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Prohlašuji, že jsem bakalářskou práci vypracovala samostatně a že jsem uvedla všechny použité prameny a literaturu.

(I declare that the following BA thesis is my own work for which I used only the sources and literature mentioned).

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# CONTENTS

<b>INTRODUCTION.....</b>	<b>7</b>
<b>1 THEORETICAL BACKGROUND .....</b>	<b>8</b>
<b>1.1 The adverbial .....</b>	<b>8</b>
1.1.1 Realization .....	8
1.1.2 Grammatical functions .....	9
<b>1.2 Adjuncts.....</b>	<b>9</b>
1.2.1 Obligatory and optional adjuncts .....	9
1.2.2 Position within a clause .....	10
1.2.3 Semantic roles of adjuncts.....	12
<b>1.3 Space adjuncts .....</b>	<b>12</b>
1.3.1 Semantic roles .....	12
1.3.2 Realization .....	13
1.3.3 Position of space adjuncts within an English clause .....	14
1.3.4 Co-occurrence of adjuncts and the hierarchical relationship .....	15
<b>1.4 Czech space adjuncts .....</b>	<b>16</b>
1.4.1 Semantic roles and realization.....	16
1.4.2 The correspondence of space adjuncts between English and Czech.....	17
1.4.3 The position of space adjuncts within a Czech clause .....	17
1.4.4 Definitions of Czech positional terms .....	18
<b>1.5 Syntactic constancy of adverbials .....</b>	<b>18</b>
1.5.1 Inclusion in the verb .....	19
1.5.2 Subject .....	19
1.5.3 Object .....	20
<b>2 MATERIAL AND METHODS.....</b>	<b>22</b>
<b>3 RESEARCH.....</b>	<b>23</b>
<b>3.1 Syntactic constancy of space adjuncts between English and Czech .....</b>	<b>23</b>
<b>3.2 Position of English space adjuncts .....</b>	<b>25</b>

<b>3.3</b>	<b>Constancy of the position of space adjuncts between English and Czech .....</b>	<b>27</b>
3.3.1	Corresponding positions .....	27
3.3.2	Divergent positions .....	29
<b>4</b>	<b>CONCLUSION .....</b>	<b>34</b>
	<b>References .....</b>	<b>35</b>
	<b>Sources .....</b>	<b>35</b>
	<b>Czech Summary .....</b>	<b>36</b>
	<b>Appendix 1 .....</b>	<b>41</b>
	<b>Appendix 2 .....</b>	<b>45</b>

## ABBREVIATIONS

A	Adverbial
AmE	American English
BrE	British English
E	End position
I	Initial position
M	Medial position
O	Object
S	Subject
V	Verb

## SYMBOLS

*	A preceding asterisk indicates an unacceptable structure.
/	Slant indicates free alternatives.
[ ]	Square brackets explain the meaning of the phrase.
?	A preceding question mark indicates doubtful acceptability.

## LIST OF TABLES

<i>Table 1</i>	Czech counterparts of English space adjuncts
<i>Table 2</i>	Position of space adjuncts within the English sentence structure
<i>Table 3</i>	Constancy of the position of space adjuncts between English and Czech
<i>Table 4</i>	Divergent counterparts of English end positions

## **INTRODUCTION**

The present BA thesis deals with English adverbials of space and their Czech translation counterparts. It focuses on the position of the adverbial in the sentence and the factors which influence it, comparing the situation in English with that in the Czech language. We expect the degree of syntactic constancy between the two languages to be influenced by the realization form of the adverbial, the semantic sub-class of the adverbial, the degree to which grammatical rules and functional sentence perspective govern the word order.

The work will try to verify the grammatical rules governing the position of space adverbials within the English sentence structure, and at the same time it will describe the constancy of this position between Czech and English.

# 1 THEORETICAL BACKGROUND

## 1.1 The adverbial

The adverbial is the most peripheral clause element in that it typically occupies the clause – final position; it is usually optional; it can be moved to a different position in the clause; and it does not determine what other elements must occur in the clause (Quirk et al, 1985: 50, henceforth *CGEL*). There are two basic types of the adverbial element, adjuncts, which modify clause elements (i.e. adverbials integrated in the sentence structure, cf. Dušková, 1988: 444-5), and sentence adverbials, which modify a whole sentence or clause, rather than just part of a clause (commenting on the form or content of the clause) – disjuncts, e.g. To my regret, *he refused the offer of help*, or establish links between segments of text above sentence level – conjuncts, e.g., *He was, however, very interested in my other proposals* (i.e. adverbials non-integrated in the sentence structure, *ibid.*). Adverbials are a heterogeneous category with respect to the realization form, position as well as the degree of integration in the clause. Moreover, they perform various semantic roles.

### 1.1.1 Realization

The Adverbial element can be realized by a variety of linguistic structures:

- Adverb phrase with closed-class adverb as head: *She telephoned (just) then.*
- Adverb phrase with open-class adverb as head: *She telephoned (very) recently.*
- Noun phrase: *She telephoned last week.*
- Prepositional phrase: *She telephoned in the evening.*
- Verbless clause: *She telephoned though obviously ill.*
- Nonfinite clause: *She telephoned while waiting for the plane (present participle); she telephoned angered at the delay (past participle); she telephoned to ask for an interview (infinitive); on reading the letter she realized that it was too late. (gerund)*
- Finite clause: *She telephoned after she had seen the announcement (CGEL: 489).*

The relation between the adverb and the adverbial is very close, the adverbial being the only syntactic function of the adverb (adverbs in postmodifying function are rare) (cf. Dušková, 1988: 444-8). We shall focus only on non-clausal realizations of the adverbial.



### 1.1.2 Grammatical functions

CGEL distinguishes four broad categories of grammatical functions of adverbials, based primarily on their degree of integration into the sentence: adjunct, subjunct, disjunct, and conjunct (CGEL: 501). We shall deal with adverbials integrated in the sentence structure - adjuncts.

## 1.2 Adjuncts

The adjunct is a dependent clause element which modifies the predicate verb, the attribute, the adverbial and other clause elements. We can apply a question test to verify its integration in the sentence structure, e.g. *Yesterday he went to work by car. How did he go to work yesterday? – By car. Where did he go by car yesterday? – To work. When did he go to work by car? – Yesterday.* Frequency adverbials like, e.g., *usually* can be contrasted with other adverbials of the same type, e.g. *He doesn't usually go to work by car, but he does so occasionally.* If the adjunct modifies an attribute or an adverbial, a question with *how* can be used: *How large is your office? How far is it?* We use *to what extent* when asking about the adverbial of degree (Dušková, 1998: 445). Moreover, an adjunct can be the focus of a cleft sentence, e.g., *Hilda helped Tony because of his injury. It was because of his injury that Hilda helped Tony.* Alternative interrogation or negation can be applied: *Did Hilda help Tony because of his injury or (did she help him) to please her mother? Hilda didn't help Tony because of his injury but (she helped him) to please her mother* (CGEL: 504).

### 1.2.1 Obligatory and optional adjuncts

Adjuncts are mostly optional in terms of the syntactic structure of the sentence; compare, *I shan't keep you long* (*I shan't keep you* is a complete sentence). The adverbial can be an obligatory clause element in the sentence type S – V – A, for example, *nobody could have got inside*; it can also be an obligatory clause element in the sentence type S – V – O – A, e.g. *you have set my mind at rest*; and in the 'modal (dispositional)' mediopassive sentence type, e. g. *this bread toasts well* (Dušková, 1988: 446).

CGEL further distinguishes between obligatory predication adjuncts, optional predication adjuncts, and sentence adjuncts. Obligatory predication adjuncts resemble an object both in the necessity of its presence for verb complementation and in its relative fixity of position. If we compare sentences: *He loved Joan* and *He lived in Chicago* we see that in each case a

post-verbal element is required for complementation. The close and sequential relation of V O and V A in these sentences is demonstrated by their requiring similarly exceptional rhetorical circumstances for O and A fronting: *Joan he loved and Joan he always had loved. In Chicago he lived and in Chicago he always had lived* (CGEL: 505).

The number of verbs having sufficient semantic weight in themselves to require no further complementation is quite small and there is considerable dependence on context in adjunct-less intransitive clauses. The addition of an adjunct after an intransitive verb reduces the semantic weight and communicative dynamism of the verb. E.g. in the sentence *The Queen arrived* the arrival is important, whereas in the sentence *The Queen arrived in a blue gown*, her dress is more important than the arrival. Nonetheless, it can be seen that the relation between the subject and the verb is not radically altered when an adjunct is added. We can say that the adjunct is optional. Compare also further intransitive items with the optional status of the adjunct: *The rabbit vanished behind a bush. They are emigrating to South America*. Adjuncts can be optional in a S–V–O clause: *I found the letter in the kitchen* (CGEL: 510).

The presence of sentence adjuncts is never grammatically essential; they relate to the sentence as a whole rather than solely or predominantly to the V and post-V elements, and can be moved between end position, i.e. the position in the clause following all obligatory elements (CGEL: 498) and initial positions, i.e. the position preceding any other clause element (CGEL: 491) with relatively little consequence for its stylistic or semantic effect, e.g. *She kissed her mother on the platform* (GCEL: 505).

### 1.2.2 Position within a clause

English adverbials are to a large extent mobile, nevertheless, individual types of adverbial occupy a certain basic position, and the possibility to appear in this position can determine the type of adverbial. For example, most adverbials modifying the verb (adjuncts of space, time, manner, etc) occupy the position after the verb (following the object if there is one), e.g. *He stuck a stamp on the envelope* (Dušková, 1988: 445).

Adverbials which modify other clause elements than the predicate verb and most of the ‘intensifying’ adverbials occupy the position before the word which they modify, e.g. *He gave a fairly exhaustive account, They received us very politely*. This position is also

characteristic for intensifiers which modify the lexical meaning of the predicate verb, e.g. *He badly needs a rest* (Dušková 1988: 445-6).

CGEL makes more precise distinctions as far as the position of adjuncts in the sentence is concerned. All predication adjuncts, obligatory and optional alike, are normally placed at end position. They may however be advanced to initial end position (i.e. the position between the verb and the object or complement) if an object or complement is lengthy and complex or requires prosodic focus. Such positioning characterizes written rather than spoken usage, and it reflects some care in sentence planning: *She keeps in the garden some of the most lovable little rabbits you ever saw* (obligatory adjunct), *She kissed on the cheek her tearful and trembling mother* (optional adjunct). An obligatory adjunct can be exceptionally fronted to initial position, as we saw in 1.2.1. Such fronting would be equally exceptional with most optional predication adjuncts, and accompanied by subject operator inversion, which is largely confined to formal or emotive style: *In no circumstances must this door be left open* (CGEL: 510-511).

