se oba Merchantové nyní dozvěděli o nečekaném živém přírůstku ... 34/aa4
346. ... (he would rush about) ... so as to shut out the wedding guests' songs. 39/a4
... (pobíhal jako pomatený) ... aby dovnitř nepronikly písně svatebních hostů. 36/aa4
347. ... Lady Spenta beat a retreat of her own ... 39/a4
... se stáhla do ústraní i lady Spenta ... 36/aa4
348. ... he had a good look at Hell ... 49/a4
... jeho pohled dlouze spočinul na Pekle ... 37/aa4
349. ... women who approached water or fire during menstruation ... 41/a4
... ženy, které se během menstruace přiblížily k vodě či ohni ... 37/aa4

350. ... she wore an absent yet uncalm look ... 41/a4
... ve tváři jí seděl nepřítomný, a přece neklidný pohled ... 37/aa4
351. ... he began to experience a profound sense of unease ... 41/a4
... začal být silně rozpačitý ... 38/aa4
352. ... the spiritual flummery that had gained almost complete mastery over his beloved wife. 42/a4
... duchovního humbuku, který si takřka úplně podmanil jeho milovanou ženu. 38/aa4
353. ... (Sir Darius had roared) ... silencing the lodge. 43/a4
... (zařval sir Darius), až lóže ohromeně zmlkla. 38/aa4
354. Sir Darius lost much of his hair ... 44/a4
Siru Dariovi vypadaly skoro všechny vlasy ... 39/aa4
355. Could Sir Darius conceivably be tiring of this idyllic existence ... 44/a4
Že by sira Daria již začala unavovat tato idylická existence ... 39/aa4
356. "... and we could have a game of squash." 44/a4
"... a mohli bychom si jít zahrát squash." 39/aa4
357. Sir Darius made a dismissive noise. 44/a4
Sir Darius odmítavě zavrčel. 39/aa4
358. ... the outside world penetrates the world within ... 45/a4
... venkovní svět vnikne do světa uvnitř ... 40/aa4
359. ... the poison works its way backwards through time ... 46/a4
... jed se prodere zpátky časem ... 41/aa4
360. ... Methwold ... took his leave ... 47/a4
... Methwold ... rozloučil se ... 41/aa4
361. "... let's have that game of squash." 47/a4
"... abychom si jednou zahráli ten squash." 41/aa4
362. ... he had given many extraordinary indications of his ... talent ... 48/a4
... prokázal mnohokrát výjimečným způsobem hloubku svého ... nadání ... 42/aa4
363. ... (Cyrus ... spared no effort) to please him. 48/a4
Kyros ... snažil se mu dělat radost, (seč mohl.) 42/aa4
364. But when he topped the class ... 48/a4
Jenže když dosáhl nejlepších známek ve třídě ... 42/aa4
365. The sleeper's melody contained such joy in life ... 49/a4
V melodii spícího chlapce bylo tolik radosti ze života ... 43/aa4
366. ... the nationalist movement was gathering momentum ... 50/a4
... se rozjíždělo nacionalistické hnutí ... 44/aa4
367. ... (such outré exhibitionism) might have damaged his legal practice ... 51/a4
... možná by utrpěla i jeho právnická praxe ... 44/aa4
368. All present ... could foretell the future ... 51/aa4
Všichni přítomní ... dokázali nahlédnout do budoucnosti ... 44/aa4
369. ... Sir Darius Xerxes Cama spoke heated words ... 51/a4
... promluvil sir Darius Xerxes Kama plamennými slovy ... 44/aa4

370. Sir Darius was persuaded by Homi Katrak ... to ... "meet the future". 52/a4
Hómí Katrak ... přesvědčil sira Daria, aby ... „dal si schůzku s budoucností“. 45/aa4
371. ... Polydeuces the son of Zeus spent alternate days below the earth ... 57/a4
... dlel Polydeukós, syn Diův, obden pod zemí ... 48/aa4
372. (We find ground) on which to make our stand. 58/a4
(Nacházíme půdu), na niž si můžeme stoupnout. 49/aa4
373. Don't even think about it. 58/a4
Ať tě to ani nenapadne! 49/aa4
374. And you think about it ... 58/a4
A vás to napadne ... 49/aa4
375. ... they furrowed and moistened her high-arched brow ... 60/a4
... až se jí námahou zbrázdilo a orosilo vysoko vyklenuté čelo ... 50/aa4
376. "They watch over me always..." 61/a4
„Jsem neustále pod jejich ochranou ...“ 51/aa4
377. ... as I ... raised my eyes from the sand ... 63/a4
A jak ... můj zrak se odpoutával od písku ... 52/aa4
378. You had to dig it out. 64/a4
Musela se vykopat. 52/aa4
379. The rest of India held no interest for Vivvy ... 64/a4
O zbytek Indie se Vivvy nestaral ... 53/aa4
380. I can even locate the bodies of islands ... 65/a4
Dokážu dokonce určit polohu těl ostrovů ... 53/aa4
381. "Greek gods ... have invaded India ..." 65/a4
„Řečtí bohové ... vpadli do Indie.“ 54/aa4
382. Alas, we forgot his lessons ... 65/a4
Jeho lekce se nám bohužel vykouřily z hlavy ... 54/aa4
383. "The collision is still taking place ..." 66/a4
„Proces stále probíhá ...“ 54/aa4
384. Grinning coconut salesmen lent him their hands ... 67/a4
Pomohli mu zubící se prodavači kokosů ... 55/aa4
385. "How'd you like to own a penthouse at the top?" 68/a4
„Jak by se ti líbilo bydlet ve vlastní střešní nástavbě?“ 56/aa4
386. I found myself disliking them ... 68/a4
Uvědomil jsem si, že jsou mi protivná ... 56/aa4
387. ... I had my unforgettable first glimpse of Vina. 69/a4
... poprvé jsem spatřil Vínu. 56/aa4
388. ... monarchs who entertained fantasies of being divine. 70/a4
... monarchové žijící v představách, že jsou svatí. 57/aa4
389. ... whose appalling racket launched an irresistible assault upon the ... gentility ... 70/a4
... jejichž příšerný randál drtivě zaútočil na ... smetánku. 57/aa4

390. ... Halva emitted a nervy giggle ... 72/a4
 ... Halva se nervózně zahihňala ... 88/aa4
391. ... those sardonic eyes ... caused me to let out a gasp. 73/a4
 ... ty sarkastické oči ... způsobily, že jsem hlasitě vydechl. 59/aa4
392. ... I emitted my awful, naked noise of adoration ... 73/a4
 ... jsem trapně nepokrytě vydechl obdivem ... 59/aa4
393. But it wouldn't have made any difference ... 74/a4
 Jenže stejně by se nic nezměnilo ... 60/aa4
394. As I approached Piloo ... 74/a4
 Když jsem přistoupil k Pilúovi ... 60/aa4
395. "... like a guest in a hotel who will not pay his bill." 75/a4
 „... jako hotelovej host, kterej odmítá zaplatit.“ 61/aa4
396. "Take my photo just now ..." 76/a4
 „... kdybys mě teď vyfotil?“ 61/aa4
397. ... as I passed her. 77/a4
 ... když jsem prošel kolem ní. 62/aa4
398. "... you can't drink the water." 77/a4
 „... a voda se tu nedá pít.“ 62/aa4
399. "... because it can't buy anything ..." 77/a4
 „... protože se za ně nic nedostane ...“ 62/aa4
400. ... we hit the road. 79/a4
 ... jsme se někam rozjeli. 63/aa4

English-Czech direction: Academic prose

501. ... yet attachment appears to take place. 4/A5
... avšak dochází k připoutání. 22/AA5
502. ... nature has programmed the human infant ... 4/A5
... kojenec je ... naprogramován tak ... 22/AA5
503. ... attachment takes place principally between the child and his or her ... caregiver ... 4/A5
Připoutání probíhá zásadně mezi dítětem a jeho ... pečující osobou. 22/AA5
504. ... attachment takes place between a child and even an inadequate parent ... 4/A5
... připoutání vzniká i mezi dítětem a nevhodným rodičem ... 23/AA5
505. ... the child's subsequent abilities to relate successfully to others. 5/A5
... vývoj schopnosti dítěte úspěšně vytvářet vztahy s druhými. 25/AA5
506. ... the great majority of children ... do not receive the excellent compensatory care ... 6/A5
... velké většině dětí ... se nedostane vynikající kompenzační péče ... 26/AA5
507. But we must not get the idea that ... 6/A5
Nesmíme si však představovat, že ... 27/AA5
508. ... he is able ... to make choices ... 6/A5
... je schopen ... rozhodovat se ... 27/AA5
509. ... attachment has taken place satisfactorily ... 6/A5
... připoutání proběhlo uspokojivě ... 27/AA5
510. ... the boy who shows withdrawal ... 6/A5
... chlapec, který se straní lidí ... 27/AA5
511. ... the boy who shows ... major hostility towards adults ... 6/A5
... chlapec, který ... vystupuje agresivně vůči dospělým ... 27/AA5
512. ... how to relate successfully to other people. 7/A5
... jak si vytvářet úspěšné vztahy k jiným lidem. 27/AA5
513. ... communion that takes place between parents ... and children. 7/A5
... komunikace, která probíhá mezi rodiči ... a dětmi. 28/AA5
514. Men and women have far more similarities ... 8/A5
Muži a ženy si jsou ... mnohem více podobní ... 28/AA5
515. ... we must have a look at ... 9/A5
... se musíme zajímat o to ... 29/AA5
516. (It is harder) for her to have ambitions outside the home ... 9/A5
Pro ženu, jež se touží realizovat i mimo domov ... (bývá situace obtížnější) ... 29/AA5
517. ... thus emphasizing academic achievement in the former ... 9/A5
U chlapců je tak zdůrazňována studijní výkonnost ... 30/AA5
518. ... the child may produce incorrect answers on tests of intelligence ... 11/A5
... může dítě nesprávně odpovídat v testech inteligence ... 33/AA5
519. ... one (issue) which carries all kinds of political implications. 11/A5
... záležitostí, s níž jsou spojeny nejrůznější politické důsledky. 34/AA5
520. ... LSES children have less knowledge on how ... 12/A5
... děti z nižších sociálních kategorií méně vědí, jak ... 35/AA5

