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ASPECT IN ENGLISH AND CZECH

THESIS

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VID V ANGLIČTINĚ A ČEŠTINĚ

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Zásady pro vypracování:

Student se ve své práci bude zabývat perfektními a progresivními formami slovesných tvarů v angličtině a jejich srovnáním s prostředky pro vyjádření stejných situací v češtině. Po studiu odborné lingvistické literatury student vytvoří přehled situací, pro které se v angličtině používá perfektních a progresivních tvarů v jednotlivých časových rovinách. Na základě funkčního přístupu a za pomoci komparativní metody přiřadí těmto situacím ekvivalentní gramatické prostředky používané v češtině.

V další části student vytipuje nejproblematičtější případy pro české mluvčí, kteří se učí angličtinu jako cizí jazyk. Tyto případy budou potom jádrem výzkumu. Diplomant vytvoří test pro studenty anglického jazyka, kde bude zjišťovat povědomí studentů o různosti vyjádření stejných situací v češtině a angličtině. Poté budou tato data vyhodnocena.

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V Pardubicích dne 1.2.2002

Michal Pauer

Abstract

This thesis is focused on aspect in English and Czech. This implies that it is English aspect constructions, contrasts and relevant Czech grammar means with which I am going to deal in detail. A reader of this paper will become familiar with the fact that English has two aspect constructions; the perfective and the progressive. They will also find out that there are two sets of aspectual contrasts in English, *perfective/imperfective* and *progressive/nonprogressive*. Last but not least, it will have become clear that the perfective and progressive aspects can be combined in the same verb phrase.

While in the English language the term aspect refers to grammatical category that reflects the way in which the verb action is experienced with respect to time, a reader will get to know that the term aspect (vid) in Czech is considered as an ability of a verb to express *imperfectivity* or *perfectivity*. Subsequently, they will get to know that 'periphrastic form', 'resultative', 'iteratives', imperfective and perfective verbs illustrate the grammar means that Czech uses to indicate the equivalents of situations expressed by English verbs, verb phrases and constructions. To accomplish that, I used the method of comparison.

Souhrn

Tato diplomová práce je zaměřena na vid (aspect) v anglickém a českém jazyce. To naznačuje, že se budu detailně zabývat anglickými vidovými konstrukcemi, kontrasty a odpovídajícími českými gramatickými prostředky. Čtenář této diplomové práce se obeznámí s tím, že angličtina disponuje dvěma vidovými konstrukcemi; 'perfektivní' a 'progresivní'. Stejně tak zjistí, že v anglickém jazyce existují dvě skupiny vidového protikladu; '*perfective/imperfective*' a '*progressive/nonprogressive*'. V neposlední řadě bude čtenáři zřejmé, že 'perfektivní' a 'progresivní' vidy se mohou v anglickém jazyce kombinovat ve stejné slovesné frázi.

V anglickém jazyce se termín vid (aspect) vztahuje ke gramatické kategorii, která odráží způsob jakým je činnost slovesa vnímána vzhledem k sémantické kategorii času. Tohoto termínu je v českém jazyce použito pro schopnost slovesa vyjádřit *nedokonavost* a *dokonavost*. Následně se čtenář dozví, že český jazyk užívá opisných tvarů, 'resultativu', násobených sloves, ale především sloves nedokonavých a dokonavých jako gramatických prostředků označujících ekvivalenty situací vyjádřených

anglickými slovesy, slovesnými frázemi a konstrukcemi. Abych tohoto dosáhl, použil jsem komparativní metodu.

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A. Theoretical part

Introduction

Is aspect related to time of utterance, is it a comment on a particular view of an action, does English distinguish between aspect contrasts? If so, what are they and how do they influence functions of utterances? Does any ending mark aspect in English at all? These questions are to indicate the main issues with which I shall be dealing in my thesis. These questions are not going to be applied to the English language only but I am going to try and discuss them in great detail with a view to the Czech language as well. Nevertheless, it is the comparison of verb forms in English and their Czech counterparts with a view to aspect that is the main aim of this paper.