The most obvious way in which sentence adjuncts mark themselves off from predication adjuncts is by their relative freedom to occur at initial position as well as at end position:

*She kissed her mother on the platform. On the platform, she kissed her mother.*

*X She kissed her mother on the cheek. ?On the cheek, she kissed her mother.*

If we combine the adjuncts *on the platform* and *on the cheek*, the predication adjunct *on the cheek* would normally precede the sentence adjunct *on the platform*:

*She kissed her mother on the cheek on the platform.*

A further indication of the relatively peripheral status of the sentence adjunct is that it can be separated from the rest of the clause by a comma (and analogously occupy a separate tone unit in speech):

*In Chicago, he studied metaphysics. \*In Chicago, he lived.*

An initially placed sentence adjunct may potentially relate to the whole sentence, even where the sentence comprises two coordinate clauses, while the same end-placed adjunct will normally be interpreted as predicational and hence related only to the clause in which it is placed:

*He travelled a great deal and eventually settled down in Australia.*

*In Australia, he travelled a great deal and eventually settled down (CGEL: 511-512).*

### 1.2.3 Semantic roles of adjuncts

There are seven main categories of semantic roles of the adjunct: categories of space, time, process, respect, contingency, modality, and degree (CGEL: 479).

## 1.3 Space adjuncts

### 1.3.1 Semantic roles

CGEL distinguishes five semantic sub-roles:

First, position (normally associated with verbs referring to stasis, e.g.: *He lay on his bed*, but they can occur also with verbs referring to motion, e.g.: *They are strolling in the park*.)

Secondly, direction, which may refer to directional path without locational specification, as in: *They drove westwards*, or to direction along with a locational specification, e.g.: *She walked down the hill*.

Thirdly, goal, involving a positional aspect of direction, as in: *She walked (down the hill) to the bus stop*.

Fourthly, source, the obverse of goal, again involving direction and position, in, e.g.: *She walked (down the hill) from school*.

Finally, spatial measure, expressed as distance: *They had travelled a long way. She had driven (for) fifty kilometres (CGEL: 479).*

These categories can be subsumed under two broader semantic groups: position (where?) and direction (where to?) While in Czech adverbials of position and direction typically are formally distinct, in English most space adjuncts can denote position as well as direction. *Where* can be used both when asking about position, e.g. *Where is it?* and when asking about direction, e.g. *Where are you going?* The difference between position and direction is expressed by the verb, dynamic verbs of motion being associated with direction, and verbs referring to stasis being associated with position. However, position and direction are distinguished with the prepositions *in*, *at*, *to*, *towards*, e.g., *we had a walk in the wood* (position), *he walked to(wards) the wood* (direction), *the students assembled in the lecture*

*hall* (position), *the students crowded into the lecture hall* (direction), *they are at school* (position), *they are going to school* (direction) (cf. Dušková, 1988: 448-9).

### 1.3.2 Realization

- Space adjuncts are most commonly in the form of prepositional phrases.
- Some predication adjuncts of distance use noun phrases, e.g. *They ran two miles in ten minutes*.
- Where the lexical form of the head noun is unimportant but where the location needs to be specified in detail, a postmodified noun phrase can be used, e.g., *I saw Joan at the place where her father works*. But a head noun that is of little semantic weight (*place*) would more usually be omitted and the whole adjunct expressed with only where-clause: *I saw Joan where her father works*.
- Clausal realization is especially convenient where the actual location is indefinite: *They must go where we send them*.
- Spatial pro-forms, *here* and *there* are also used.
- There are numerous common adverbs realizing spatial relations. Some of the following are atrophied prepositional phrases (e. g. *overseas*), some can themselves be used prepositionally as well as adverbially. Most can be used for both position and direction:

*Aboard, about, above, abroad, across, ahead, aloft, alongside, anywhere, around ashore, astern, away, back, behind, below, beneath, between, beyond, down, downhill, downstairs, downstream, downwind, east, eastward(s), and other directions with the suffix –ward <esp. AmE>, -wards <esp. BrE>, elsewhere, everywhere, far, here, hereabouts, home, in, indoors, inland, inshore, inside, locally, near, nearby, north, nowhere, off, offshore, on, opposite, out, outdoors, outside, , overboard, overhead, overland, overseas, somewhere, south, there, thereabouts, through, throughout, under, underfoot, underground, underneath, up uphill, upstairs, upstream, west, within.*

Some items denote direction but not position:

*after, along, aside, before, by, downward(s), forward(s), inward(s), left, outward(s), over, past, right, round, sideways, skyward(s), upward(s)* (CGEL: 515-16).

### 1.3.3 Position of space adjuncts within an English clause

Space adjuncts favour end position, e.g. *I'll meet you downstairs* (position), *They travelled slowly from Hong Kong* (source), *I'll go downstairs* (direction), *She hadn't yet moved to Liverpool* (goal), *By dawn, we had come a long way* (distance). Position adjuncts, particularly prepositional phrases, can appear in initial position. They may be put there to create a 'scene-setting', or to avoid end-focus, or to avoid ambiguity, or to avoid clustering of adjuncts at end position, or to create a contrast: *On the stage men were fighting, and in the body of the hall women were screaming.*

The direction adjuncts *here, there, up, down, away* etc. occupy initial position only with intransitive verbs in the simple present or simple past. As predication adjuncts, they have a dramatic impact and a rhetorical flavour in that position: *Down they flew. On they marched.* If the subject is a noun or indefinite pronoun, subject-verb inversion is normal: *Down flew the jets. Ah, here comes somebody – at last!* This does not apply to transitive verbs: *\*In the doorway saw me my brother* or predicates with auxiliaries *\*Up the hill has been climbing my brother.*

The expressions *Here ... BE* and *There ... BE* with a personal pronoun as subject, and the verb in the simple present or (with *there*) past, are commonly used to draw attention to the presence of somebody or something: *There she is, by the phone box.*

Source adjuncts can also be in initial position and occasionally (though with more impression of disturbing the normal sequence of elements) in medial position, i.e. the position immediately after the subject and (where there is one) the operator: *From Liverpool, you can't often get international flights. You could, from Manchester, get a plane to Amsterdam.*

Speakers sometimes put position adjuncts in medial position and more rarely (and only with short items) in initial medial position, i.e. the position between the subject and the operator: *Life is everywhere so frustrating. The poor had not in this country been left destitute. As you proceed east along the side aisle, you there may notice a very curious statue.*

Direction and goal adjuncts cannot usually be in medial position: *\*They are into the kitchen moving some next furniture.* But they can take the initial end position, especially if the object phrase is long: *They moved into the kitchen every stick of furniture they possessed.*

Direction adjuncts are put in initial position virtually only in literary English and in children's literature (stories, poems, and nursery rhymes). A few exceptions occur in informal speech, mainly with *go*, *come* and (more restrictedly) *get*; where the subject is *you*, such sentences often have imperative force: *Out (of the water)* *you come (go)*. *On (the horse)* *you go*. *There* *they go (come)*. *Here* *we go*. *Here* *he comes*.

The position of the space adverbial may be influenced also by its being part of an idiomatic multi-word unit, e.g. phrasal verbs: *The car broke down* (CGEL: 521 -523).

### 1.3.4 Co-occurrence of adjuncts and the hierarchical relationship

If the clause contains an adverbial of manner, the adverbial of space occupies the position after the adverbial of manner, e.g. *She settled herself comfortably on the sofa*. *He stuffed the banknotes carelessly into his pocket*. Nevertheless, if the adverbial of manner has a higher degree of communicative dynamism, e.g. if it is modified, and if the adverbial of space is expressed by a single word (adverbial), the order is reversed, e.g. *You've got here very quickly*.

As far as the positions of the adverbial of space and the adverbial of time are concerned, there is a strong tendency in English towards the order space – time, if both of them occupy the position after the verb, e.g. *I'll ring you up at the office tomorrow*. (Dušková, 1988: 450)

Where two spacial adjuncts are of the same semantic class but of different grammatical functions they enter into a contextual relation of hierarchy (the one being a sentence adjunct, the other a predication adjunct). For example, with two position adjuncts:

Many people eat *in restaurants in London*.

The order here satisfies both the grammatical requirement (that the sentence adjunct be more peripheral than the predication one) and the logical requirement (that the smaller location be stated before the larger one in which it is placed). But if the sentence adjunct is expressed with an adverb indicating that it is relatively 'given', the order may be reversed:

Many people eat *here in restaurants*.

On grammatical grounds, it can only be the sentence adjunct that can appear at initial position (*'In London, many people...'*), and also on logical grounds, the lower member in the hierarchy cannot dominate the higher:

*\*In restaurants, many people eat in London.*

Source adjuncts can also co-occur with goal or direction adjuncts in a hierarchical relationship:

*We came to London from Rome.*

*We went from Rome to London.*

These examples illustrate the normal order of the adjuncts, which is directly related to the semantics of the respective verbs, *come* (with orientation to goal) and *go* (with orientation to source, the point of departure). Nonetheless, in each case it is the source adjunct that is sentential and hence susceptible of positioning at the initial position:

*From Rome we came (went) to London.*

Unless overridden by the pressure of orientation (as with *come*), the two adjuncts will be ordered with respect to the sequence of events referred to (thus source before goal), but if one is relatively 'given' and therefore expressed by a closed-class adverb, this will normally precede the other adjunct:

*They flew over (the city) towards the border.*

*They flew west over the city* (CGEL: 519-20).

## **1.4 Czech space adjuncts**

### **1.4.1 Semantic roles and realization**

Semantically, it is possible to distinguish four basic subgroups of Czech space adjuncts.

First, there are space adjuncts that answer the question *where?* E.g. *He was sitting in the classroom*. These are realized by space adverbs (místní adverbia), e.g. *nahoře, dole, uvnitř, vespod*, pronominal space adverbs (místní zájmenná příslovce), e.g. *tu, tam, kam, někde, všude*, prepositional phrases using specific case forms of nouns (adverbiální pády předložkové), e.g. *na zahradě, ve škole, pod stolem*, or a bare case, i.e. a noun phrase in a



particular case (without a preposition) (pády prosté), e.g. *místy*, and subordinate adverbial clauses of space which are connected to the main clause by a relative pronoun, not a conjunction, e.g. *Kde se pivo vaří, tam se dobře daří*.