521. They ... may **find it** hard to learn the lessons of sharing ... 12/A5
... může být **obtížné** naučit se o něco dělit ... 35/AA5
522. ... thus (they) **fail to** see the point of mathematics. 12/A5
... v důsledku **toho** jim není jasný význam matematiky. 35/AA5
523. ... desirable **possibilities** that face the child ... 13/A5
... pozitivních **možností**, které dítě má ... 36/AA5
524. ... parents may **now** have less support than ever. 15/A5
... rodičům ... **se nyní** dostává méně podpory než kdykoli dříve. 37/AA5
525. ... environment **which** may contribute to severe ... problems ... 15/A5
... prostředí, **které** může přispívat ke vzniku vážných ... poruch ... 38/AA5
526. ... they certainly **miss** the role model ... 16/A5
... dětem ... **chybí** dobrý vzor ... 39/AA5
527. ... the child has **to** take early responsibility for younger siblings. 16/A5
... se dítě musí **starat** o mladší sourozence. 39/AA5
528. ... they may take **the** form of extreme demands ... 17/A5
... se tento stav **projevuje** extrémními nároky ... 40/AA5
529. ... a lecture on **the** contribution the parents themselves have made to these inadequacies. 18/A5
... přednášce o **tom**, jak rodiče sami k těmto nedostatkům přispěli. 41/AA5
530. Once parents ... **see** the improvements in their child's performance ... 18/A5
Jakmile rodiče ... **stanou se** ... svědky zlepšování výkonu svého dítěte ... 41/AA5
531. ... the latter **therefore** receive less verbal and other forms of stimuli ... 19/A5
Na tyto děti tak **doma** působí méně verbálních a jiných podnětů. 41/AA5
532. They emphasize **thrift** ... 19/A5
Kladou důraz na **spříživost** ... 42/AA5
533. ... behaviour **that** may have no relevance outside the school ... 20/A5
... způsobů **chování**, jež jsou mimo školu nepodstatné. 42/AA5
534. In the one case **we** have a school ... 20/A5
V jednom **případě** to může být škola ... 42/AA5
535. ... most parents **relate** more readily ... to a contented, easy child ... 20/A5
... většina rodičů **si** pochopitelně utváří lepší vztah ... vůči dítěti přizpůsobivému a spokojenému ... 43/AA5
536. It takes interaction **between** two people ... 20/A5
... musí nastat **mezi** dvěma lidmi interakce ... 43/AA5
537. ... to make a **relationship** ... 20/A5
Aby vznikl **vztah** ... 43/AA5
538. ... bruises and **cuts** that provide evidence of this distressing phenomenon. 21/A5
... odřenin a **škrábanců**, jež je přivedou na stopu tohoto znepokojivého úkazu. 43/AA5
539. This antagonism **upsets** the child ... 21/A5
Rodičovským **antagonismem** dítě trpí ... 44/AA5

540. ... children become able to indulge in complex thinking ... 22/A5
... děti získávají schopnost složitě myslet ... 44/AA5
541. ... they tend to mix primarily with other children ... 22/A5
... sklon hledat si kamarády mezi ... vrstevníky. 45/AA5
542. ... (encouraging them) ... to make their rightful contribution to classroom discussion ... 22/A5
... (podněcovat k tomu) ... aby se co nejvíce účastnily diskusí ... ve třídě. 45/AA5
543. ... a child who has major problems at home ... 25/A5
... v dítěti, které se doma ocitá v nepříznivých podmínkách ... 45/AA5
544. ... much of the activity depends upon interaction with peers. 31/A5
... velká část činnosti probíhá v závoslosti na interakci s vrstevníky. 52/AA5
545. ... constructive play has also usually made an appearance ... 31/A5
... se obvykle objevuje také již konstruktivní hra ... 52/AA5
546. Although the other four forms of play ... show a subsequent gradual decline ... 31/A5
Zatímco jiné formy hry ... pak postupně ubývají ... 53/AA5
547. ... not because this will provide something nice to eat for tea ... 32/A5
... nikoli proto, že z toho bude něco dobrého k jídlu ... 54/AA5
548. ... by the time they make an appearance on the dining-room table ... 33/A5
Až se koláče objeví na stole v jídelně ... 54/AA5
549. ... children engage in play for hedonistic reasons ... 33/A5
... děti si hrají pro radost ... 54/AA5
550. ... as they interact with them ... 33/A5
... s nimiž vstupují do interakce. 54/AA5
601. ... the obligations ... resulting from the acts of the institutions of the Union. 11/A6
... závazků, které ... jsou důsledkem činnosti orgánů Unie. 18/AA6
602. Legally binding acts ... shall not entail harmonization of ... laws or regulations. 14/A6
Právně závazné akty ... nesmějí harmonizovat právní předpisy ... 21/AA6
603. The Union shall also have exclusive competence for the conclusion ... 15/A6
Ve výlučné pravomoci Unie je rovněž uzavření ... 22/AA6
604. ... the European Commission shall draw national Parliaments' attention to proposals ... 17/A6
... upozorní Evropská komise vnitrostátní parlamenty členských států na návrhy ... 24/AA6
605. Measures ... shall not entail harmonization of ... laws or regulations ... 17/A6
Opatření ... nesmějí harmonizovat právní předpisy ... 24/AA6
606. This institutional framework comprises: - The European Parliament ... 17/A6
Tento institucionální rámec tvoří - Evropský parlament ... 24/AA6
607. The institutions shall practise mutual sincere cooperation. 18/A6
Orgány mezi sebou loajálně spolupracují. 25/AA6
608. The European Council shall consist of the Heads of State ... 18/A6
Evropskou radu tvoří hlavy států ... 25/AA6
609. A blocking minority must include at least four Council members ... 20/A6
Blokační menšinu musí tvořit nejméně čtyři členové Rady ... 27/AA6

610. It shall initiate the Union's programming ... 21/A6
Činí podněty k přijímání ... programů Unie ... 28/AA6
611. ... the European Parliament may vote on a censure motion on the Commission. 21/A6
... může Evropský parlament navrhnout vyslovení nedůvěry Komisi. 28/AA6
612. The same shall apply to the common security and defence policy. 22/A6
Stejně jedná i v oblasti společné bezpečnostní a obranné politiky. 29/AA6
613. The Court of Justice ... shall ... give preliminary rulings ... 23/A6
Soudní dvůr ... rozhoduje ... o předběžných otázkách ... 3/AA6
614. ... (it) shall ensure good financial management. 24/A6
... přesvědčuje se o řádnosti finančního řízení. 31/AA6
615. A European framework law ... shall leave to the national authorities the choice ... 26/A6
... volba ... se ponechává vnitrostátním orgánům. 33/AA6
616. It ... shall leave to the national authorities the choice ... 26/A6
... přičemž volba ... se ponechává vnitrostátním orgánům. 33/AA6
617. A decision which specifies those to whom it is addressed ... 26/A6
Pokud jsou v něm (rozhodnutí) uvedeni ti, jimž je určeno ... 33/AA6
618. Recommendations and opinions have no binding force. 26/A6
Doporučení a stanoviska nejsou závazná. 33/AA6
619. Member States shall consult one another ... 29/A6
... vedou členské státy ... vzájemné konzultace ... 36/AA6
620. ... any commitment which could affect the Union's interest ... 29/A6
... jakýkoli závazek, který by mohl mít dopad na zájmy Unie ... 36/AA6
621. ... each Member State shall consult the others ... 29/A6
... členský stát ... vede ... konzultace s ostatními členskými státy. 36/AA6
622. Member States shall show mutual solidarity. 29/A6
Členské státy jsou mezi sebou solidární. 36/AA6
623. European decisions ... including those initiating a mission ... 30/A6
Evropská rozhodnutí ... včetně těch, který se týkají zahájení mise ... 37/AA6
624. ... the other Member States shall have towards it an obligation of aid ... 30/A6
... poskytnou mu ostatní členské státy pomoc ... 37/AA6
625. This shall not prejudice the specific character ... 30/A6
Tím není dotčena zvláštní povaha ... 37/AA6
626. The Union shall mobilise all the instruments ... to: (a) assist a Member State ... 31/A6
Unie uvede do pohotovosti veškeré nástroje ... aby a) poskytla členskému státu pomoc ... 38/AA6
627. The Union shall mobilise all the instruments ... to: (b) assist a Member State ... 31/A6
Unie uvede do pohotovosti veškeré nástroje ... aby b) poskytla členskému státu pomoc ... 38/AA6
628. A blocking minority must include at least the minimum number of Council members ... 32/A6
Blokáční menšinu musí tvořit nejméně tolik členů Rady ... 39/AA6
629. ... its citizens, who shall receive equal attention ... 33/A6
... svých občanů, kterým se dostává ... stejné pozornosti. 40/AA6

630. ... the Union institutions ... shall conduct their work as openly as possible. 34/A6
... jednají orgány ... Unie co nejotevřeněji. 41/AA6
631. ... the Union shall not adopt any act ... without providing an assurance ... 35/A6
... unie nepřijme žádné akty ... aniž by byla poskytnuta záruka ... 42/AA6
632. Member States shall cooperate with the Union ... 36/A6
Členské státy a Unie spolupracují ... 43/AA6
633. The annual budget ... shall comply with the multiannual financial framework. 36/A6
Roční rozpočet ... je v souladu s víceletým finančním rámcem. 43/AA6
634. ... after inviting the Member State in question to submit its observations. 38/A6
... poté co daný členský stát vyzve, aby se k této věci vyjádřil. 45/AA6
635. ... a blocking minority must include at least the minimum number of council members ... 38/A6
... musí blokační menšinu tvořit nejméně tolik členů Rady ... 45/AA6
636. The Constitution shall cease to apply to the State in question ... 39/A6
Tato Ústava přestane být pro dotýčný stát použitelná ... 46/AA6
637. Everyone has the right to engage in work ... 44/A6
Každý má právo pracovat ... 51/AA6
638. Every citizen of the Union has the freedom to take employment ... 44/A6
Každý občan Unie může svobodně hledat zaměstnání ... 51/AA6
639. Every citizen ... has the freedom ... to exercise the right of establishment ... 44/A6
Každý občan ... může ... usadit se ... 51/AA6
640. Young people ... must have working conditions ... 47/A6
Mladí lidé ... musí práci vykonávat za podmínek ... 54/AA6
641. Union policies shall ensure a high level of consumer protection. 48/A6
V politikách Unie je zajištěna vysoká úroveň ochrany spotřebitele. 55/AA6
642. (This right includes: ... (c) the obligation) ... to give reasons for its decisions. 49/A6
(Toto právo zahrnuje především ... c) povinnost) ... odůvodňovat svá rozhodnutí. 56/AA6
643. Everyone shall have the possibility of being advised ... 51/A6
Každému musí být umožněno poradit se ... 58/AA6
644. ... insofar as such aid is necessary to ensure effective access to justice. 51/A6
... pokud je to nezbytné k tomu, aby jim byl zajištěn skutečný přístup ke spravedlnosti. 58/AA6
645. ... any act or omission which did not constitute a criminal offence ... 51/A6
... jednání nebo opomenutí, které ... nebylo ... trestným činem. 58/AA6
646. European laws ... may lay down rules to prohibit discrimination ... 55/A6
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647. ... the effort that certain economies showing differences in development will have to sustain ... 57/A6
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... tato opatření ... mohou narušovat fungování ... 64/AA6
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702. (We may ... seek to reverse it) ... to find the broader meaning of America. 4/A7
(Můžeme ... usilovat alespoň o záchranu) ... aby se tak rozšířil smysl a pojem Ameriky. 20/AA7
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704. They passed their influences on to Tasso ... 6/A7
Ovlivnily Tassa ... 22/AA7
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„Otcové poutníci“ sice v roce 1620 přistáli na Cape Cod ... 23/AA7
707. The "Pilgrim Fathers" ... were following Smith ... 8/A7
„Otcové poutníci“ ... kráčeli ve šlépějích kapitána Smithe. 23/AA7
708. ... the Pilgrim, entering new space and new history. 9/A7
... Poutník, jenž vstupoval do nového prostoru a do nové historie. 24/AA7
709. ... it (the essential Puritan vision ...) shaped as well the account by John Winthrop ... 10/A7
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... ve světě, kde se postupem času rozpadá to nejlepší ... 27/AA7
712. As it (Bradford's book) sounds its call for a return ... 13/A7
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713. ... a major library that displayed the density of the culture ... 14/A7
... rozsáhlou knihovnu, z níž si můžeme utvořit obraz o rozvinuté kultuře ... 28/AA7
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... a sílily v něm (koloniálním životě) světské tendence ... 31/AA7
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718. ... but (it) never totally denied it. 19/A7
... nikdy se úplně nepopíral. 32/AA7
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... jejich zvláštním posláním je výklad. 32/AA7