First of all, I would like to introduce the reasons why I have decided to focus on this topic in particular. Despite having had a two-year experience of teaching English, I came to realise that a work outlining characteristics of aspect in the two languages could be of enormous help to any of my colleagues, they still being regarded as novice teachers and thus provide them with a comprehensive study that would help them present and practise new characteristics of aspect better. In order to do so, I have consulted many renowned grammar books and a lot of experienced teachers.

My paper is structured into two main parts; Theoretical part and Practical part. In order to offer insights into the study of aspect from different perspectives, various features of aspect both in English and Czech constitute the main criteria on the basis of which this diploma paper is further subdivided into chapters and subchapters respectively. Therefore perfectivity, imperfectivity, perfective and imperfective verb forms in Czech, the grammatical category of TENSE as well as the semantic category of TIME represent the primary criteria of this diploma paper.

In view of the given fact, the Theoretical part starts by stating which particular grammar books and why I am going to use in this diploma paper. Nevertheless, in this first part I am predominantly going to analyse various grammarians' opinions on aspect in both languages. In other words, I will try and do my best to analyse their points of view of perfective and progressive aspects of English.

After that I am going to focus on a definition of aspect in the Czech language. In this section I will be dealing with ways of viewing of verb actions expressed by perfective as well as imperfective verb forms. Moreover, in the theoretical part I shall also be concerned with the nature of tense and aspect as general linguistic categories in the light of semantics. I shall be dealing with numerous grammar issues such as; distinguishing between the grammatical category of TENSE and the semantic category of TIME and comment on them, having analysed many grammarians views of that matter.

Subsequently, I am going to discuss the argument claiming that English does not have a grammatical aspect and focus on items in English that express 'aspectual meaning'. However, it is lexical items, which English uses to express aspectual meaning with a view to the semantic category of TIME, and their Czech counterparts on which the other section of the theoretical part is based. That is why I shall make, for example, a detailed inquiry into the relationship between the English perfect tenses and the Czech perfective aspect to discover a degree of correspondence.

Moreover, I am also going to deal with the primary uses of tenses in English, trying to shed light on situations they can cover. For instance, a reader of this paper will have learned that actions in English can be classified as either static (states of affairs, relations etc.) or dynamic (actions, processes, events etc.) and how such actions can be viewed.

Throughout the theoretical part I shall be providing numerous examples when language means expressing aspect in the two languages correspond to each other and when do not. These examples will be regarded as a basis for a research based on the Theoretical part of this paper. In view of the given facts, the main goal of the Practical part of this thesis will be revealing whether or not pupils are capable of distinguishing between progressive and perfective aspects in English and finding their corresponding counterparts in Czech.

Even though this paper will contain mainly theoretical information, I shall also present my opinion and comment on some grammarians' suggestions to show my interest in the topic.

Review of literature

Theoretical grammar books, a number of practical grammar books, textbooks comprising theory as well as practice constitute the main sources of information of this diploma paper. Owing to the fact that I shall be dealing with aspect not only in English but also in Czech a reader will be provided with a lot quotations by English and Czech authors who have done a painstaking research in this field before.

Aspect, Studies in the English language, A Grammar of Contemporary English, A Comprehensive Grammar of the English Language, A Communicative Grammar of English and A University Grammar of English belong among the main titles that are crucial for this paper from the English language point of view. They function not only as an introduction to the study of verbal aspect but also other related problems.

This is especially true of a book entitled 'Aspect' by Bernard Comrie. This book presents aspect as a part of general theory and does not presuppose any previous knowledge of aspect. Theoretical points are illustrated throughout with examples from various languages including Czech. Any reader will definitely appreciate a brief outline of the book. The core of the book is formed by chapters entitled 'Perfective and Imperfective ' and 'Aspect and Tense'. The first of these chapters discusses in greater detail the distinctions between perfective and imperfective.