Secondly, there are space adjuncts answering the question *where...to?* E.g. *He went to school*. These are most commonly in the form of space adverbs expressing direction (místní směrová adverbia), e.g. *nahoru, dolů, ven, vzhůru, domů*, pronominal space adverbs, e.g., *tam, jinam, sem*, prepositional phrases using specific case forms of nouns, e.g. *na zahradu, do školy, pod stůl*, and relative clauses of space (místní věty vztažné), e.g. *Polož to tam, kam nedosáhnou děti*.

Thirdly, there are space adjuncts that answer the question *where...from?* E.g. *He returned from school*. These adjuncts are expressed with space adverbs, e.g. *zdaleka, zblízka, zdola shora*, pronominal space adverbs, e.g. *odtud, odtud, odevšad*, prepositional phrases using specific case forms of nouns, e.g. *ze zahrady, ze skříně, se skříně*, and relative clauses of space, e.g. *Vrátil od odtud, odkud často nebývá návratu*.

The final subgroup comprises adjuncts answering the question *which way?*, e.g. *He was strolling through the park*. They are realized by space adverbs, e.g. *spodem, vrchem, cestou*, pronominal space adverbs, e.g. *tudy, někudy*, adverbial case of nouns (adverbiální pády), e.g., *lesem, přes pole*, and relative clauses of space, e.g. *Šel tudy, kudy jej nohy nesly* (Grepel et al., 1995: 439-43).

#### **1.4.2 The correspondence of space adjuncts between English and Czech**

The correspondence of the adverbial between English and Czech is not straightforward: the English adverbial can correspond to another clause element in Czech (cf 1.4.4), and the English counterparts of Czech adverbials include, among other clause elements, premodifying adjectives in verbonominal constructions, e.g. *she is a slow learner učí se pomalu, they made a hasty retreat spěšně ustoupili, she gave a shrill cry pronikavě vykřikla* (Dušková, 1988: 448).

#### **1.4.3 The position of space adjuncts within a Czech clause**

English and Czech have different hierarchies of word order principles: whereas English word order primarily serves to indicate grammatical functions, the primary word order principle in

Czech is compliance with the basic distribution of communicative dynamism, i.e. presenting the information structure according to the gradual increase in the information load (communicative dynamism) with the focal element (the rheme) at the end (Dušková, 2004: 111).

Being largely mobile in both Czech and English, adverbials are disposed to occupy positions according to their degree of communicative dynamism in both languages. However, as regards English, this applies only to adverbials of certain semantic roles, while others, notably temporal and partly locative, tend to favour customary word order arrangements subsumable under grammatical ordering, which may deviate from the gradual increase in communicative dynamism (Dušková, 2004: 112).

#### **1.4.4 Definitions of Czech positional terms**

In Czech, where the word order is relatively free, it is difficult to define the position of a space adjunct in relation to other clause elements. However, the following positions will be distinguished:

End position, i.e. the position in the clause following all obligatory elements.

Initial position will be defined as the clause-opening position, preceding the obligatory clause elements.

Medial position, i.e. the position negatively delimited as being neither initial nor end. Within this position, more detailed description will be provided where relevant, e.g. medial position in a clause with the VS word order can be specified as a post-verbal medial position, in the SV word order the position is, in fact, pre-verbal medial position.

### **1.5 Syntactic constancy of adverbials**

Let us sum up the results of Dušková's research in the area. In her study 93.3 % of Czech counterparts of English adjuncts were adverbial and 6.7 % non-adverbial. Out of 100 examples of non-adverbial counterparts, the most frequent ones turned out to be adverbials with no separate counterpart as a component of the sentence structure. The adverbials were expressed only within the morphosemantic structure of the verb into which they are incorporated (29 instances). The second most frequent divergent counterpart were

adverbials rendered as subjects (26 instances); the third most frequent divergent syntactic counterpart is the object (20 examples, the most frequent one in the Czech – English direction). Counterparts of adverbials construed as premodifiers rank fourth on the frequency scale (15 examples). The fifth most frequent divergent counterpart was the verb (4 examples) and the least frequent one was the postmodifier (3 examples).

### 1.5.1 Inclusion in the verb

According to Dušková, the notable difference between English and Czech is to be ascribed to the analytic vs. synthetic character of the two languages. The two examples below illustrate the most frequent types, the English sentence containing a combination of a verb and an adverb, whose meaning is expressed by the prefix of the verb in the Czech sentence:

1. ... *when his new book comes out.*  
... až vyjde jeho kniha.
2. *Alice Kerrison... bounced down from her seat*  
*Alice Kerrisonová... seskočila z koflíku.*

### 1.5.2 Subject

In all these instances the English adverbial, mostly a *by*-agent of quasi-agent, complements a passive verb, stands in postverbal position and constitutes the rheme or a component of the rheme. The structure is rendered by the active voice in Czech with the adverbial reflected in the subject, which preserves both the final position and the rhematic function:

3. *He found himself greeted only by that lady.*  
*Uvítala ho pouze tato dáma.*
4. *The air was torn by the scream of engines*  
*Vzduch rozdrásalo ječení motorů*
5. *The salt tang borne to him on the wind*  
*Slaná příchut' vzduchu, kterou k němu přinášel vítr,*

There were instances without a change of voice, i.e. a final or postverbal rhematic adverbial in English vs. an intransitive verb followed by rhematic subject at the end in Czech:

6. *Mrs. Poulteney ... realized Sarah's face was streaming with tears.*  
*Paní Poulteneyová ... spatřila, že po Sářině obličejí tečou proudem slzy.*

There were two instances of thematic adverbials, one in final and the other in initial position, which were both reflected in initial thematic subjects in Czech:

7. *There was nothing new to him in this.*

*Ale to pro něj nebylo nic nového.*

8. *Here had been contrast indeed.*

*Tohle byl věru pořádný kontrast.*

According to Dušková, the syntactic divergence cannot be ascribed to FSP in the English-Czech direction. In all instances the preservation of the rhematic function of the adverbial, involving final position, can be achieved by imitating the syntactic structure of the English sentence. Where the FSP function of the English adverbial is thematic, again the syntactic function can be preserved, with one constraint on the position: the theme cannot stand at the end. The largest group of examples, in which the syntactic divergence is accompanied by depassivization, is due to the nature of the Czech passive and its status in the Czech verb system. Noting only features important from the contrastive point of view, the Czech passive is much rarer than the English passive, besides being marked as formal, while the reflexive passive as a rule does not allow the expression of the agent. Some of the other examples, such as (6), show a difference in verbal government (here Czech does not allow the concomitant subject construction of the locative element). The changes in (7) and (8) may be connected with the use of the verb *být* 'be'.

### 1.5.3 Object

This correspondence was difficult to determine since the borderline between objects and adverbials is sometimes indeterminate. Two types of correspondence between English adverbials and Czech objects account for a half of the examples. The first again represents differences in verbal government:

9. *Not a single servant had been sent on his, or her (...) way.*

*Ani jeden sluha nebo služka nedostal nebo nedostala (...) výpověď.*

The second type involves different expression of the possessive relationship: a prepositional phrase introduced by *with* in English against the Czech verb *mít* 'have' with object complementation:

10. *But now, with luck, it was promising to be quite an exciting holiday.*

*Když bude mít štěstí, zažije dovolenou pěkně vzrušující (cf. Dušková, 2004: 115-122).*

## 2 MATERIAL AND METHODS

We shall follow the methodology adopted by Dušková for the investigation of syntactic constancy of the adverbial. Two English originals will be each the source of fifty space adverbials realized by adverbs, noun phrases or prepositional phrases (the first fifty space adjuncts in compliance with the criteria given below will be analysed); these will be compared with their Czech translations. Special attention will be paid to instances where the translated counterpart differs in terms of being a different clause element (referred to by Dušková (2004) as divergent syntactic counterparts of English integrated adverbials).

Clausal forms of realization will be excluded. The adverbials under study will comprise only elements integrated into the syntactic structure of the sentence (referred to as adjuncts in CGEL) functioning as clause elements. Those occurring within the structure of phrases as modifiers or intensifiers will not be included in the count. Untranslated adverbials and adverbials added in the translations will be disregarded. Coordinated adverbials will be counted as one instance. In sentences containing more than one locative expression, these will be counted as two adverbials if their semantic roles differ, for example, expressing direction and location (Dušková, 2004: 112-13).

The data will be collected from two British novels, *Lucky Jim* by Kingsley Amis and *Room at the Top* by John Braine. We have chosen these novels because they deal with everyday topics; both novels are set in the post-war era, having been published in the 1950s. They were translated by Jiří Mucha and František Vrba, respectively. As the two originals were written by different authors and translated by different translators, differences in language and the translation procedures will occur, which will make it possible to reduce the risk of author's and translator's idiosyncrasies.

### 3 RESEARCH

#### 3.1 Syntactic constancy of space adjuncts between English and Czech

The majority of English space adjuncts have an adverbial as their counterpart in both novels (cf. Table 1).

Table 1 Czech counterparts of English space adjuncts

	Amis		Braine		Total	
	abs.	%	abs.	%	abs.	%
Adverbials	42	84	48	96	90	90
Non-adverbial counterparts	8	16	2	4	10	10
Total	50	100	50	100	100	100

Out of one hundred examples of English space adjuncts 90 % have an adverbial counterpart in the corresponding Czech sentence.

The remaining 10 % of English space adjuncts have no separate counterpart in the Czech sentence structure. These adverbials are expressed within the morphosemantic structure of the verb into which they are incorporated (cf. Dušková, 2004: 121-22). Identification of instances of this group involved drawing a distinction between phrasal verbs on the one hand, and free combinations of verb + adverb on the other. In this procedure the following criteria were employed:

Firstly, in phrasal verbs, the meaning of the combination cannot be predicted from the meanings of the verb and the particle in isolation, e.g. *give in* ['surrender']. On the other hand, in free combinations both the verb and the adverbial retain their own separate meanings, e.g. *He waded across*.

Secondly, the separability of the verb and adverb in terms of meaning is shown by possible substitutions. E. g. for *wade* in *wade across*, we could substitute *walk, run, swim, jump, fly*, etc. and for *across* we could substitute *in, through, over, up, down*, etc. This substitution is not possible with phrasal verbs, e.g. in *get across* we cannot substitute *walk, run* etc. for the verb, or *in, down* etc. for the adverbial particle as the meaning of the phrasal verb is 'to be understood'.