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... vyžadují násilnost ... aby se tento rozpor vyřešil ... 36/AA7
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... symbolické intenzity, jež se později stala charakteristickým rysem ... americké literatury ... 38/AA7
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... literatury, jež v posledních letech 17. století získala dominantní postavení na knižním trhu ... 39/AA7
731. ... (a chosen people crossing the sea) to enter a wilderness peopled with devils ... 27/A7
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... cestám ... jimiž v životě musí každý projít ... 40/AA7
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... historie rozvoje osad se dá vyprávět i jazykem ... 45/AA7
737. ... the intellectual currents of the age were introducing ideas ... 34/A7
... intelektuální proudy této doby podněcují šíření idejí ... 46/AA7
738. ... ideas that would deeply shape America ... 34/A7
... idejí, jež měly podstatným způsobem utvářet podobu Ameriky ... 46/AA7
739. He also wrote the first attack on slavery in America. 35/A7
Jako první také odsoudil otroctví v Americe. 46/AA7

740. Here we see the scurry of commercial affairs ... 35/A7
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... (nové ... instituce našly vyjádření) ... kde by se uskutečnila ... heroická pastorála ... 49/AA7
743. This emotional power charged his sermons ... 39/A7
Jeho kázání jsou nabitá touto velkou citovostí ... 51/AA7
744. This emotional power ... helped spark the Great Awakening ... 39/A7
... citovostí, jež také pomohla zapálit jiskru „velkého probuzení“ ... 51/AA7
745. ... but already it had reached the public figure ... 45/A7
... ale i tak se stal veřejnou postavou ... 55/AA7
746. ... whether or when the arts would cross the ocean ... 46/A7
... zda a kdy pronikne umění přes oceán ... 56/AA7
747. ... Alexander Pope could conceive of a motion of empires ... 47/A7
... mohl ... Alexander Pope přijít ... s představou pohybu impéria ... 57/AA7
748. ... a golden age that would replace European decay ... 48/A7
... zlatého věku, který nastane po období úpadku Evropy ... 58/AA7
749. The rational view ... came to preoccupy much ... American writing. 48/A7
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750. ... the Puritan Fathers provoke classical allusions ... 49/A7
... postavy puritánských otců tu jsou provázeny narážkami na klasickou literaturu ... 59/AA7
801. ... people do it for countless reasons. 2/A8
Lidé k tomu mají nespočet důvodů. 3/AA8
802. All these reasons ... make good sense. 2/A8
Všechny tyto důvody ... jsou rozumné. 3/AA8
803. ... you will make decisions on issues ... 2/A8
... budete muset rozhodovat o otázkách ... 3/AA8
804. Why do people worry about the government budget deficit? 2/A8
Proč lidé mají obavy z deficitu státního rozpočtu? 4/AA8
805. ... events seemed to confirm Marx's predictions. 3/A8
... se zdálo, že Marxovy předpovědi se naplňují. 4/AA8
806. ... Keynes published The General Theory ... 3/A8
... se však objevila kniha ... Keynese Obecná teorie ... 4/AA8
807. ... others can hardly afford one square meal a day? 4/A8
... jiní se sotva jednou za den pořádně najedí? 5/AA8
808. ... we can gain insight into the more moderate inflations ... 4/A8
... můžeme pochopit leccos i o mírnějších inflacích ... 5/AA8
809. ... facts cannot tell their own story. 4/A8
... fakta sama neumějí mluvit. 5/AA8

810. ... the actual application of such information requires advanced tools ... 5/A8
... k praktickému používání těchto nástrojů jsou nezbytné matematické metody ... 6/AA8
811. ... men ... have generally entered higher-paying occupations. 5/A8
... muži ... pracují v lépe placených povoláních. 6/AA8
812. Most economic problems involve several forces ... 5/A8
V většině ekonomických problémů působí mnoho proměnných. 7/AA8
813. In this case, too, we have the post hoc fallacy. 6/A8
V obou těchto případech jsme svědky omylu „poté, tedy proto“. 7/AA8
814. ... event A takes place before event B ... 6/A8
... událost A je pozorována před událostí B ... 7/AA8
815. ... event A caused event B. 6/A8
... událost A je příčinou události B. 7/AA8
816. ... that witchcraft caused death ... 6/A8
... že je (čarování) také její (smrti) příčinou. 7/AA8
817. ... people jump up at a football game to gain a better view? 6/A8
... lidé na fotbale vyskakují, aby lépe viděli? 7/AA8
818. ... people would not worry about the efficient use of scarce resources. 8/A8
... lidé by si nedělali starosti s efektivním užitím vzácných zdrojů. 25/AA8
819. Business would not need to fret over the efficient use of labor and materials ... 8/A8
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... musíte prakticky ovládat grafy. 14/AA8
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... se tato omezenost ... znázorňuje ... 14/AA8
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Dnešní ekonomika široce využívá peníze. 48/AA8
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896. Fiscal policy consists of government expenditure and taxation. 403/A8
Fiskální politika, kterou tvoří vládní výdaje a zdanění. 85/AA8
897. These policies produced a sharp increase in the federal budget deficit ... 404/A8
V důsledku (této politiky) vzrostl schodek federálního rozpočtu ... 86/AA8
898. ... tradeoffs that face the macroeconomy. 404/A8
... možností jejich substituce, s nimiž se musí makroekonomika vyrovnat. 86/AA8
899. Other macroeconomic dilemmas confront policymakers. 405/A8
Před tvůrci politiky stojí i další makroekonomická dilamata. 87/AA8
900. These variables include wars ... 405/A8
Mezi tyto proměnné patří války ... 89/AA8

Czech-English direction: Fiction

1. ... lázně ... posilují prý též srdce. 11/c1
... the waters are apparently good for the heart. 3/cc1
2. Měl vždycky strach z žen ... 12/c1
Women had always frightened him ... 4/cc1
3. Znovu ho zmrazila hrůza ... 13/c1
Again he was paralyzed by fear ... 5/cc1
4. Pověsil telefon ... 13/c1
He hung up ... 6/cc1
5. ... flám, na který ji pozvali. 14/c1
... a party to which she had been invited. 6/cc1
6. Napadlo ji, že ... 14/c1
She wondered if ... 7/cc1
7. ... pocítila zášť ... 14/c1
... she resented it ... 7/cc1
8. ... už tehdy začala mít obavy ... 14/c1
... because she was already afraid ... 7/cc1
9. ... zaplavila je divná radost ... 14/c1
... they were overcome by an odd joy ... 7/cc1
10. ... že ho nařkla neprávem ... 15/c1
... he was being unjustly accused ... 8/cc1
11. ... uměl mít strach i z té jedné tisíciny. 16/c1
... even that thousandth managed to terrify him. 9/cc1
12. ... že se mu srdce sevřelo známou úzkostí ... 16/c1
... the familiar anxiety clutched Klíma's heart ... 9/cc1
13. ... to, čeho se obává, ho stejně nemine. 16/c1
... he would not escape the misfortune he dreaded. 9/cc1
14. ... takovou dívku ... je nutno tvrdě odmítnout. 16/c1
... the kind of woman ... has to be brushed off. 10/cc1
15. ... k žádné krevní zkoušce nedojde. 17/c1
... there wouldn't have to be any blood test. 10/cc1
16. Dívka ... si dá moc dobrý pozor ... 17/c1
... she's very careful ... 10/cc1
17. ... nemá a nikdy nebude mít jistotu ... 18/c1
... he was not and never could be certain ... 12/cc1
18. ... kde vezme Klíma jistotu ... 18/c1
... how could Klíma be sure ... 12/cc1
19. ... jehož otec nebude mít nikdy jistotu ... 18/c1
... whose father would always be in doubt ... 12/cc1
20. ... že by mohla mít dítě s někým jiným ... 18/c1
... that it was another man's child ... 12/cc1