This chapter then goes on to discuss various subdivisions of imperfectivity, in particular habituality, continuousness and progressiveness. Moreover, it is the chapter 'Aspect and Tense' that investigates the interaction of aspect and tense and thus it is of the utmost importance to this paper.

There are, nevertheless, many other English authors whose studies of grammar have helped me understand a course of grammar points easily. Greenbaum S., Geoffrey L., Parrott M., Huddleston R. and many others constitute only a fraction of the

grammarians focusing on features of aspect in English. A University Grammar of English, Introduction to the Grammar of English, Grammar for English Language Teachers as well as A comprehensive Grammar of the English Language are the titles that I regard as the basis of my sources as they discuss features of aspect such as; progressive aspect, perfective aspect, aspect and tense etc in great detail.

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Apart from the English authors of the titles mentioned above, it is professor Libuše Dušková whose work has helped me enormously to broaden my views in terms of English and Czech Grammar. A grammar of contemporary English against the background of Czech (Mluvnice současné angličtiny na pozadí češtiny), and Studies in the English Language are publications that I have considered essential. The first book offers only a brief insight into the question of aspect in English. However, it provides its readers with possible Czech equivalents.

In Studies in the English Languages I Dušková combines theoretical and practical perspectives on grammar and thus this enables her readers to perceive grammar as a whole. It is a section called 'The Perfect Tenses in English vs. the Perfective Aspect in Czech' that undoubtedly plays an important role in comparing aspects in English and Czech. However, Dušková confines herself in this publication to the examination of the relationship between The English simple perfect and simple pluperfect, and the past tense of Czech perfective verbs.

A grammar book entitled 'Slovesný vid v češtině' by František Kopečný fulfils any expectations of a reader studying Aspect in depth. It is structured into five chapters, each of them dealing with one feature of Aspect in great detail. That is why I have considered this book as one of the main sources of information. Dokonavost, Nedokonavost, Násobenost, Prézens sloves nedokonavých, Prézens sloves dokonavých and Préteritum are examples of subchapters I find crucial as far as features of Aspect in Czech are concerned.

1. *Definition of aspect in the English language*

As mentioned above, in this chapter I am going to discuss various grammarians' points of view of aspect. "The term 'aspect' refers to a grammatical category that reflects the way in which the verb action is regarded or experienced with respect to time." (Quirk, Greenbaum and others 1996, 188) Huddleston adds that the terminological distinction between tense and time has no well-established analogue in the domain of aspect and that the one term 'aspect' is widely used both for a grammatical category of the verb and for the type of meaning characteristically expressed by that category. In order to avoid possible confusion, Huddleston draws attention to 'grammatical aspect' on the one hand and 'semantic aspect' or 'aspectual meaning' on the other.

Furthermore, aspect is not concerned with relating the time of the situation to any other time-point, but rather with the internal temporal constituency of the situation. 'One could state the difference as one between situation-internal time (aspect) and situation - external time (tense). (Comrie 1976, 5)

For example, a sequence of forms with perfective meaning like, '*the wind tore off the roof, snapped the clothesline, and brought down the apple-tree*, would normally be taken to indicate a sequence of events. Comrie claims that each of the three situations is presented without regard to its internal constituency and arrives at a conclusion that a natural interpretation is to take them as events that occurred in succession, each one complete in itself; moreover, they will normally be taken to have occurred in the order in which they are presented in the text.

However, this is by no means a necessary interpretation. It is quite possible, even if unlikely, for all three events to have been simultaneous or that the speaker is not interested in the relative order of the three events. '*The wind simultaneously...*' adverbial would have to be added to the sentence in the first case unlike in the other interpretation, in which case the speaker is simply registering his observation of the overall result of the wind's damage.