Thirdly, in free combinations, it is often possible to place a modifying adverb (*right* or *straight*) between the adverb particle and the verb, e.g. *wade straight across*. This insertion is generally unacceptable with phrasal verbs, e.g. \**The message got straight across at last*.

Another sign of a free combination is the possibility of placing the adverb before the verb with subject – verb inversion (or without inversion where the subject is a pronoun): *Out came the sun* (CGEL: 1152-55).

The 10 instances of this correspondence are illustrated by exx 1-10. In the Czech counterparts, the adverbial particle is incorporated in the morphosemantic structure of the verb, either in the directional prefix (exx 1, 7, 8, 9), or in the meaning of the lexical verb itself:

1. *He'd draw his lower lip in under his top teeth ...* (Amis, 1979: 8, henceforth AE)  
*Spodní ret zasune pod horní zuby...* (Amis, 2001: 10, henceforth AC)
2. *I can remember myself last summer, coming back from that examiners' conference in Durham.* (AE: 9)  
*Já sám si vzpomínám, jak jsem se loni v létě vrátil od zkoušek v Durhamu ...* (AC: 12)
3. *After no more than a minor swerve the misfiring vehicle of his conversation had been hauled back on to its usual course.* (AE: 9)  
*Po zcela nepatrné úchylce se útočná vozba jeho hovoru vrátila do původního směru.* (AC: 12)
4. *He forced his attention away on to Welch's habits as a car-driver...* (AE: 10)  
*Snažil se obrátit pozornost k Welchovi a jeho zlovykům při řízení vozu...* (AC: 12)
5. *An ill-kept lawn ran down in front of them ...* (AE: 12)  
*Před nimi se rozprostíral špatně udržovaný trávník...* (AC: 15)
6. *He looked back once and saw the Professor of English ...* (AE: 16)  
*Ohlédl se a spatřil profesora angličtiny ...* (AC: 19)
7. *Dixon ... had stumbled and had knocked the chair aside ...* (AE: 16)  
*Dixon... klopýtl a odkopl židli ...* (AC: 20)
8. *...just as the other man was sitting down...* (AE: 16)  
*právě ve chvíli, kdy na ni měl tento dosednout.* (AC: 20)
9. *We went out over a covered footbridge ...* (BE: 8)



*Vyšli jsme přes krytou lávku ... (BC: 7)*

10. *I went back to my room ... (BE: 15)*

*Vrátil jsem se do svého pokoje ... (BC: 13)*

The Czech verb and the English adverbial perform the same FSP functions: they are typically transitional elements; in ex. 8 the adverbial as well as the Czech verb constitute the most dynamic element of the distributional field.

### 3.2 Position of English space adjuncts

English space adjuncts tend to prefer clause-final position, as shown in Table 2.

Table 2 Position of space adjuncts within the English sentence structure

	AE		BE		Total	
	abs.	%	abs.	%	abs.	%
End position	40	95.24	43	89.58	83	92.22
Initial position	2	4.76	5	10.42	7	7.78
Total	42	100	48	100	90	100

Out of the 90 examples of English space adjuncts which have an adverbial counterpart in the corresponding Czech sentence 83 appear in end position.

Out of these, 8 are examples of the so called 'existential-locative' sentence type, in which *there* anticipates the notional subject, which appears in the post-verbal position, and the space adjunct is an obligatory clause element appearing either at the beginning or at the end of the sentence (end position being more frequent) without changing the FSP, e.g. *there is a housing estate beyond the bridge / beyond the bridge there is a housing estate* (Dušková, 1988: 354). The notional subject is the rhematic element of the sentence, and the space adjunct specifies its location. In all the instances of this sentence type which were found the space adjunct appears in final position:

1. *'There's a positive maze of streets behind the hotel.'* (BE: 9)
2. *... there was a large copper vase of mimosa on a small oak table.* (BE: 10)
3. *... there was a fire burning in the grate ...* (BE: 11-12)
4. *There were three small pictures hanging on the far wall ...* (BE: 12)
5. *... there were three water-colours in Aunt Emily's living-room ...* (BE: 12)
6. *... there was a big apple-tree at the far end.* (BE: 15)

7. *There were two cherry-trees next to it ...* (BE: 15)

8. *... there wasn't even a bush along it.* (BE: 10)

There was one example in which the expression *There ... BE* appears with a personal pronoun as subject in the pre-verbal position and the verb in the simple past, which is used to draw attention to the presence of somebody or something (cf. CGEL: 521). *There* is followed by another space adjunct in post-verbal position, which specifies the location of the subject. This construction corresponds to a single Czech adjunct in end position:

9. *'Anyway, there it was in the Post as large as life: ...'* (AE: 7)

*„Druhý den to stálo v novinách černé na bílém: ...“* (AC: 9)

Seven space adjuncts were found to occupy the initial position. One example (10) is a *wh*-question, with an inverted word order and the *wh*- word in initial position. Exx 11, 13, 14 deviate from the unmarked English word order: the subject of a declarative sentence is in post-verbal position. This word-order serves not only as a stylistic means of narrative, relatively frequent in fiction, but also as an FSP device, making it possible to achieve a linear increase in communicative dynamism. In exx 11-14 the initial space adjunct serves as a scene-setting element; in exx 15 and 16 the initial adjunct creates a contrast between *outside the house* and, possibly, *inside the house*, and between *in Dufton*, where the protagonist lived before, and his present accommodation in Warley.

10. *Where was Welch?* (AE: 11)

11. *Around them was the grumble of half a dozen conversations.* (AE: 18)

12. *Against the cream-painted walls I could see the faint reflection of the mimosa ...* (BE: 10)

13. *On the cream-painted bookcase was a bowl of anemones ...* (BE: 11)

14. *On the window sill were a razor, a stick of shaving soap ...* (BE: 14)

15. *... outside the house I couldn't even remember their subjects.* (BE: 12)

16. *... in Dufton pictures were pieces of furniture, they weren't meant to be looked at.* (BE: 12)

### 3.3 Constancy of the position of space adjuncts between English and Czech

In this section, the positions of English space adjuncts, determined in 3.2, are compared with the positions of their Czech counterparts. The results are summarized in Table 3.

Table 3 Constancy of the position of space adjuncts between English and Czech

	End position in English		Initial position in English		Total	
	abs.	%	abs.	%	abs.	%
Corresponding position	58	69.88	7	100	65	72.22
Divergent position	25	30.12	0	0	25	27.78
Total	83	100.00	7	100	90	100.00

Over 72 percent of the Czech space adjuncts were found to occupy the same position as the English originals. Approximately 28 percent of the space adjuncts differ in this respect.

#### 3.3.1 Corresponding positions

In 58 adjuncts the English end-position corresponds to the position of the Czech counterpart (which is the total number of Czech adjuncts found in this position).

As far as the co-occurrence of the adjuncts in one sentence is concerned, where there are two space adjuncts of a different semantic sub-class in the post-verbal position, the adjunct specifying the goal tends to occupy the clause-final position in both languages, preceded by a directional adjunct (ex. 2) or a source adjunct (ex. 3). The order of the two adjuncts complies with the grammatical rules: they are ordered with respect to the sequence of events referred to, thus source and direction adjuncts appear before the goal adjunct. Where an adjunct of time appears alongside the adjunct of space, the adjunct of time follows the adjunct of space, cf. ex. 4, 5. Similarly, the adjunct of purpose follows the adjunct of space, cf. ex. 6. In ex. 2 the adjunct of manner precedes the adjunct of space:

1. *She was waiting by the ticket-barrier. (BE: 8)*  
*Čekala u východu, kde se odevzdávají jízdenky. (BC: 6)*
2. *... and they were now moving diagonally across a small lawn towards the front of the main building of the College. (AE: 7-8)*  
*... a nyní spolu šli přes zelený trávník ke vchodu do hlavní budovy. (AC: 10)*

3. *With a tearing of gravel under the wheels the car burst from a standstill towards the grass verge ... (AE: 13)*  
*S prudkým drcením písku pod koly vyrazil vůz z klidové polohy k okraji trávníku ... (AC: 16)*
4. *I came to Warley on a wet September morning ... (BE: 7)*  
*Přijel jsem do Warley jednoho zmoklého zářijového rána. (BC: 5)*
5. *Yes, that Caton chap who advertised in the T.L.S. a couple of months ago. (AE: 14)*  
*Ano, tomu Catonovi, který inzeroval v T.L.S. před několika měsíci. (AC: 17)*
6. *You are taking me home for tea ... (AE: 12)*  
*„Jedu k vám na čaj,“ ... (AC: 14)*

As for the English initial positions, 100 percent were paralleled by the same position in the Czech language, cf. exx 7 - 13. The Czech clauses have the same word order as the original clauses: in exx 8, 10, 11 the scene-setting, often context-bound, adverbial occupies the initial position, the rhematic subject occurs in the final, post-verbal position; in exx 9 and 12 it is the object that is the rheme of the sentence; in ex. 13 the sentence is perspectived towards the subject complement.

7. *Where was Welch? (AE: 11)*  
*Kam se ztratil Welch? (AC: 14)*
8. *Around them was the grumble of half a dozen conversations. (AE: 18)*  
*Kolem nich šumělo půl tuctu útržkovitých rozhovorů. (AC: 22)*
9. *Against the cream-painted walls I could see the faint reflection of the mimosa ... (BE: 10)*  
*Na krémově natřených stěnách bylo vidět slabý odlesk mimóz ... (BC: 9)*
10. *On the cream-painted bookcase was a bowl of anemones ... (BE: 11)*  
*Na krémově natřené knihovničce stála vázička sasanek ... (BC: 10)*
11. *On the window sill were a razor, a stick of shaving soap ... (BE: 14)*  
*Na okně se povaloval holicí strojek, váleček holicího mýdla ... (BC: 13)*
12. *... outside the house I couldn't even remember their subjects. (BE: 12)*  
*... mimo dům jsem si nedokázal ani vzpomenout, co představují. (BC: 11)*
13. *... in Dufton pictures were pieces of furniture, they weren't meant to be looked at. (BE: 12)*

... *v Duftonu* byly obrazy prostě kusem zařízení, nebyly určeny k tomu, aby se na ně člověk díval. (BC: 11)

### 3.3.2 Divergent positions

In 25 adjuncts the English end-position differs from the position of the Czech counterpart. The Czech divergent positions are described by Table 4:

Table 4 Divergent counterparts of English end positions

	AC		BC		Total	
	abs.	%	abs.	%	abs.	%
Medial position	5	55.56	9	53.33	14	56
Initial position	4	44.44	7	46.67	11	44
Total	9	100.00	16	100.00	25	100

56 percent of the Czech divergent counterparts occupy the medial position, 44 percent the initial position.