21. Tého argumentaci se nedostávalo ... logiky. 19/c1
This line of argument lacked ... logic. 13/cc1
22. ... (řekl Klíma a) rozloučil se s ním. 19/c1
... (said Klíma), taking leave of the guitarist. 14/cc1
23. ... nemá smysl odávat se hrám iluzí. 20/c1
... it was useless to indulge in illusions. 15/cc1
24. ... zítra má narozeniny. 20/c1
... tomorrow is her birthday! 15/cc1
25. Ani slovem se nezmínil o zprávě ... 21/c1
He made no reference to the news... 16/cc1
26. Ulevilo se mu... 21/c1
Feeling relieved, he ... 16/cc1
27. Na chvíli se mu ulevilo. 21/c1
For a moment he felt better. 16/cc1
28. ... tohoto nenadále nalezeného nástroje začala ... používat. 22/c1
... she began to make use ... of this unexpectedly discovered tool. 17/cc1
29. V první chvíli pocítila radost ... 23/c1
At first she felt pleased ... 18/cc1
30. ... naplnil ho beznadějný pocit únavy. 23/c1
... he was overcome by a hopeless sensation of fatigue. 19/cc1
31. ... řekl a chytil svou ženu za ruce. 24/c1
... he said, taking hold of his wife's hands. 20/cc1
32. ... že nepochybuje o její existenci. 25/c1
... she had no doubt of its reality. 20/cc1
33. ... svíralo se mu srdce. 25/c1
... it wrung his heart. 21/c1
34. ... maličkost, kterou ... zvládne levou rukou. 25/c1
... a trifle that could be accomplished in a flash ... 21/cc1
35. ... ještě když nic neznamenal ... 25/c1
... when he was still a nobody ... 22/cc1
36. Hladil ji po tváři ... 26/c1
He caressed her face ... 22/cc1
37. Po obou stranách ho (park) lemovaly lázeňské budovy ... 29/c1
Along both sides of the park stood the thermal center's buildings ... 25/cc1
38. Jí jediné (budově) se dostalo privilegia ... 29/c1
It alone had been accorded the privilege ... 25/cc1
39. ... když se mu dostalo přisvědčující odpovědi ... 29/c1
... receiving an affirmative reply, he ... 25/cc1
40. „Máte určitě hlad ...“ 30/c1
“You are surely hungry ...” 27/cc1

41. "Nemučili ho pohané ..." 31/c1
„He was not martyred by pagans ..." 28/cc1
42. Jákýkoli další styk s tou dívkou se mu přičil. 32/c1
He had a horror of any further contact with the young woman. 29/cc1
43. Měl chut' ... se před ním hluboko poklonit. 35/c1
He wanted ... to bow down before him. 33/cc1
44. „Učinił jsem to však jen jednou ..." 36/c1
"But this happened only once ..." 34/cc1
45. „... já jsem k ní tehdy lásku opravdu cítil." 36/c1
"... whereas I really loved that girl." 34/cc1
46. „... s kým to dítě máš ..." 37/c1
"... whose child it is ..." 35/cc1
47. „Zkuste jí litovat." 37/c1
"Try to feel pity for her." 35/cc1
48. Ale jen co si vybavil trochu zřetelněji Růženinu podobu ... 37/c1
But as soon as Ruzena had come to mind in a more vivid light ... 35/cc1
49. Usmívaly se na ni ... 38/c1
The ladies gave her a smile ... 36/cc1
50. ... Růžena úsměv neoplácela. 38/c1
... Ruzena didn't smile in return. 36/cc1
101. Přechodně mě bavit výšleh zájmu ... 7/c2
I was momentarily diverted by a crack ... 3/cc2
102. ... jinak mi hrozilo buď bolení hlavy, nebo pálení žáhy. 8/c2
... otherwise, I'd face either a headache or heartburn. 4/cc2
103. ... než jsem tu grotesku pokrytecky ukončila připomínkou ... 8/c2
... before I hypocritically put an end to the farce by reminding them ... 5/cc2
104. ... nepřeješ-li takové léčbě ... 9/c2
... if this course of events isn't to your liking ... 5/cc2
105. ... což se mi ... líbilo ... 9/c2
... which ... I liked ... 6/cc2
106. ... má úctu ke stáří! 9/c2
... he respected his elders! 6/cc2
107. ... ať má pocit, že ... 9/c2
Let him think he ... 6/cc2
108. ... že se mu to zdálo ... 9/c2
... he dreamed it ... 6/cc2
109. ... proč se o ni ... nezajímá její zploditel? 12/c2
... why has the man who conceived her lost all interest in her ... 9/cc2
110. ... co mi zbývalo? 14/c2
... what else could I do? 10/cc2

111. ... valila oči na Jarkův holý zadek ... 14/c2
... her eyes popped at Jarek's bare backside. 11/cc2
112. ... měla před ním dokonce respekt ... 14/c2
... she even respected him ... 11/cc2
113. ... hlas ho opouštěl ... 15/c2
... his voice faltered ... 12/cc2
114. ... jak ho první dobu tam nejvíc drtilo, že ... 15/c2
In his first months in Canada he was tormented most by ... 12/cc2
115. ... až se mu ... zapsala na přednášky mladička Slovenka ... 15/c2
Until ... a young Slovak girl ... enrolled in his lecture course ... 12/cc2
116. ... já svou dálku z lenosti přerušila ... 16/c2
... lazy me dropped out of correspondence course ... 12/cc2
117. ... mě nenapadlo ze žalu nic lepšího ... 16/c2
... in my sorrow I couldn't think of anything better ... 12/cc2
118. Po třech dnech mě zdrtilo poznání ... 16/c2
After three days I was shattered by the realization that ... 13/cc2
119. ... jak se mi vede. 16/c2
... how I was doing. 13/cc2
120. Chtělo se mi ... křičet ... 16/c2
I wanted to scream ... 13/cc2
121. ... podlamovaly se mi trémou nohy ... 17/c2
... my knees began to shake ... 13/cc2
122. ... že nepřestane obcovat se svou zákonitou chotí ... 17/c2
... he would not stop having conjugal relations with his lawfully wedded spouse ... 14/cc2
123. ... nemůže s ní mít skutečnou lásku ... 18/c2
... he can't truly love her. 15/c2
124. ... mě miloval o to vroucněji. 18/c2
... he made love to me all the more ardently. 15/cc2
125. ... přitom aspoň vyvinul rituál ... 19/c2
A ritual developed from this ... 15/cc2
126. ... propadla jsem naději, že ... 19/c2
... it occurred to me that ... 16/cc2
127. ... vzteklý vzdor vystřídala sebelítost. 20/c2
... my raging spite gave way to self-pity. 17/cc2
128. „... to nehraje roli.“ 20/c2
“... that's no matter.” 17/cc2
129. Pláč uzavřelo frkání ... 21/c2
Her weeping ended in snuffling ... 18/cc2
130. ... ve tváři jí dokonce dál sídlil dětský výraz ... 22/c2
... a childlike expression had settled on her face ... 19/cc2

131. Muselo mi stačit, že ... 24/c2
I had to be satisfied with the fact ... 21/cc2
132. ... s Viktorem se rozloučila ... 24/c2
... she said goodbye to him ... 21/cc2
133. Měla zavřené oči ... 25/c2
Her eyes were closed ... 22/cc2
134. „... aby tě někdo neznásilnil...“ 25/c2
“... so you wouldn't get raped?” 23/cc2
135. „A chyt mě prstama za loket ...“ 26/c2
“So he grabs my elbow ...” 24/cc2
136. „Dal si aspoň pozor ...?“ 27/c2
“Were you careful, at least?” 24/cc2
137. Mstilo se mi, že ... 27/c2
I was getting paid back for ... 25/cc2
138. Chyběl mi nejen základní slovník ... 27/c2
I lacked not only the most basic vocabulary ... 25/cc2
139. „Proto já přeci dávno beru ty pilule ...“ 27/c2
“... that's why I've been on the pill for a while now.” 25/cc2
140. ... pak (jsem) zas jednou bilancovala život. 28/c2
... once again (I) took stock of my life. 26/cc2
141. ... jediné, co mě nemrzí! 28/c2
... the only thing I don't regret ... 26/cc2
142. ... zatím mě nenapadlo, jak se chovat ... 28/c2
... until I'd figured out how to act ... 27/cc2
143. ... zpražit ho pohledem ... 28/c2
... send him a withering glance ... 27/cc2
144. ... že mou lenochodku konečně honí pro příživnictví ... 29/c2
... my little lazybones was finally being hounded for social parasitism. 27/cc2
145. „... mám natolik vážný důvod ...“ 30/c2
“... this is such a serious matter ...” 28/cc2
146. ... strnulost ustoupila odhodlání ... 30/c2
... torpor gave way to resolution ... 28/cc2
147. ... nenapadlo mě nic lepšího ... 31/c2
... (I) couldn't think of anything better ... 29/cc2
148. ... který v tu chvíli jistě obdarovával ... svou žínku ... 31/c2
... he was undoubtedly at that very moment giving his wife a present ... 29/cc2
149. ... On ... uklidní svou pomatenou ovečku ... 31/c2
... He will ... bring peace to his confused lamb ... 30/cc2
150. ... češtinu téměř neslyšet ... 32/c2
... Czech was nowhere to be heard ... 30/cc2

201. Nejspíš je sem ... přivedla povinnost ... 5/c3
They were probably here on duty ... 7/cc3
202. Natočil si ten pomalovaný hadřík ... 6/c3
He took a shot of the banner ... 8/cc3
203. Také tvář měla jakoby dětskou ... 6/c3
Her face too was childlike ... 8/cc3
204. ... také jestli tu opravdu nezahlédne ji ... 7/c3
... if he might not actually catch a glimpse of her. 9/cc3
305. ... kdy se mu (davu) dostává vlastního hlasu ... 7/c3
... and (the crowd) acquired a voice of its own ... 9/cc3
306. ... v cosi, co se podobalo přírodnímu zákonu ... 7/c3
... that almost seemed preordained. 9/cc3
207. Zachytil vůz s megafonem ... 7/c3
He took a shot of the car with the loudspeaker ... 9/cc3
208. Ve skrytu si zakládal na tom ... 8/c3
It gave him some private satisfaction ... 10/cc3
209. ... oba je propouštěli z vězení ve stejném roce. 8/c3
... both of them had been let out of prison the same year. 10/cc3
210. ... navíc těsnou prostoru přeplnili ti ... 8/c3
... it (the room) was crammed with people ... 10/cc3
211. (Má oči modré jako já), napadlo ho ... 9/c3
(He has blue eyes like me), Pavel thought. 10/cc3
212. ... nepodařilo se mu to ... 9/c3
... and (he) couldn't (do it) ... 11/cc3
213. ... jak si rukama kryje obličej. 9/c3
... the young man ... holding his hands over his face. 11/cc3
214. Snad otázka nepatřila jemu ... 10/c3
Her question was not directed at him ... 11/cc3
215. ... demonstrovat tehdy nemělo smysl ... 10/c3
... it would have been futile to demonstrate ... 11/cc3
216. ... Petra zajímal had jako symbol. 10/c3
Peter was more interested in the snake as a symbol. 12/cc3
217. ... všechno ... ho zajímalo. 11/c3
He was fascinated by every facet ... 12/cc3
218. ... hlas měl vyšší, než bylo příjemné poslouchat. 11/c3
His voice was unpleasantly shrill. 12/cc3
219. Boha ... zřejmě plně zaměstnávaly starosti ... 12/c3
The God ... was clearly preoccupied with worries ... 13/cc3
220. „... měl jsem kliku.“ 12/c3
“... I've been lucky.” 14/cc3

221. ... kdy mu jde o život anebo o svobodu ... 13/c3
... when his life or his freedom is threatened ... 14/cc3
222. Potěšilo ho, že ... 14/c3
He was pleased that ... 15/cc3
223. ... ženu nemá ... 15/c3
... he wasn't married ... 16/cc3
224. To ji zjevně potěšilo. 15/c3
She was clearly pleased to hear this. 16/cc3
225. ... čekala dítě. 15/c3
... she was pregnant ... 16/cc3
226. Neměla zajímavou tvář ... 15/c3
Her face was plain ... 16/cc3
227. „Pojďte se se mnou milovat.“ 15/c3
“I want you to make love to me.” 16/cc3
228. ... nemá cenu zapírat ... 17/c3
... there was no point in denying ... 17/cc3
229. ... Petrovi se určitě přičilo lhát. 17/c3
Lying was against Peter's nature. 18/cc3
230. ... všechno prostupovala lež ... 17/c3
... everything was saturated with lies. 18/cc3
231. ... pohládl ji po vlasech. 18/c3
... (he) stroked her hair. 18/cc3
232. ... nejvíc ze všeho jí (věci) chyběla zajímavost. 18/c3
But most of all it lacked interest. 19/cc3
233. „Líbí se ti něco z toho?“ 20/c3
“Does anything take your fancy?” 20/cc3
234. Pokrčil rameny. 20/c3
He shrugged. 20/cc3
235. Mohl k ní cítit lítost ... 21/c3
He might pity her ... 21/cc3
236. Zmocňoval se ho nepokoj. 21/c3
He was overwhelmed by restlessness. 21/cc3
237. ... omrzel ho dřív ... 21/c3
... he tired of it before ... 22/cc3
238. Ale zaujaly ho dívčí ruce ... 21/c3
But he was fascinated by the hands of the young woman ... 22/cc3
239. ... tu však zakrývala rouška. 21/c3
... it was hidden behind a mask. 22/cc3
240. Viděl jen tmavě modré, teskné oči ... 21/c3
Only dark blue melancholy eyes ... were visible ... 22/cc3

241. Na tom nezáleží ... 22/c3
It didn't matter. 22/cc3
242. ... ona však neměla službu. 23/c3
... but she was not on duty. 23/cc3
243. „(Proč byste měl chtít), abych já měla radost?“ 23/c3
“(Why would you want) me to be happy?” 23/cc3
244. „... že se mi líbíte.“ 23/c3
“... I find you attractive.” 23/cc3
245. ... jež ho nijak zvlášť netěšily. 24/c3
... that gave him no particular pleasure. 23/cc3
246. Ulice se podobaly nočnímu hřbitovu. 24/c3
The streets were like a graveyard. 24/cc3
247. ... může uvažovat o své budoucnosti ... 24/c3
He could give some thought to his future ... 24/cc3
248. ... vybrané, kteří měli nahradit ty ... 24/c3
... the select few who took the places of those ... 24/cc3
249. ... ty, co právě vyháněli ... 24/c3
... those who'd just been fired. 24/cc3
250. On přece nezavinil poměry ... 25/c3
The conditions ... were not his fault ... 24/cc3
301. Ačkoli nemám rád všechna ta přirovnání a podobenství ... 9/c4
I could not possibly say that all the parables and comparisons ... were entirely to my taste. 7/cc4
302. ... člověk, který z pošetilosti prorazil zed' údolní přehrady. 10/c4
... someone who has been foolish enough to smash a hole in the wall of a dam. 8/cc4
303. Podobal jsem se člověku ... 11/c4
I was like someone ... 9/cc4
304. Jeho vzhled a korektní vystupování se mi velmi zamlouvaly. 12/c4
His appearance and correct manner were very much to my liking. 10/cc4
305. ... že se mu dostalo hlubokého a systematického vzdělání. 12/c4
... that he was the recipient of a systematic and by no means superficial education. 10/cc4
306. Mimoto prý měl po celý zápas hrozný strach ... 14/c4
Moreover, throughout the battle he was apparently in mortal fear ... 11/ccč
307. ... všimnou si nás naši představení ... 15/c4
... we are noticed by our superiors ... 12/cc4
308. ... sevře se mu srdce ... 19/c4
... his heart missed a beat ... 13/cc4
309. Nic mi nechybělo ... 21/c4
I lacked nothing ... 14/cc4
310. ... snad právě to mne mrzelo. 21/c4
... which perhaps was exactly what I was annoyed about. 15/cc4

311. ... že se mu to podařilo. 21/c4
... how he succeeded in doing so. 15/cc4
312. V zuřivosti ... poškodil zařízení bytu neomluvitelným způsobem ... 22/c4
In a fit of rage ... he caused inexcusable damage to the furniture of the apartment ... 15/cc4
313. Nebudu jmenovat dámu ... 22/c4
I will not give the name of the lady ... 15/cc4
314. Měl vůbec humor nepřijatelného druhu. 24/cc4
His sense of humour was really almost beyond the pale. 18/cc4
315. ... že mám chatrné zdraví ... 24/c4
... my health being frail ... 18/cc4
316. Teprve večer jsem vypil několik koňaků ... 25/c4
Not before evening did I avail myself of several cognacs ... 19/cc4
317. ... paní Suchánková měla uplakané oči. 25/c4
... Mrs. Sweeting had tears in her eyes. 19/cc4
318. ... pronesl překvapující názor ... 27/c4
... he delivered himself of a surprising opinion ... 21/cc4
319. Já jsem například nikdy netvrdil tu pitomost ... 28/c4
I have never, for example, made that foolish claim ... 22/cc4
320. ... že naše známost překročila hranici mých zdvořilých pozdravů ... 33/c4
... that our acquaintance ever went beyond a polite greeting on my part ... 33/cc4
321. ... že se ho to opravdu osobně dotklo. 36/c4
... that he took it personally. 25/cc4
322. Večer nás navštívil doktor Vlach. 38/c4
In the evening we received a visit from Dr. Witherspoon. 27/cc4
323. ... toho starého pána by to rozčilovalo ... 40/c4
... this elderly gentleman would be appalled by such things ... 29/cc4
324. ... nač má dědečka. 43/c4
... what grandfathers were for. 31/cc4
325. ... ale také mne cestou netrápily úvahy ... 43/c4
... but at the same time my journey was not tormented by concerns ... 31/cc4
326. ... až se tomu všichni diví. 48/c4
... which has surprised everyone. 34/cc4
327. ... že má velice skličující vyhlídky na budoucnost svého syna. 48/c4
... that her son's prospects are presumably rather bleak. 34/cc4
328. ... aby někoho poslouchal. 49/c4
... to be anyone's subordinate. 36/cc4
329. Všechna tato pravidla už před ním objevili jiní ... 50/c4
These precepts had all been discovered by others before him ... 36/cc4
330. Protože chemii vůbec nerozuměl ... 50/c4
... as someone who had no understanding of chemistry ... 37/cc4

331. ...vůbec mu nevadilo, že ... 50/c4
He was not at all concerned by the fact that ... 37/cc4
332. Odpoledne převzala péči o strýce služebná Lidka ... 52/c4
In the afternoon the housemaid, Libby, took charge of looking after my uncle ... 39/cc4
333. ... o nehodě, která potkala strýce. 53/c4
... about how my uncle met with his accident. 39/cc4
334. ... budou-li mít milión nebo ne ... 54/c4
... whether they become millionaires ... 40/cc4
335. ... propadají ... čirému neštěstí ... 54/c4
... they sink into a state of pure misery ... 40/cc4
336. ... ona se na mne nechápavě podívala. 56/c4
... she threw me an uncomprehending glance. 41/cc4
337. ... aniž kdo co řekl. 57/c4
... before a word could escape anyone's lips. 42/cc4
338. ... že to do jisté míry tušila. 58/c4
To some extent this was only to be expected. 43/cc4
339. ... prospívala celé rodině tím, (že ji zásobovala pastou na parkety.) 58/c4
... the whole family had benefited from the floor polish (she supplied it with.) 43/cc4
340. ... tenkrát strýčka Františka jako výrobce té pasty asi 140 lidí žalovalo. 58/c4
... around 140 people brought charges against Uncle Francis as manufacturer of that polish. 43/cc4
341. Když zaslechl tetino prohlášení ... 59/c4
When the announcement ... came to his ears ... 44/cc4
342. Saturnin se na mne podíval pohledem plným soustrastí ... 64/c4
Saturnin gave me a glance of deepest sympathy ... 46/cc4
343. ... může mu jen prospět, když zanechá kouření. 64/c4
... it can only be to his benefit if he stops smoking. 46/cc4
344. ... o čemž svědčí skutečnost ... 65/c4
... as is well attested by the fact ... 47/cc4
345. ... že mu ubližuju ... 67/c4
... that I was doing him an injustice ... 48/cc4
346. ... že by dokázal i nemožnosti ... 67/c4
... that even the impossible was not beyond him ... 48/cc4
347. ... opravdu jsem pocíťoval zklamání ... 67/c4
... I felt really disappointed ... 48/cc4
348. ... může snadno zařídit vše tak ... 70/c4
Things could be arranged so ... 51/cc4
349. ... vybalil škrabošku svatého Mikuláše a čerta. 71/c4
... masks of St. Nicholas and the Devil emerged from the wrapping. 51/cc4
350. ... pocíťil jsem podivné uvolnění ... 72/c4
... a strange contentment came over me. 52/cc4