#### 3.3.2.1 Medial position

As far as the medial positions are concerned, 13 of them can be further specified as post-verbal medial position (exx 1-13), and one of them as pre-verbal medial position (ex. 14).

Six Czech adjuncts which were found in the post-verbal medial positions precede the object (exx 1 - 6). In Czech the sentences are perspectived towards the object, which appears in the clause-final position. On the other hand, the English rhematic object is placed in the post-verbal position before the adjunct. In three instances the semantic sub-role of the space adjuncts is that of a source (exx 1, 2, 4); in two examples the adjunct specifies position (exx 3, 5); one case (ex. 6) is a counterpart of the so called existential locative construction, cf. 3.2.

1. *Welch had been flicking water from his hands ...* (AE: 12)  
*Welch otřepával z rukou kapky vody ...* (AC: 14)
2. *... and took his dirty old raincoat from a hook in the wall.* (AE: 12)  
*... a vzal si z věšáku na zdi svůj špinavý starý plášť do deště.* (AC: 15)
3. *... if anyone wanted to set up a mill or factory in Warley ...* (BE: 8)  
*... ať si chtěl kdo chtěl zařídit ve Warley továrnu nebo nějakou výrobu ...* (BC: 7)
4. *She took a bunch of keys from the dressing-table.* (BE: 12)

Vzala s toaletního stolku svazek klíčů. (BC: 11)

5. ... you kept coal in your bath. (BE: 14)

... že máte v koupelně složené uhlí ... (BC: 13)

6. ... there wasn't even a bush along it. (BE: 10)

... neměla po stranách ani křovíčko. (BC: 8)

Three adjuncts found in the same position precede the complement, which appears at the end of the sentence and is the most dynamic element (exx 7-9). In English the thematic element precedes the space adjunct. In ex.7 the English space adjunct relates to the whole sentence; its peripheral status is indicated by the use of a comma.

7. How had he become Professor of History, even at a place like this? (AE: 8)

Bylo nepochopitelné, jak se mohl takový člověk stát třebas i jen na zdejší škole profesorem historie. (AC: 10)

8. I always feel hemmed-in and lost in railway stations ... (BE: 8)

Připadám si na nádražích vždycky stísněný a jako ztracený ... (BC: 7)

9. I was alone in the compartment. (BE: 7)

Byl jsem v kupé sám. (BC: 5)

Two Czech space adjuncts appearing in the post-verbal medial position precede the rhematic subject. In ex. 10 the Czech word order corresponds to the gradual increase in communicative dynamism, while in English the FSP is indicated by other means: the sentence is perspectived towards the subject (a huge bus), which is marked as contextually non-bound by the indefinite article. In ex. 11 the subject (open country) is again the most dynamic element of the sentence. The adjunct is an obligatory clause element.

10. A huge bus now swung into view ... (AE: 15)

Právě nyní se vřítíl do zorného pole obrovský autobus ... (AC: 18)

11. ... which means that open country is near at hand. (BE: 8)

... která ohlašuje, že je blízko volná krajina. (BC: 7)

One space adjunct preceded the obligatory adverbial element:

12. 'Is it far to Eagle Road?' (BE: 9)

"Je to na Orlí cestu daleko?" (BC: 7)

Finally, one space adjunct found in the post-verbal medial position is placed immediately after the operator. Both in English and in Czech the adjunct of space precedes the adjunct of time:

13. ... *I couldn't stay in her world any longer.* (BE: 15)

... *nemohl jsem v jejím světě dál vydržet.* (BC: 13)

One Czech adjunct was found to occupy the pre-verbal medial position in a dependent interrogative clause. The adjunct follows the interrogative pronoun, functioning as an object, and precedes the verb, the only contextually non-bound element. In English any other position of the adjunct is ruled out by the English word-order principles:

14. *Am I the only girl you know in this place'?* (AC: 13-14)

„*Jsem jediná dívka, kterou tady znáte?* (AE: 11)

### 3.3.2.2 Initial position

The initial positions include most of the counterparts of the so called existential-locative construction in which the notional subject is the rheme of the sentence, cf. 3.2. In the corresponding Czech sentence, the space adjuncts appear in initial position, which corresponds with the low degree of communicative dynamism they carry. The sentence is perspectived towards the subject, which is reflected in its post-verbal end-position, cf. exx 1 - 7:

1. *'There's a positive maze of streets behind the hotel.'* (BE: 9)

„*Za hotelem je hotové bludiště uliček.*“ (BC: 7)

2. ... *there was a large copper vase of mimosa on a small oak table.* (BE: 10)

... *na dubovém stolečku stála velká měděná váza s mimózami.* (BC: 9)

3. ... *there was a fire burning in the grate ...* (BE: 11-12)

... *v krbu hořel oheň ...* (BC: 10)

4. *There were three small pictures hanging on the far wall ...* (BE: 12)

*Na protější zdi visely tři obrázky ...* (BC: 10)

5. ... *there were three water-colours in Aunt Emily's living-room ...* (BE: 12)

... *v obývacím pokoji u tety Emily visí tři akvarely...* (BC: 11)

6. ... *there was a big apple-tree at the far end.* (BE: 15)

... na protějším konci stála rozložitá jabloň. (BC: 14)

7. *There were two cherry-trees next to it ...* (BE: 15)

Vedle ní rostly dvě třešně ... (BC: 14)

In the remaining four examples, a single English adjunct appearing finally had a translation counterpart in initial position. This shift seems to be influenced by the following factors:

Firstly, the word order differs in both languages as a result of English grammatical ordering. In ex. 8 and 10 the subject is the rheme of the sentence both in Czech and in English. In English the subject is obligatorily placed in the pre-verbal position; in Czech, however, the subject appears finally as the most dynamic element of the sentence structure. In ex. 10 the English subject is marked as contextually non-bound by the indefinite article.

Secondly, a syntactic divergence occurs in ex. 11 between English and Czech. Whereas in English the rhematic subject appears at the beginning of the sentence, the same meaning is expressed by a different clause element in Czech: the adverbial of manner placed between the subject and the verb. Again, In English the subject is marked as contextually non-bound by the indefinite article.

Thirdly, in one case the length of the noun phrase influences its position within the sentence structure: in ex. 8 the subject is modified by a relative clause; therefore it appears at the end of the sentence.

Finally, in ex. 9 the initial position of the adjunct seems to be due to prosodic reasons and the contextual boundness of the adverbial (cf. the definite article in English and the corresponding Czech demonstrative pronoun *té*).

8. *Then, abruptly ... the second of Dixon's two predicaments flapped up into consciousness*. (AE: 9)

Pak náhle ... se v Dixonově vědomí vynořila druhá z obou strastí, které ho sužovaly. (AC: 11)

9. *He'd been drawn into the Margaret business by a combination of virtues he hadn't known he possessed ...* (AE: 10)

Do celé té záležitosti s Margaret byl ostatně zatažen řadou ctností, kterých si u sebe nebyl nikdy vědom ... (AC: 13)



10. *An ill-kept lawn ran down in front of them ...* (AE: 12)

*Před nimi se rozprostíral špatně udržovaný trávník ...* (AC: 15)

11. *A roaring voice began to sing behind one of the windows above his head ...* (AE: 12-13)

*V jednom z oken nad jeho hlavou začal někdo hřímavým hlasem zpívat ...* (AC: 15)

## 4 CONCLUSION

Out of one hundred examples of English space adjuncts 90 % had an adverbial counterpart in the corresponding Czech sentence; the remaining 10 % had no separate counterpart in the Czech sentence structure. They were expressed within the morphosemantic structure of the verb into which they were incorporated; this confirms the results of prof. Dušková's research, where this type of correspondence ranked first among the divergent counterparts (29 instances out of 100 divergent syntactic counterparts). The divergence points out the typological differences between the two languages: the English adverbial particle is often paralleled by a Czech directional verbal prefix.

It was confirmed that English space adjuncts tend to favour clause-final position: 82 percent were found in this position; only 18 percent appeared in initial position. No examples of space adjuncts placed in medial, initial medial or initial end positions were found in the first fifty excerpts from both novels.

9.6 percent of the adjuncts which appeared in the end position were part of the so called 'existential-locative' construction. There was one instance of the expression *There ... BE* with a personal pronoun as subject and the verb in the simple past. One of the initial adjuncts was a *wh*-word appearing at the beginning of a *wh*-question.

Whereas all the initial positions in English were paralleled by the same position in Czech, 30 percent of the original end positions had a divergent translation counterpart: 56 percent in medial position and 44 percent in initial position. The most important factor appears to be the different relative importance of word-order principles in the two languages. While in Czech, the space adverbials typically occupy the positions in the sentence structure according to their FSP function, in English, the word order may deviate from the gradual increase in communicative dynamism as a result of its grammatical character. Adverbials in end-position may therefore be rhematic or thematic, depending on the semantic structure of the sentence and contextual boundness.

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## Czech Summary

Bakalářská práce zkoumá příslovečná určení místa realizovaná adverbialní, předložkovou nebo jmennou frází z hlediska jejich pozice v anglické větě a jejím českém překladovém ekvivalentu. Práce si klade za cíl ověřit v gramatikách popsaná pravidla o postavení příslovečného určení v anglické větě a současně popsat konstantnost tohoto postavení mezi angličtinou a češtinou.

Teoretická část vychází z anglické mluvnice *A Comprehensive Grammar of the English Language* (Quirk et al., 1985, CGEL) a z *Mluvnice současné angličtiny na pozadí češtiny* (Dušková, 1988). Je zde vymezeno příslovečné určení začleněné do větné stavby (adjunkt) a jeho pozice ve větě. GCEL rozděluje adjunkty na obligatorní, fakultativní a větné. Obligatorním větným členem může být adjunkt ve větných vzorcích podmět–přísudek–příslovečné určení a podmět–přísudek–předmět–příslovečné určení, kde je povinným doplněním slovesa, dále pak v existenciálně-lokativních konstrukcích s podmětem *there*. Pokud se přidáním adjunktu pouze sníží stupeň výpovědní dynamičnosti slovesa, ale radikálně se nezmění vztah mezi podmětem a přísudkem, jedná se o adjunkt fakultativní. Větné adjunkty se vztahují k větě jako celku a mohou se volně vyskytovat buď na počátku, nebo na konci věty beze změny významu.