351. ... jako by se mne celá ta záležitost netýkala. 72/c4
... as if the whole episode was not my concern. 52/cc4
352. ... já jsem měl pocit diváka ... 72/c4
... I felt like the audience ... 52/cc4
353. ... dědeček má ve svém domě všechno ... zařizeno na elektřinu. 77/c4
... everything you look at in Grandpa's house is electrically operated... 55/cc4
354. Celý život propagoval elektřinu ... 77/c4
Throughout his life he has campaigned on behalf of electricity. 55/cc4
355. (Přijel jsem ... na venkov) ... a Saturnin mne doprovázel. 78/c4
... (I went to the countryside) ... bringing Saturnin with me. 56/cc4
356. ... jak výstředního má vnuka. 78/c4
... how eccentric his grandson was. 56/cc4
357. ... že se mi v této samotě bude líbit ... 78/c4
... I would like it in ... the woods ... 56/cc4
358. Šibalsky mžoural očkama ... 79/c4
His eyes twinkled roguishly ... 57/cc4
359. ... že jsem mu velmi křivdil. 79/c4
... that I had done him a great injustice. 57/cc4
360. ... že na mne čekala nejrozkošnější dovolená ... 79/cč
... that the most delightful holiday ... now lay before me. 57/cc4
361. Milouše to tak překvapilo ... 83/c4
Bertie was so taken aback ... 60/cc4
362. Dědeček mne přímo drtil. 83/c4
Grandpa made mincemeat of me. 60/cc4
363. ... trápila ho dna. 83/c4
Grandpa was ... tormented by gout. 60/cc4
364. Přečetl jsem knihu Pučení ... 85/c4
I worked my way through a book called Germination ... 61/cc4
365. Ve čtvrtek se dědečkovi velmi ulevilo ... 85/c4
On Thursday Grandpa felt much better ... 62/cc4
366. Moc mne to netěšilo ... 85/c4
I was not at all keen ... 62/cc4
367. ... dědeček dělal rošádu ... 86/c4
... Grandpa castled ... 62/cc4
368. ... že se chystá říci nějaké přísloví. 86/c4
... that she was preparing to come out with another saying. 62/cc4
369. V pátek měl dědeček velmi dobrou náladu ... 86/c4
On Friday Grandpa was in a very good mood ... 62/cc4
370. ... doktor Vlach má vždycky nějaké námitky. 94/c4
... Dr. Witherspoon complains about everything. 66/cc4

371. ... že mne to poněkud znepokojovalo. 95/c4
... that I felt rather disconcerted. 67/cc4
372. ... abych měl obavu o naši obývací loď. 96/c4
... that I needn't worry about our houseboat. 67/cc4
373. ... že schvaluji jeho postup ... 97/c4
... his course of action happened to meet with my approval ... 68/cc4
374. Pokynul jsem hlavou ... 97/c4
I nodded ... 68/cc4
375. ... že běží jen o rentgenový snímek ... 97/c4
... that it was merely a matter of an X-ray. 68/cc4
376. ... udělal rentgenový snímek té zdravé. 98/cč
... he X-rayed the healthy one. 69/cc4
377. ... vyfotografoval mi pravý kotník ... 98/c4
... (he) took an X-ray of the right ankle ... 69/cc4
378. ... nechápavě se na nás (vrátný) díval. 99/c4
... (the porter) managed a dull glare in our direction. 70/cc4
379. Jeho pán je ochoten zaplatit zvýšenou sazbu. 101/c4
His employer was willing to be charged at a higher rate. 71/cc4
380. V tu chvíli jsem však o tom nepřemýšlel ... 102/c4
This wasn't something on my mind at the time 72/cc4
381. ... protože jsem uviděl to ... 102/c4
... because I caught sight of what ... 72/cc4
382. ... vůbec si nevšimla strulého šoféra a vrátného. 102/c4
... and (she) paid no attention whatsoever to the horizontal driver or the porter. 72/cc4
383. ... že má radost jednak z toho ... 103/c4
... that he liked both the fact ... 73/cc4
384. ... a přidávala plyn ... 103/c4
She stepped on the gas ... 73/cc4
385. Saturnin se na mne podíval s obdivem ... 104/c4
Saturnin threw me an approving glance ... 74/cc4
386. Slečna Barbora také kývla hlavou ... 104/c4
Barbara nodded too ... 74/cc4
387. V té chvíli jsem měl dojem ... 104/c4
That was when I felt as if ... 74/cc4
388. ... že umí řídit vůz ... 110/c4
... because she knows how to drive ... 77/cc4
389. On totiž má bouřku vášnivě rád ... 111/c4
He's a passionate devotee of storms ... 78/cc4
390. ... že by jednoho ranila mrtvice ... 111/c4
... it was enough to give one a stroke ... 78/cc4

391. Nikoho nesmí ani napadnout, že ... 111/c4
Nobody should imagine that ... 78/cc4
392. ... že bych se já ... mohl také zajímat o slečnu Barboru. 112/cč
... he wouldn't have imagined a man (like me) ... taking an interest in Miss Barbara too. 79/cc4
393. ... mám život za sebou. 112/c4
... my life is all behind me. 79/cc4
394. ... zmocňovala se mne fyzická nevolnost. 113/c4
... a wave of nausea surged over me. 79/cc4
395. Milouš si toho nevšímal ... 113/c4
Bertie paid no attention to this ... 79/cc4
396. ... že má větší naději na vítězství než kdokoliv jiný. 113/c4
... that his chances in the contest were better than anyone else's. 79/cc4
397. Noha mne bolela tak ... 113/c4
My leg hurt so much ... 80/cc4
398. ... ale že se mu to dosud nikdy nesplnilo. 114/c4
... but that such an opportunity had never come his way. 80/cc4
399. ... co všechno by v tom případě Miloušovi udělal. 115/c4
... things that could happen to Bertie ... 82/cc4
400. Chytil jsem se za hlavu ... 116/c4
My head went into my hands ... 83/cc4

Czech-English direction: Academic prose

501. ... teprve postupně se mu (problému) dostává kritického přístupu ... 11/C5
... systematic investigation ... of the issue develop slowly. 1/CC5
502. Dovídáme se o ní už od starých kronikářů. 11/C5
It is referred to in very early chronicles. 1/CC5
503. ... mateřské lásky, kterou dítěti nikdo nedovede nahradit. 11/C5
... motherly love, which can never be compensated for ... 1/CC5
504. ... sotva by založili Řím. 11/C5
It is unlikely they would have been the founders of Rome. 2/CC5
505. ... chlapce zanechala v porodnici ... 12/C5
The boy was left in a maternity ward ... 2/CC5
506. ... lze podstatně snížit úmrtnost ... 13/C5
... the death rate could be drastically reduced ... 3/CC5
507. ... lze ... zabránit zhoubným epidemiím ... 13/C5
... dangerous epidemics (could be) prevented. 3/CC5
508. Druhé období bychom mohli označit jako „alarmující“. 13/C5
The second period can be described as the “alarm” period. 3/CC5
509. ... k níž dala podnět zřejmě okolnost, že počet ... 13/C5
Interest in this field was created both by an increase ... 4/CC5
510. ... to vše měnilo základy dosavadní výchovy dětí ... 14/C5
All these conditions contributed to changes in attitudes towards child care ... 4/CC5
511. Závěry ... lze shrnout takto ... 14/C5
Bowlby's conclusions can be summarized as follows. 5/CC5
512. ... řada jiných situací, za nichž může k deprivaci dojít. 15/C5
... deprivation could result from other circumstances. 6/CC5
513. ... větší počet dětí, kterým se nedostává mateřské péče ... 15/C5
... many children who lack maternal care ... 6/CC5
514. Bowlbyho .. zaujala především hloubka ... 15/C5
Bowlby ... had been struck by the severity ... 6/CC5
515. ... deprivace ... týká se i rodiny ... 16/C5
... deprivation can occur ... also in familial ... milieus ... 7/CC5
516. Promyšleným plánováním ... se nyní vyznačuje celá řada studií ... 17/C5
Intelligent planning ... characterize(s) a large number of studies ... 7/CC5
517. Experimentální přístup ... má ovšem hlubší kořeny. 17/C5
There is, of course, a sound basis for an experimental approach ... 8/CC5
518. Jednu z plodných cest ... vidíme ... v užší spolupráci ... 17/C5
A useful way ... seems to lie in the cooperation ... 8/CC5
519. ... pochopíme konečně lépe i jejich význam ... 17/C5
... we should finally arrive at a better understanding of their importance ... 9/CC5
520. ... dítě ... v první řadě potřebuje citovou vřelost, lásku. 19/C5
... a child has a basic need for emotional warmth and love. 10/CC5

521. ... to vynahradí i nedostatek jiných psychických prvků ... 19/C5
... lack of other components ... can be compensated for. 10/CC5
522. Základní patogenní význam ... má tedy nedostatečné ukojení ... 19/C5
Lack of satisfaction ... is considered to be a primary pathogenic factor ... 10/CC5
523. Ještě užší termín volí ti autoři ... 19/C5
Still more circumscribed terms are used by those workers ... 10/CC5
524. ... jehož užívají zvláště sovětsí autoři ... 19/C5
... which is used mainly by Soviet workers ... 11/CC5
525. ... kdy se dítěti od počátku nedostává určitých podnětů ... 20/C5
... in which the child from birth is not exposed to certain stimuli ... 11/CC5
526. První situaci lze označit ... jako „privaci“ ... 20/C5
The first situation is described ... as “privation” ... 11/CC5
527. ... kde nedošlo k přímému odloučení matky od dítěte ... 20/C5
... where the separation between the mother and the child is not absolute ... 11/CC5
528. Pro tuto situaci užívají D.G.Prugh a R.G.Harlow označení ... deprivace ... 20/C5
D.G.Prugh and R.G.Harlow (1962) describe a similar situation as ... deprivation. 11/CC5
529. Řada názvů vyjadřuje specifické okolnosti ... 20/C5
The specific circumstances ... are described in a number of ways ... 12/CC5
530. ... jejich prvotní význam ... leckde přesahuje význam jiný ... 20/C5
... the original meaning ... sometimes overlaps into other areas of meaning. 12/CC5
531. ... nemusí k deprivaci v ústavách vůbec docházet. 21/C5
... deprivation need not occur in institutions. 12/CC5
532. V obou případech dochází k ... hladovění ... 21/C5
In both cases, the product is ... starvation ... 13/CC5
533. ... jejich nedostatek především určuje následné poruchy. 22/C5
... their unavailability is the prime determinant of subsequent disorders. 13/CC5
534. ... můžeme své pojetí vyjádřit nejspíše touto definicí ... 22/C5
... we think that the concept is best defined in a preliminary way as follows ... 13/CC5
535. ... čím více se zaměříme na podrobnosti ... 22/C5
... the more detailed and specific we become ... 15/CC5
536. V jedné kultuře se např. dbá ... na vytváření určitých návyků ... 22/C5
In some cases, a continuing emphasis is placed on the establishment of certain habits ... 15/CC5
537. ... tedy lze deprivaci diagnostikovat ... 24/C5
... deprivation can be diagnosed ... 14/CC5
538. ... děj ... který ... pozměňuje strukturu ... 24/C5
... a sequence of events ... which ... leads to changes in the structure ... 14/CC5
539. K frustraci dochází ... 25/C5
... frustration occurs... 21/CC5
540. K deprivaci však dochází ... 25/C5
Deprivation occurs ... 21/CC5

541. ... lze využít prakticky týchž metod ... 27/C5
... any method ... can be used. 24/CC5
542. Tak J. Bowlby hledal časnou deprivaci ... 27/C5
For example, J. Bowlby (1946) sought evidence of early deprivation ... 29/CC5
543. ... studoval např. děti ... 28/C5
... a group of children ... were observed ... 30/CC5
544. ... a srovnával je (děti) ... 28/C5
... a group of children ... were ... compared ... 30/CC5
545. ... děti, které prožily ... dobu od 1 do 3 let ... 29/C5
... children who had lived ... from one to three years of age ... 31/CC5
546. ... následky událostí, jejichž okolnosti známe povšechně ... 29/C5
... effects of past events, which may not be well enough documented ... 31/CC5
547. Podobná pozorování konal ... Prugh a kol. ... 29/C5
Similar observations have been made ... by D.G.Prugh et al. ... 28/CC5
548. ... výsledky zpracovávají statisticky. 29/C5
... the results are evaluated statistically. 28/CC5
549. V našem případě má však zvláštní důležitost ... 29/C5
In this case, it is particularly important ... 29/CC5
550. Proto je nutno metody doplnit ... 30/C5
This method, therefore, should be supplemented ... 29/CC5
601. Bydlištěm ... se ... rozumí místo ... 4/C6
... "residential address" ... means the place ... 35/CC6
602. Příjmem ... se rozumí příjem peněžní i nepeněžní ... 4/C6
Income ... refers both to monetary (pecuniary) and non-monetary income ... 35/CC6
603. ... o dobu, po kterou prodávající vlastnil původní pozemek ... 4/C6
... by the time for which the seller had ownership title to the original plot of land ... 38/CC6
604. ... pokud se nejedná o spotřebitelskou loterii ... 5/C6
... unless it is a consumer lottery ... 40/CC6
605. ... jde-li však o příjmy ve formě ... 5/C6
... however, if such income is in the form of ... 40/CC6
606. ... (příjem), který ... nezakládá zánik pojistné smlouvy ... 5/C6
... such income ... does not give rise to termination of the insurance contract ... 42/CC6
607. ... ve kterém k jejímu přijetí došlo. 5/C6
... in which the monetary compensation payment was received. 45/CC6
608. ... nejedná-li se o účet zahrnutý v obchodním majetku ... 6/C6
... provided that (the money in) such account is not a part of business property ... 48/CC6
609. ... pokud ... došlo a) k vypořádání ... 6/C6
... if ... a) a settlement is effected ... 51/CC6
610. ... pokud ... došlo ... c) k zániku ... společného jmění manželů. 6/C6
... if ... c) the joint property of spouses is terminated ... 52/CC6

611. Obchodním majetkem se ... rozumí souhrn majetkových hodnot ... 6/C6
... "business property" ... is the entirety of property values ... 52/CC6
612. Dnem vyřazení ... se rozumí den, kdy ... 6/C6
The day when an item is withdrawn ... is understood to be the day when ... 52/CC6
613. ... poplatník o tomto majetku naposledy účtoval ... 6/C6
... such item was last accounted for in the taxpayer's book of accounts ... 52/CC6
614. ... jej naposledy uváděl v daňové evidenci. 6/C6
... it is last included in the records for tax purposes. 52/CC6
615. ... část, kterou nelze uplatnit při zdanění příjmů ... 6/C6
... a part of it, which cannot be claimed against liability to income tax ... 53/CC6
616. ... část ... lze odečíst od úhrnu ... 6/C6
... a part ... may be deducted from the sum ... 53/CC6
617. Daňovou ztrátu ... může odečíst od základu daně dědic ... 6/C6
A tax loss ... may be deducted by his heir ... 53/CC6
618. ... ztrátu lze odečíst od základu daně ... 6/C6
... loss may be deducted from the tax base ... 53/CC6
619. ... ve kterém k jeho vrácení došlo ... 6/C6
... in which such income is refunded ... 54/CC6
620. ... ve kterém k jeho vrácení došlo. 6/C6
... in which such income is refunded. 54/CC6
621. ... se hodnotou pohledávky rozumí jmenovitá hodnota ... 6/C6
... the value of a receivable shall mean its nominal value ... 55/CC6
622. ... nedošlo-li k vyúčtování celkového závazku ... 7/C6
... if total account of the entire liability was not rendered ... 56/CC6
623. Těmito příjmy se rozumějí i příjmy za práci žáků ... 7/C6
Income from the work of pupils ... shall also be regarded as income ... 57/CC6
624. Příjmy podle odstavce 1 se rozumějí příjmy pravidelné ... 7/C6
Income pursuant to subsection (1) above is understood to be both regular income ... 58/CC6
625. ... zda je od zaměstnavatele dostává zaměstnanec ... 7/C6
... whether it is received by an employee ... 58/CC6
626. Příjmem se rozumí rovněž částka ... 7/C6
Income shall also mean the amount ... 58/CC6
627. ... jedná-li se o příjmy ... 7/C6
... if the types of income ... are involved ... 58/CC6
628. Jde-li o najaté vozidlo ... 7/C6
If such motor vehicle is leased ... 59/CC6
629. ... že dojde k následné koupi vozidla. 7/C6
... if the leased vehicle is subsequently purchased. 59/CC6
630. Hradí-li zaměstnavatel zaměstnanci výdaje ... paušální částkou ... 7/C6
If expenses ... are settled by means of a lump sum ... 60/CC6

631. ... dojde ke změně podmínek ... 7/C6
... the conditions ... change. 60/CC6
632. ... má právo na plnění ... pojištěný zaměstnanec ... 8/C6
... the right to benefits arises to the insured employee ... 65/CC6
633. ... pojištění, které je povinen platit zaměstnanec ... 8/C6
... insurance which ... must be paid by employees ... 68/CC6
634. ... se nepřihlíží k ustanovení věty první ... 8/C6
... the first sentence ... shall not be taken into account. 70/CC6
635. ... jde o příjmy ... 8/C6
... it is the type of income ... 71/CC6
636. ... že tuto nemovitost ... má v obchodním majetku jeden z manželů ... 9/C6
If such real estate ... is included in the business property of only one of the spouses ... 72/CC6
637. ... lze výdaje ... rozdělit mezi oba manžele ... 9/C6
... expenses ... shall be divided between the spouses ... 73/CC6
638. Daň ... činí nejméně 600 Kč ... 9/C6
A tax ... may not be less than CZK 600 ... 75/CC6
639. ... majetku, který lze odpisovat ... 9/C6
... assets which can be depreciated ... 75/CC6
640. ... nelze stanovit ... daň paušální částkou. 9/C6
... a tax in the form of a lump sum ... cannot be assessed ... 76/CC6
641. ... zaplacenou daň paušální částkou započte ... 9/C6
... this lump sum shall be credited ... 76/CC6
642. ... došlo ke změně podmínek ... 9/C6
... there was a change in the conditions ... 76/CC6
643. ... nelze se proti tomuto vyhlášenému rozhodnutí odvolat ... 9/C6
... a subsequent appeal against the announced decision cannot be filed ... 77/CC6
644. ... pokud se nejedná o pěstitelský celek trvalých porostů ... 9/C6
... unless it is a field of perennial vegetation ... 78/CC6
645. Zjištění skutečného stavu zásob ... provede poplatník ... 9/C6
... a taxpayer shall ascertain the actual position of stocks ... 78/CC6
646. O případné rozdíly upraví základ daně ... 9/C6
... the tax base shall be adjusted accordingly ... 78/CC6
647. ... musí základ daně ... činit alespoň 50% částky ... 9/C6
... his tax base ... must be no less than 50 % of the amount ... 78/CC6
648. Daňovou ztrátu ... lze uplatnit v následujících zdaňovacích obdobích ... 10/C6
A tax loss ... may be claimed in subsequent taxable periods ... 79/CC6
649. ... který má ... nárok na slevu na dani ... 10/C6
... who is entitled to a tax relief ... 80/CC6

650. ... příjem ... který nezakládá zánik pojistné smlouvy ... 10/C6
... income ... where ... its payment does not give rise to termination of the insurance contract ... 81/CC6
701. ... muž, který založil tradici ... žurnalistiky ... 8/C7
... the man who laid foundations for a tradition of ... journalism ... 16/CC7
702. ... většina vydávaných knih ... snesla jen těžko srovnání ... 8/C7
... the majority of Czech-language books do not compare well ... 16/CC7
703. Prakticky všechna významná díla ... se už dočkala svých překladů ... 8/C7
Nearly all works of consequence ... were translated ... 17/CC7
704. ... některá z českých děl se dočkala překladů ... 8/C7
... some from Czech literature also had been translated ... 17/CC7
705. ... prošli tak podobnými životními a generačními zkušenostmi ... 9/C7
... (they) experienced similar lives and generational circumstances ... 17/CC7
706. ... války, kterou ... ani nezaznamenal. 9/C7
... the war, which ... went unrecorded in his writings. 17/CC7
707. Psal provokativní texty ... 9/C7
His writing was provocative ... 18/CC7
708. Válka ho však zdrtila. 9/C7
But the war broke his spirit. 18/CC7
709. ... varovné a úděsné vize ... nepsal jen ... intelektuál ... 13/C7
... those admonitory and appalling visions ... were written not only by a ... intellectual ... 23/CC7
710. ... té se jí nedostalo ... 14/C7
... this ... she could not obtain ... 23/CC7
711. ... pak porodila tři děti ... 15/C7
... she gave birth to three children ... 25/CC7
712. ... depresemi, které střídaly hysterické záchvaty. 15/C7
... depressions which gave way to fits of hysteria. 25/CC7
713. ... propadala panice. 15/C7
... she became hysterical. 26/CC7
714. ... když Josefa propustili ... 18/C7
... when Josef was let go ... 29/CC7
715. ... výtvarná umění a architektura ... představovaly ... nejpřekotněji se vyvíjející ... složku. 20/C7
... the visual arts and architecture were the most rapidly evolving ... of all the arts. 31/CC7
716. ... jeho zájem ... prohloubil i pobyt v Paříži ... 21/C7
... his interest ... deepened during his stay in Paris ... 32/CC7
717. ... studoval germanistiku. 21/C7
... he took courses in German Studies ... 32/CC7
718. ... zatímco kubismus ... vytvořil vynikající díla ... 22/C7
While there were outstanding cubist works ... 33/CC7
719. ... nahrazovaly je zprávy z front. 23/C7
... their place (was) taken by news from the front. 34/CC7