Další kapitola vymezuje příslovečné určení místa - jeho významové podtřídy, realizační formy a postavení v anglické větě. GCEL rozlišuje pět významových podtříd příslovečného určení místa: pozici, směr, cíl, zdroj a míru; tyto kategorie lze shrnout do dvou širších významových skupin: příslovečná určení poziční (odpovídající na otázku *kde?*) a příslovečná určení směrová (odpovídající na otázku *kam?*). Příslovečná určení místa se vyjadřují adverbii, předložkovými frázemi, jmennými frázemi nebo vedlejší větou (finitní nebo nefinitní). Z hlediska postavení ve větě lze v angličtině rozlišit pět pozic: pozice za všemi obligatorními větnými členy (end position), pozice na začátku věty (initial position), pozice mezi slovesem a předmětem či doplňkem (initial end position), pozice bezprostředně za podmětem nebo pomocným či modálním slovesem (medial position) a konečně pozice mezi podmětem a pomocným či modálním slovesem (initial medial position).

Dle mluvnic se příslovečná určení místa nejčastěji vyskytují na konci věty. Na začátku věty může stát poziční určení místa, zejména je-li realizováno předložkovou vazbou. Do této

pozice je kladeno za účelem vytvoření dějové kulisy. Dalšími důvody může být snaha vytvořit kontrast nebo vyhnout se dvojznačnosti či kumulování příslovečných určení na konci věty. V počáteční pozici se vyskytují i příslovečná určení směrová vyjádřená adverbii s intranzitivními slovesy v přítomku nebo minulosti. V této pozici mají dramatický a rétorický charakter. Na začátku věty se může rovněž vyskytovat místní určení označující zdroj. Příslovečná určení se někdy kladou mezi sloveso a předmět nebo doplněk (initial end position), pokud je předmětná či doplňková fráze příliš dlouhá. Pozice za podmětem nebo pomocným či modálním slovesem (medial position) a pozice mezi podmětem a pomocným či modálním slovesem (initial medial position) jsou řídké.

Další podkapitola se zabývá spoluvýskytem a hierarchickým uspořádáním příslovečných určení v anglické větě. Pokud se ve větě vedle příslovečného určení místa vyskytne příslovečné určení způsobu, stojí obvykle před příslovečným určení místa. Příslovečné určení času v postverbální pozici má naopak tendenci se vyskytovat za příslovečným určení místa. Pokud jde o příslovečných určení stejné sémantické třídy ale odlišné gramatické funkce, příslovečné určení větné je perifernější než příslovečná určení obligatorní a fakultativní. Příslovečná určení místa vyjadřující různé sémantické podtřídy, např. zdroj, směr a cíl jsou řazena podle logické posloupnosti děje, tj. cíl se většinou vyskytuje v koncové pozici.

Kapitola o příslovečném určení místa v češtině vychází z Příruční mluvnice češtiny. Z hlediska významového jsou rozlišena příslovečná určení, která odpovídají na otázku *kde?*, na otázku *kam?*, na otázku *odkud?* a na otázku *kudy?*. Základními výrazovými prostředky místních určení jsou místní adverbia (*nahoře, nahoru, zdola, spodem*) místní zájmenná příslovce (*tu, tam, odtud, tudy*), adverbialní pády předložkové (*na zahradě, na zahradu, ze zahrady, přes pole*), pády prosté (*místy, lesem*) a vedlejší místní věty vztažné (*Kde se pivo vaří, tam se dobře daří. Polož to tam, kam nedosáhnou děti*). Postavení českých příslovečných určení se řídí stupněm jejich výpovědní dynamičnosti, která se zvyšuje ve směru od počátku věty k jejímu konci. Prvek s nízkým stupněm výpovědní dynamičnosti (téma) předchází před prvkem s vysokým stupněm výpovědní dynamičnosti (réma).

Následuje shrnutí výzkumu syntaktické konstantnosti příslovečných určení mezi angličtinou a češtinou prof. Duškové (Dušková 2004), o který se metodologicky opírá praktická část bakalářské práce. Z výzkumu vyplývá, že většina příslovečných určení (93,3 %) má adverbialní

protějšek v českém překladovém ekvivalentu. Ze sta neadverbiálních protějšků jich bylo 29 zahrnuto v morfosémantické struktuře českého slovesa, 26 se vyskytlo v české větě jako podmět, 20 jako předmět, 15 jako premodifikátor, 4 jako sloveso a 3 jako postmodifikátor.

Před započítáním praktické části práce bylo ze dvou zdrojů anglické beletrie (Amis, 1979; Braine, 1967) excerpováno po padesáti dokladech příslovečných určení místa s jejich českými překladovými protějšky (Amis, 2001; Braine, 1969). Věnovali jsme pozornost zejména dokladům, kde překladovým protějškem příslovečného určení byl jiný větný člen než příslovečné určení. Rovněž bylo třeba vymezit terminologii českých pozic, což se neobešlo bez obtíží kvůli volnosti českého slovosledu. Nicméně byly vymezeny tři základní pozice: koncová, tj. pozice následující všechny obligatorní větné členy; počáteční, tj. pozice otevírající větu; a pozice středová, která je negativně vymezena jako ani počáteční, ani koncová. Tato pozice je dále specifikována vzhledem ke slovesu na preverbální středová nebo postverbální středová.

Věty s neadverbiálními překladovými protějšky tvořily 10 % z celkového počtu 100 příslovečných určení. 100 % těchto divergentních protějšků bylo zahrnuto v morfosémantické struktuře českého slovesa, a to buď ve směrovém prefixu, nebo ve významu samotného slovesa. Toto pořadí se shoduje s výzkumem prof. Duškové. Tento typ syntaktické divergence poukazuje na typologické rozdíly mezi angličtinou a češtinou: zatímco v angličtině nacházíme adverbiální částice, český překlad dává často přednost směrové předponě u slovesa.

Věty s adverbiálními překladovými protějšky byly analyzovány z hlediska jejich slovosledného postavení. Výzkum potvrdil, že pro anglické příslovečné určení místa je typické koncové postavení, tj. postavení za všemi obligatorními větnými členy (82,22 %). Do této skupiny patřily všechny případy tzv. existenciálně–lokativního větného typu a jeden případ konstrukce *There ... be* s osobním zájmenem ve funkci podmětu a slovesem v minulém čase. V počáteční pozici se vyskytovalo přibližně 18 % anglických příslovečných určení. Ostatní pozice nebyly při excerpaci prvních padesáti příslovečných určení z obou románů nalezeny.

V další kapitole je analyzována konstantnost slovosledného postavení příslovečných určení místa mezi angličtinou a češtinou. Pozice anglických originálů vymezené v předchozí kapitole jsou srovnány s pozicemi českých překladových protějšků. Z analýzy vyplývá, že přes 72 %

anglických příslovečných určení má shodnou pozici v české větě: 58 příkladů v koncové pozici a 7 příkladů v počáteční pozici.

U koncových pozic byla potvrzena pravidla o hierarchickém uspořádání příslovečných určení. Příslovečná určení místa patřící do různých sémantických podtříd mají v obou jazycích tendenci být řazena ve větě ve shodě s logickou posloupností děje, tj. zdroj a směr předchází cíl. Příslovečné určení času v postverbální pozici následuje za příslovečným určením místa. Rovněž příslovečné určení účelu se vyskytuje za příslovečným určením místa. Příslovečné určení způsobu předchází příslovečnému určením místa.

Všech 7 anglických počátečních adverbialíí mělo překladový ekvivalent ve stejné pozici. Slovosled je v obou jazycích stejný: příslovečné určení, které je většinou kontextově závislé a tvoří dějovou kulisu, se vyskytuje na počátku věty a rématický element na jejím konci.

Jak vyplývá z výzkumu, přibližně 28 % anglických koncových příslovečných určení mělo odlišnou pozici v české větě. České adverbialie se vyskytovalo buď v pozici uprostřed (56 %), nebo na počátku české věty (44 %). U těchto divergentních pozic byly mezi angličtinou a češtinou zaznamenány větší odchylky v slovosledu a výpovědní dynamičnosti jednotlivých větných členů.

Většina středových příslovečných určení se vyskytovala v postverbální pozici, a to před předmětem (6 pozic), doplňkem (4 pozice), podmětem (2 pozice) nebo lexikální částí slovesa (1 pozice). Počáteční pozice zahrnovaly většinu protějšků anglického tzv. existenciálně-lokativního větného typu.

Při psaní práce byly zaznamenány tyto faktory způsobující rozdíly v postavení příslovečného určení místa: Zaprvé, rozhodující faktory určující slovosled jsou jiné v české a v anglické větě. Zatímco v češtině, kde se jako základní slovosledný princip uplatňuje lineární řazení v souladu s rostoucím stupněm dynamičnosti, se réma ve většině případů vyskytuje na konci věty, v angličtině je určujícím slovosledným principem gramatická struktura věty. Koncové příslovečné určení tak může být součástí tématu nebo rématu v závislosti na kontextové zapojenosti a sémantické stavbě věty. Tematická příslovečná určení pak mívají české protějšky v iniciální nebo mediální pozici, která odpovídá jejich stupni výpovědní dynamičnosti. Za druhé délka jmenné fráze může ovlivnit její postavení ve větě. Konečně,

v češtině, ve které je často nevyjádřený podmět, může být aktuální členění ovlivněno prozodickými faktory.



## Appendix 1

### Excerpts from Kingsley Amis's *Lucky Jim*

Adv	Non -A	English sentence	Position & sem. role	Czech translation	Position & sem. role
1		'Anyway, <u>there it was in the Post as large as life: ...</u> ' (AE: 7)	E <sup>1</sup> position	„Druhý den to stálo <u>v novinách černé na bílém:...</u> “ (AC: 9)	E position
2		'...you blow <u>into a shaped mouthpiece like that of an oboe or a clarinet ...</u> ' (AE: 7)	E direction	„... fouká se <u>do náustku jako u klarinetu nebo hoboje.</u> “ (AC: 9)	E direction
3		He'd found his professor standing ... <u>in front of the Recent Additions shelf in the College library ...</u> (AE:7)	E position	... narazil na nadřízeného profesora <u>v univerzitní knihovně před skříní obsahující nové knihy ...</u> (AC: 10)	E position
4		... and they were now moving diagonally <u>across a small lawn ...</u> (AE: 7)	E direction	... a nyní spolu šli <u>přes zelený trávník ...</u> (AC: 10)	E direction
5		... and they were now moving diagonally <u>across a small lawn towards the front of the main building of the College.</u> (AE: 7-8)	E goal	... a nyní spolu šli <u>přes zelený trávník ke vchodu do hlavní budovy.</u> (AC: 10)	E goal
6		... in the way history might be talked about <u>in Oxford and Cambridge quadrangles.</u> (AE: 8)	E position	... podle vzoru profesorů rozebírajících závažné vědecké otázky <u>na nádvořích univerzity v Oxfordu nebo Cambridgi.</u> (AC: 10)	E position
	7	He'd draw his lower lip <u>in under his top teeth ...</u> (AE: 8)		Spodní ret <u>zasune pod horní zuby ...</u> (AC: 10)	
8		He'd draw his lower lip <u>in under his top teeth ...</u> (AE: 8)	E goal	Spodní ret zasune <u>pod horní zuby ...</u> (AC: 10)	E goal
9		How had he become Professor of History, even <u>at a place like this?</u> (AE: 8)	E position	Bylo nepochopitelné, jak se mohl takový člověk stát <u>třebas i jen na zdejší škole profesorem historie.</u> (AC: 10)	M <sup>2</sup> position
10		Then, abruptly ... the second of Dixon's two predicaments flapped up <u>into consciousness.</u> (AE: 9)	E goal	Pak náhle ... se <u>v Dixonově vědomí</u> vynořila druhá z obou strastí, které ho sužovaly. (AC: 11)	I <sup>3</sup> position
	11	I can remember myself last summer, coming <u>back</u> from that examiners' conference in Durham. (AE: 9)		Já sám si vzpomínám, jak jsem se loni v létě <u>vrátil</u> od zkoušek v Durhamu ... (AC: 12)	
12		I can remember myself last	E	Já sám si vzpomínám, jak jsem	E

<sup>1</sup> E = end position

<sup>2</sup> M = medial position

<sup>3</sup> I = initial position

		<i>summer, coming back <u>from</u> that examiners' conference in <u>Durham</u>. (E: 9)</i>	source	<i>se loni v létě vrátil <u>od zkoušek</u> v <u>Durhamu</u> ... (AC: 12)</i>	source
	13	<i>After no more than a minor swerve the misfiring vehicle of his conversation had been hauled <u>back</u> on to its usual course. (AE: 9)</i>		<i>Po zcela nepatrné úchylce se útočná vozba jeho hovoru <u>vrátila</u> do původního směru. (AC: 12)</i>	
14		<i>After no more than a minor swerve the misfiring vehicle of his conversation had been hauled <u>back on to its usual course</u>. (AE: 9)</i>	E goal	<i>Po zcela nepatrné úchylce se útočná vozba jeho hovoru <u>vrátila do původního směru</u>. (AC: 12)</i>	E goal
15		<i>... run heavily with him <u>up the steps</u> ... (AE: 9)</i>	E direction	<i>... vyběhl s ním <u>po schodech</u> ... (AC: 12)</i>	E direction
16		<i>... plunge the too-small feet in their capless shoes <u>into a lavatory basin</u> ... (AE: 9-10)</i>	E goal	<i>... vrazil jeho příliš malé nohy v neforemných botách <u>do záchodové mísy</u> ... (AC: 12)</i>	E goal
	17	<i>He forced his attention <u>away</u> on to Welch's habits as a car-driver ... (AE: 10)</i>		<i>Snažil se <u>obrátit</u> pozornost k Welchovi a jeho zlovykům při řízení vozu ... (AC: 12)</i>	
18		<i>He forced his attention away <u>on to Welch's habits as a car-driver</u> ... (AE: 10)</i>	E goal	<i>Snažil se <u>obrátit</u> pozornost k Welchovi a jeho zlovykům <u>při řízení vozu</u> [...]. (AC: 12)</i>	E goal
19		<i>He'd been drawn <u>into the Margaret business</u> by a combination of virtues he hadn't known he possessed ... (AE: 10)</i>	E goal	<i><u>Do celé té záležitosti s Margaret</u> byl ostatně zatažen řadou ctností, kterých si u sebe nebyl nikdy vědom ... (AC: 13)</i>	I goal
20		<i>Am I the only girl you know <u>in this place</u>'? (AE: 11)</i>	E position	<i>„Jsem jediná dívka, kterou <u>tady</u> znáte? (AC: 13-14)</i>	M position
21		<i><u>Where</u> was Welch? (AE: 11)</i>	I position	<i><u>Kam</u> se ztratil Welch? (AC: 14)</i>	I direction
22		<i>You are taking me <u>home</u> for tea ... (AE: 12)</i>	E goal	<i>„Jedu <u>k vám</u> na čaj,“ ... (AC: 14)</i>	E goal
23		<i>We arranged it on Monday, at coffee time, <u>in the Common Room</u>. (AE: 12)</i>	E position	<i>„Domluvili jsme to v pondělí při kávě <u>v klubovně</u>.“ (AC: 14)</i>	E position
24		<i>He caught sight of his own face <u>in the wall-mirror</u> ... (AE: 12)</i>	E position	<i>Zahlédl svou vlastní tvář <u>v zrcadle</u> ... (AC: 14)</i>	E position
25		<i>Welch had been flicking water <u>from his hands</u> ... (AE: 12)</i>	E source	<i>Welch otřepával <u>z rukou</u> kapky vody ... (AC: 14)</i>	M source
26		<i>... Dixon answered him, putting his hands <u>into his pockets</u> ... (AE: 12)</i>	E goal	<i>... odpověděl mu Dixon, zastrčil ruce <u>do kapes</u> ... (AC: 14)</i>	E goal
27		<i>... and took his dirty old</i>	E	<i>... a vzal si <u>z věšáku na zdi</u> svůj</i>	M

		<i>raincoat from a hook in the wall.</i> (AE: 12)	source	<i>špinavý starý plášť do deště.</i> (AC: 15)	source
	28	<i>An ill-kept lawn ran down in front of them ...</i> (AE: 12)		<i>Před nimi se rozprostíral špatně udržovaný trávník ...</i> (AC: 15)	
29		<i>An ill-kept lawn ran down in front of them ...</i> (AE: 12)	E position	<i>Před nimi se rozprostíral špatně udržovaný trávník ...</i> (AC: 15)	I position
30		<i>A roaring voice began to sing behind one of the windows above his head ...</i> (AE: 12-13)	E position	<i>V jednom z oken nad jeho hlavou začal někdo hřímavým hlasem zpívat ...</i> (AC: 15)	I position
31		<i>Before Dixon could do more than close his eyes he was pressed firmly back against the seat ...</i> (AE: 13)	E goal	<i>Dřív než mohl Dixon učinit víc než mimovolně zavřít oči, byl přitlačen k opěradlu sedadla ...</i> (AC: 16)	E goal
32		<i>With a tearing of gravel under the wheels the car burst from a standstill ...</i> (AE: 13)	E source	<i>S prudkým drcením písku pod koly vyrazil vůz z klidové polohy ...</i> (AC: 16)	E source
33		<i>With a tearing of gravel under the wheels the car burst from a standstill towards the grass verge ...</i> (AE: 13)	E goal	<i>S prudkým drcením písku pod koly vyrazil vůz z klidové polohy k okraji trávníku ...</i> (AC: 16)	E goal
34		<i>Yes, that Caton chap who advertised in the T.L.S. a couple of months ago.</i> (AE: 14)	E position	<i>Ano, tomu Catonovi, který inzeroval v T.L.S. před několika měsíci.</i> (AC: 17)	E position
35		<i>Dixon looked out of the window ...</i> (AE: 14)	E source	<i>Dixon se díval okénkem ...</i> (AC: 17)	E source
36		<i>... he looked to his left again</i> (AE: 14)	E direction	<i>... ohlédl se znovu nalevo...</i> (AC: 18)	E direction
37		<i>... which Welch had elected to pass on a sharp bend between two stone walls.</i> (AE: 15)	E position	<i>... které se Welch rozhodl předjet v ostré zatáčce mezi dvěma kamennými zdmi.</i> (AC: 18)	E position
38		<i>A huge bus now swung into view ...</i> (AE: 15)	E goal	<i>Právě nyní se vřítel do zorného pole obrovský autobus ...</i> (AC: 18)	M goal
39		<i>... thus ensuring that they would still be next to the van ...</i> (AE: 15)	E position	<i>... tak aby byli dosud po boku nákladního auta ...</i> (AC: 18)	E position
40		<i>... the bus-driver... had somehow squirmed his vehicle against the far wall ...</i> (AE: 15)	E goal	<i>... řidič autobusu ... přitiskl své vozidlo k protější zdi ...</i> (AC: 18)	E goal
41		<i>... the car darted forward on to the straight.</i> (Amis - E, 15)	E goal	<i>... vůz s ohlušujícím rachotem vyrazil na rovnou silnici.</i> (AC: 18)	E goal
42		<i>This man ... had been standing on the front steps ...</i> (AE: 16)	E position	<i>Onen muž ... stál na schodech před hlavní budovou ...</i> (AC: 18)	E position

				19)	
43		... the nearest cover was <u>far beyond reach</u> . (AE: 16)	E position	Nejbližší úkryt byl <u>daleko mimo jeho dosah</u> . (AC: 19)	E position
44		At the moment of impact he'd turned and begun to walk <u>down the drive</u> ... (AE: 16)	E direction	V okamžiku se obrátil a vykročil <u>směrem k hlavní bráně</u> ... (AC: 19)	E goal
	45	He looked <u>back</u> once and saw the Professor of English ... (AE: 16)		<u>Ohlédl</u> se a spatřil profesora angličtiny ... (AC: 19)	
46		... he'd been passing <u>behind the Registrar's chair</u> ... (AE: 16)	E position	... procházel <u>za kvestorovou židlí</u> ... (AC: 20)	E position
	47	... had stumbled and had knocked the chair <u>aside</u> ... (AE: 16)		... klopýtl a <u>odkopl</u> židli ... (AC: 20)	
	48	...just as the other man was sitting <u>down</u> ... (AE: 16)		... právě ve chvíli, kdy na ni měl tento <u>dosednout</u> . (AC: 20)	
49		The car buzzed on <u>along a clear road</u> . (AE: 17)	E position	Vůz se hnal <u>po rovné prázdné silnici</u> . (AC: 21)	E position
50		<u>Around them</u> was the grumble of half a dozen conversations. (AE: 18)	I position	<u>Kolem nich</u> šumělo půl tuctu útržkovitých rozhovorů. (AC: 22)	I position