720. ... kterého ... zachránil jeho špatný zrak. 23/C7
... he was ... saved by his poor eyesight. 35/CC7
721. ... nemoc zvolna znehybňovala páteř. 23/C7
... (a condition in which) his spine was slowly being immobilized. 35/CC7
722. Jakmile dokončil studia ... 24/C7
As soon as his studies were completed ... 35/CC7
723. Jeho tvorba však nepřipomínala nic z toho ... 24/C7
There was no hint in his writing of anything ... 35/CC7
724. ... časopisecky publikoval i první prózy ... 25/C7
... his first prose ... appeared in various journals. 36/CC7
725. Na podzim roku 1917 je pak vydal ... 25/C7
In the fall of 1917 his first book of short stories was published ... 36/CC7
726. ... toho si všimla už současná kritika ... 26/C7
... this was noted in contemporary criticism ... 38/CC7
727. ... o muži, kterého ... vzbudí „chvějící se ženský hlas ...“ 27/C7
... a man who ... is awakened ... by “a woman’s trembling voice ...” 39/CC7
728. Hrdinovi prózy se nechce vstávat ... 27/C7
The sleeper does not want to get up ... 39/CC7
729. ... Čapek někdy ... rozvine událost zcela jinou ... 28/C7
... Čapek sometimes moves on to a completely different event ... 40/CC7
730. ... Čapek vystudoval filosofii a estetiku. 29/C7
Čapek’s doctoral work ... was in philosophy and esthetics ... 41/CC7
731. ... práci, kterou ... vydal. 29/C7
... paper on pragmatism, which was published ... 41/CC7
732. Šlo o práci nepřiliš rozsáhlou ... 29/C7
It was not a very long essay ... 41/CC7
733. Marxismus přijaly sociálně demokratické strany ... 29/C7
Marxism was accepted by the social democratic parties ... 42/CC7
734. Jestli Zemi stvořil Bůh ... 30/C7
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This is how people advanced beyond concepts ... 43/CC7
736. ... rozešli se s ním i někteří z jeho stoupenců ... 32/C7
... even some of its proponents parted company with it ... 45/CC7
737. ... skutečnost ... nelze jistě vysvětlit tímto válečným zaujetím. 33/C7
... this surely cannot be explained by a wartime preoccupation. 45/CC7
738. ... shrnul je v Knize apokryfů ... 33/C7
... this piece was collected ... in the book Apocryphal Tales. 45/CC7
739. ... svět lze zlepšit pouze násilnou změnou ... 34/C7
... the world can be made better only by a violent change ... 46/CC7

740. ... on této znalosti ve svém díle mnohokrát použil ... 37/C7
... he made use of this knowledge many times in his work ... 49/CC7
741. Noviny měly pro Karla Čapka ... nezastupitelný význam ... 37/C7
Newspapers were uniquely meaningful to Karel Čapek ... 49/CC7
742. ... této benevolenci ... předcházela čistka v redakci ... 37/C7
This benevolence ... had been preceded by a purge of the editorial staff ... 50/CC7
743. ... jedné ze svých prvních statí, které v Národních listech otiskl ... 38/CC7
... one of the first articles to be published in Národní listy ... 50/CC7
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... there were also mass demonstrations ... 51/CC7
745. ... že ho v jeho profesním životě ... už neměla potkat ... změna. 41/C7
... in his professional life ... he no longer experienced any ... changes. 53/CC7
746. ... které se zdánlivě nijak nepodobají jejich příběhu. 43/C7
... which seemingly bear no resemblance whatsoever to their own stories. 55/CC7
747. Jakmile Loupežník zahlédne Mimi ... 45/C7
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748. ... jako by ji ani nenapsal autor ... 45/C7
... as if it had not been written by the author ... 58/CC7
749. Lze to jistě vysvětlit tím ... 45/C7
... this could be explained by the fact ... 58/CC7
750. ... již ... předcházely i nové osobní zážitky. 46/C7
... which ... was preceded by new personal experiences. 59/CC7
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The problems ... are dealt with in more detail in chapters ... 2/CC8
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... collective satisfaction is attained through the pursuit of purely selfish interests ... 3/CC8
803. ... stát ... zprostředkuje formování a výkon moci politické. 14/C8
... government ... forms and exercises political power. 4/CC8
804. ... si toto důležité právo ... uzurpuje úzká politická elita. 15/C8
... the rights of individuals are usurped by a narrow power elite. 4/CC8
805. Demokratický stát užívá k regulaci tři základních nástrojů ... 15/C8
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806. Ten lze chápat i jako jakési pojítko ... 16/C8
It may also be understood as the link ... 5/CC8
807. ... se pro označení těchto organizací operuje i s dalšími pojmy ... 16/C8
... a number of other terms are used to designate organizations ... 5/CC8
808. Občanský sektor vytvářejí organizace ... 16/C8
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809. ... jde o institucionálně zprostředkované sdružování občanů ... 16/C8
... they are institutionalized mediators of citizens ... 5/CC8

810. Model člověka ... rozpracovává také například Etzioni (1995). 17/C8
This model of human beings ... is embraced by Etzioni (1995) and others. 5/CC8
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... citizens' preferences rule in the public sector ... 7/CC8
815. ... přemístíme-li jen malé množství vody ... 19/C8
... if only a small quantity of water is carried ... 7/CC8
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... non-profit organizations tend to form ... 10/CC8
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... the cost ... is greater than the expected benefit. 25/CC8
839. Forma i obsah ... ovlivňují vnímání problémů žitého světa. 39/C8
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This has been confirmed by ... studies ... 31/CC8
849. Totéž lze říci ... 45/C8
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852. ... jsem se účastnil výzkumu jednoho sportovního oddílu. 51/C8
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853. Formálně vzato, šlo o instituci ... 51/C8
Formally, it was an institution ... 35/CC8
854. Tvoří jej (sektor) neziskové organizace ... 51/C8
The sector is made up of non-profit organizations ... 35/CC8
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861. Tuto jeho funkci budeme chápat jako odvozenou ... 54/C8
Because this function may be understood as secondary ... 37/CC8
862. Politickou funkci občanského sektoru charakterizuje Kjarum (1992) takto ... 55/C8
The political function of the civic sector is characterized by Kjarum (1992). 37/CC8
863. ... v těch, které ... suplovaly činnost jiných ... organizací. 57/C8
... those that functioned as substitutes for organizations ... 39/CC8
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865. Došlo k velkému úniku mozků ... 57/C8
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868. ... mohou mít sklon uzurpovat příliš mnoho moci ... 59/C8
They may tend to usurp power ... 41/CC8
869. ... v mnoha případech jde o křehké instituce ... 60/C8
... others are fragile institutions ... 41/CC8

870. Společnosti ... mají mocenskou strukturu ve tvaru pyramidy ... 60/C8
In societies ... power structures take the form of a pyramid. 42/CC8
871. Profesor Josef Jařab ... zastává názor, že ... 63/C8
Josef Jařab ... is convinced that ... 44/CC8
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The majority of civic associations are traditional organizations ... 44/CC8
873. ... naprostá většina ... vyvíjela činnost ... 64/CC8
... a majority ... were active ... 44/CC8
874. Toto ... konstatování však má přece jen jeden pozitivní aspekt ... 64/C8
There is, however, a positive dimension to this ... statement. 45/CC8
875. ... to (potenciál) se pokusím odhadnout ... 64/C8
This potential is examined ... 45/CC8
876. ... média a politici rozměňují výkladová schémata odborníků. 65/C8
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877. Soubory tvořilo 1007 občanů ... 66/C8
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878. Větší členskou základnou se mohou pochlubit pouze dvě strany ... 67/C8
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879. ... oblastí, které rozvážný národohospodář podporuje dlouhodobými investicemi ... 68/C8
... issues for which serious political economists recommend the support of ... investment ... 49/CC8
880. Třetí skupina zahrnuje oblasti ... 68/C8
These (in the third group) are issues ... 49/CC8
881. Poslední skupiny představují problémy ... 69/C8
This final group includes problems ... 50/CC8
882. S tímto výrokem souhlasilo 87 % respondentů ... 70/C8
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883. ... rovnost ... ani svoboda ... nemohou přinést nic dobrého ... 71/C8
... both equality ... and freedom ... are undesirable ... 51/CC8
884. Této interpretaci odpovídá i rozvrstvení české populace ... 71/C8
This interpretation corresponds with the political orientation of the Czech public ... 51/CC8
885. Image bohatých lidí u nás dokumentuje následující tabulka. 71/C8
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... areas ... which were rated by citizens in public opinion polls ... 53/CC8
887. Veřejnost přijímá ekologické iniciativy ... převážně kladně ... 73/C8
The public has a positive view of ecological initiatives ... 53/CC8
888. ... se silným odmítáním se setkává činnost hnutí skinheads a anarchistů. 73/C8
... it (public opinion) is strongly opposed to skinhead and anarchist movements. 53/CC8
889. Názory na odbory a tripartitu charakterizují následující tabulky. 73/C8
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890. ... zjištění, které souvisí i s uvažováním o korporativismu ... 74/C8
... finding which is clearly important in respect of decisions regarding ... corporatism ... 54/CC8
891. Všem ministrům lidé více nedůvěřují ... 74/C8
People have less confidence in the ministers ... 55/CC8
892. Tyto údaje ... potvrzuje i šetření IVVM ... 75/C8
These data are confirmed by research conducted by IVVM. 55/CC8
893. ... důvěřovalo obecním zastupitelstvům 55 % dotázaných ... 75/C8
... 55 per cent of respondents had confidence in the municipal authorities ... 55/CC8
894. ... změny, k nimž došlo v posledních letech ... 76/C8
... changes have occurred in the last few years ... 56/CC8
895. ... „ti dole“ dnes mají bezesporu mnohem víc šancí ... 76/C8
... the powerless are undoubtedly in a much better position ... 56/CC8
896. Jednu z nich vidím ve stereotypch chování ... 76/C8
One of them is evident in the behavioral stereotypes ... 56/CC8
897. Druhou vidím v ekonomických stresech ... 76/C8
A second is the economic stresses ... 56/CC8
898. Intenzivní zájem ... projevuje méně než desetina ... 77/CC8
Intensive interest ... is shown by less than one-tenth ... 57/CC8
899. Tradičně se nejvíce lidí podílí na činnosti ... 78/C8
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