## Appendix 2

### Excerpts from John Braine's *Room at the Top*

Adv	Non -A	English sentence	Position & sem. role	Czech translation	Position & sem. Role
1		<i>I came <u>to Warley</u> on a wet September morning ... (BE: 7)</i>	E goal	<i>Přijel jsem <u>do Warley</u> jednoho zmoklého zářijového rána. (BC: 5)</i>	E goal
2		<i>I was alone <u>in the compartment</u>. (BE: 7)</i>	E position	<i>Byl jsem <u>v kupé</u> sám. (BC: 5)</i>	M position
3		<i>She was waiting <u>by the ticket-barrier</u>. (BE: 8)</i>	E position	<i>Čekala <u>u východu, kde se odevzdávají jízdenky</u>. (BC: 6)</i>	E position
4		<i>It came <u>from her eyes</u>, an expression of personal friendliness ... (BE: 8)</i>	E source	<i>Vycházel jí <u>z očí</u> jako výraz osobního přátelství ... (BC: 6)</i>	E source
	5	<i>We went <u>out</u> over a covered footbridge ... (BE: 8)</i>		<i><u>Vyšli</u> jsme přes krytou lávku ... (BC: 7)</i>	
6		<i>We went out <u>over a covered footbridge</u> ... (BE: 8)</i>	E direction	<i>Vyšli jsme <u>přes krytou lávku</u> ... (BC: 7)</i>	E direction
7		<i>I always feel hemmed-in and lost <u>in railway stations</u> ... (BE: 8)</i>	E position	<i>Připadám si <u>na nádražích</u> vždycky stísněný a jako ztracený ... (BC: 7)</i>	M position
8		<i>... which means that open country is <u>near at hand</u>. (BE: 8)</i>	E position	<i>... která ohlašuje, že je <u>blízko</u> volná krajina. (BC: 7)</i>	M position
9		<i>The station was <u>at the centre of the eastern quarter of Warley</u>. (BE: 8)</i>	E position	<i>Nádraží leželo <u>ve středu warleyské východní čtvrti</u>. (BC: 7)</i>	E position
10		<i>The effect was as if all the industries of the town had been crammed <u>into one spot</u>. (BE: 8)</i>	E goal	<i>Vyvolávalo to zdání, jako by se všechny průmyslové závody města natísnily <u>na jedno místo</u>. (BC: 7)</i>	E goal
11		<i>... if anyone wanted to set up a mill or factory <u>in Warley</u> ... (BE: 8)</i>	E position	<i>... ať si chtěl kdo chtěl zařídit <u>ve Warley</u> továrnu nebo nějakou výrobu ... (BC: 7)</i>	M position
12		<i>'It's always like this <u>around stations</u> ...' (BE: 9)</i>	E position	<i>„... takhle to vypadá <u>kolem každého nádraží</u>.“ (BC: 7)</i>	E position
13		<i>'<u>There's</u> a positive maze of streets <u>behind the hotel</u>.' (BE: 9)</i>	E position	<i>„<u>Za hotelem</u> je hotové bludiště uliček“ (BC: 7)</i>	I position
14		<i>'Is it far <u>to Eagle Road</u>?' (BE: 9)</i>	E goal	<i>„Je to <u>na Orlí cestu</u> daleko?“ (BC: 7)</i>	M goal
15		<i>There were half-a-dozen of them <u>in the station yard</u> ...</i>	E position	<i>Stálo jich <u>před nádražím</u> na půl tuctu ... (BC: 7)</i>	E position

		(BE: 9)			
16		When we were <u>in the taxi</u> she gave me another long look. (BE: 9)	E position	Když jsme seděli <u>v taxíku</u> , znovu se na mne dlouze zadívala. (BC: 7)	E position
17		... as the taxi turned <u>up a long steep hill</u> . (BE: 9)	E direction	... když taxík zahnul <u>do dlouhého příkrého svahu</u> . (BC: 8)	E direction
18		'We live <u>at the top</u> .' (BE: 9)	E position	„My bydlíme až <u>nahoře</u> .“ (BC: 8)	E position
19		Instead I was going <u>to the Top</u> ... (BE: 9)	E goal	Místo toho jsem mířil <u>nahoru</u> ... (BC: 8)	E direction
20		... <u>there</u> wasn't even a bush <u>along it</u> . (BE: 10)	E position	... <u>neměla po stranách</u> ani křovíčko. (BC: 8)	M position
21		Mrs Thompson put her hand <u>on my knee</u> . (BE: 10)	E goal	Paní Thompsonová mi položila ruku <u>na koleno</u> . (BC: 8)	E goal
22		'He was <u>in the Forces</u> ?' (BE: 10)	E position	„Byl <u>na vojně</u> ?“ (BC: 9)	E position
23		... <u>there</u> was a large copper vase of mimosa <u>on a small oak table</u> . (BE: 10)	E position	... <u>na dubovém stolečku</u> stála velká měděná váza s mimózami. (BC: 9)	I position
24		<u>Against the cream-painted walls</u> I could see the faint reflection of the mimosa ... (BE: 10)	I position	<u>Na krémově natřených stěnách</u> bylo vidět slabý odlesk mimóz ... (BC: 9)	I position
25		... though I certainly wouldn't ... have thrown her <u>out of my bed</u> . (BE: 11)	E source	... i když bych ji byl určitě ... nikdy nevyhodil <u>z postele</u> . (BC: 9)	E source
26		You read and wrote and talked and listened to the wireless <u>in the living-room</u> . (BE: 11)	E position	Číst a psát a rozmlouvat či poslouchat rádio se dalo jen <u>v obývacím pokoji</u> . (BC: 10)	E position
27		... I was moving <u>into a different world</u> . (BE: 11)	E goal	... vstupoval jsem <u>do jiného světa</u> . (BC: 10)	E goal
28		... after all, I hadn't been living <u>in the slums</u> .' (BE: 11)	E position	... nebydlel jsem koneckonců až dosud <u>v žádných brlohách</u> . (BC: 10)	E position
29		<u>On the cream-painted bookcase</u> was a bowl of anemones ... (BE: 11)	I position	<u>Na krémově natřené knihovničce</u> stála vázička sasanek ... (BC: 10)	I position
30		... <u>there</u> was a fire burning <u>in the grate</u> ... (BE: 11-12)	E position	... <u>v krbu</u> hořel oheň ... (BC: 10)	I position
31		There were three small pictures hanging <u>on the far wall</u> ... (BE: 12)	E position	<u>Na protější zdi</u> visely tři obrázky ... (BC: 10)	I position
32		... <u>there</u> were three water-colours <u>in Aunt Emily's living-room</u> ... (BE: 12)	E position	... <u>v obývacím pokoji u tety Emily</u> visí tři akvarely... (BC: 11)	I position
33		... <u>outside the house</u> I	I	... <u>mimo dům</u> jsem si nedokázal	I

		<i>couldn't even remember their subjects. (BE: 12)</i>	position	<i>ani vzpomenout, co představují. (BC: 11)</i>	position
34		<i>... <u>in Dufton</u> pictures were pieces of furniture, they weren't meant to be looked at. (BE: 12)</i>	I position	<i>... <u>v Duftonu</u> byly obrazy prostě kusem zařízení, nebyly určeny k tomu, aby se na ně člověk díval. (BC: 11)</i>	I position
35		<i>'The bathroom's <u>to the right</u> ...' (BE: 12)</i>	E position	<i>„Koupelna je <u>napravo</u> ...“ (BC: 11)</i>	E position
36		<i>She took a bunch of keys <u>from the dressing-table</u>. (BE: 12)</i>	E source	<i>Vzala <u>s toaletního stolku</u> svazek klíčů. (BC: 11)</i>	M source
37		<i>... when I took off my jacket and collar and went <u>into the bathroom</u> ... (BE: 13)</i>	E goal	<i>... když jsem odložil sako a límeček a vešel jsem <u>do koupelny</u> ... (BC: 12)</i>	E goal
38		<i>The bathroom was the sort you'd expect to find <u>in any middle-class home</u> ... (BE: 13)</i>	E position	<i>Koupelna byla toho druhu, jaká se dá očekávat <u>v mnoha středostavovských domácnostech</u> ... (BC: 12)</i>	E position
39		<i>... before I came <u>to Warley</u> ... (BE: 14)</i>	E goal	<i>... než jsem přijel <u>do Warley</u> ... (BC: 12)</i>	E goal
40		<i>Towels were kept <u>in the cistern cupboard</u> ... (BE: 14)</i>	E position	<i>Ručníky se skládaly <u>do skříňového sušáku</u> ... (BC: 13)</i>	E goal
41		<i><u>On the window sill</u> were a razor, a stick of shaving soap ... (BE: 14)</i>	I position	<i><u>Na okně</u> se povaloval holicí strojek, váleček holicího mýdla ... (BC: 13)</i>	I position
42		<i>... you kept coal <u>in your bath</u>... (BE: 14)</i>	E position	<i>... máte <u>v koupelně</u> složené uhlí ... (BC: 13)</i>	M position
43		<i>... I couldn't stay <u>in her world</u> any longer. (BE: 15)</i>	E position	<i>... nemohl jsem <u>v jejím světě</u> dál vydržet. (BC: 13)</i>	M position
	44	<i>I went <u>back</u> to my room ... (BE: 15)</i>		<i><u>Vrátil</u> jsem se do svého pokoje ... (BC: 13)</i>	
45		<i>I went back <u>to my room</u> ... (BE: 15)</i>	E goal	<i>Vrátil jsem se <u>do svého pokoje</u> ... (BC: 13)</i>	E goal
46		<i>I looked <u>out of the window</u>. (BE: 15)</i>	E source	<i>Vyhlédl jsem <u>z okna</u>. (BC: 14)</i>	E source
47		<i>... <u>there</u> was a big apple-tree at the far end. (BE: 15)</i>	E position	<i>... <u>na protějším konci</u> stála rozložitá jabloň. (BC: 14)</i>	I position
48		<i><u>There</u> were two cherry-trees <u>text to it</u> ... (BE: 15)</i>	E position	<i><u>Vedle ní</u> rostly dvě třešně ... (BC: 14)</i>	I position
49		<i>I straightened my tie and went <u>downstairs</u> ... (BE: 15)</i>	E direction	<i>Narovnal jsem si kravatu a sešel jsem <u>dolů</u> ... (BC: 14)</i>	E direction
50		<i>'...you'll be very welcome <u>down here</u>.' (BE: 16)</i>	E position	<i>„... vždycky vás rádi uvidíme <u>tady dole</u>.“ (BC: 15)</i>	E position