Moreover, Huddleston implies that English does not have grammatical aspect and claims that a language has grammatical aspect if it has a system of verbs, marked inflectionally. He also deals in his studies with aspectual verbs, i.e. verbs with aspectual meaning although they do not form a grammatically distinct class and are not dependents of

the verbs with which they enter into construction. It is owing to the fact that English does not have aspectual inflections. As far as English is concerned, "aspectual meanings are expressed by various 'lexical' items rather than expressed by inflections." (Svartik 1985, 74)

Nonetheless, it is of the utmost importance to know that English has two sets of aspectual contrasts: *perfective/imperfective* and *progressive/non-progressive*. The progressive aspect marked by -ing indicates that the event is regarded as still in progress. The perfective aspect is marked by -en and, in its broadest possible interpretation, signifies anterior time. This implies that the event has occurred in the period up to a given time -for the present perfect it is 'before now'.

1.1 Perfective aspect

As mentioned in the previous section, the two aspect constructions of English, the perfective and the progressive, can be seen as realising a basic contrast of aspect between the action viewed as complete (perfective) and the action viewed as incomplete, *i.e.* in progress (imperfective or progressive). Nevertheless, it is Quirk who asserts that it is an oversimplified view as these two aspects may combine within a single verb phrase (e.g. *I have been reading* is both perfective and progressive).

In discussions of the perfective aspect, one should also note that a very frequent interpretation of Perfectivity is that it indicates a completed action. However, the terms 'completed' and 'complete' do not mean the same. Despite the formal similarity between the two words, there is an important semantic distinction.

The perfective does denote a complete action, with beginning, middle, and end. The use of 'completed', however, puts too much emphasis on the termination of the situation, whereas the use of the perfective puts no more emphasis on the end of the situation than on any other part of the situation, rather all parts of the situation are presented as a single whole.' (Comrie;Aspect: 18)

In its broadest possible interpretations, according to Leech, the perfective indicates ANTERIOR TIME; *i.e.* time proceeding whatever time orientation is signalled by tense or by other elements of the sentence or its context. Here are a few sentences to illustrate this:

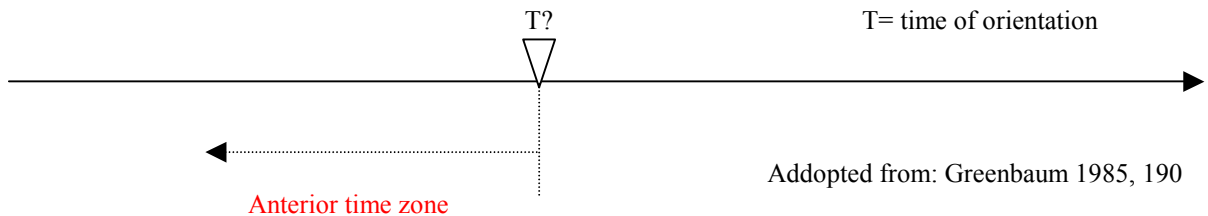
I *have* already *met* your sister.

The flight was cancelled after we *had paid* for the tickets.

By next week, they *will have completed* their contract.

I am/was sorry to *have missed* the concert.

She regrets/regretted *having abandoned* the plan.



As the above figure shows, the perfective merely defines an anterior time zone (symbolised by the arrow) within which the action of the verb takes place. Leech also claims that the time of orientation is not fixed: with the present perfective (1), T? is equated with T1, while with the past perfective, T? is equated with T2 (a specifiable secondary time of orientation in the past). T?(=T2) refers to the time of cancellation of the flight. In (3) the infinitive perfective occurs after a modal auxiliary, and the time orientation derives not from the infinitive itself (which is tenseness), but from the modal. In the last two examples, the perfective occurs in a non-finite verb phrase, which, because it has no time orientation, takes its orientation from the main verb.

1.2 *Perfectivity and imperfectivity*

When dealing with aspect, a distinction between perfectivity and imperfectivity must be clear from the very beginning. '*Perfectivity*' indicates the view of a situation as a whole, without distinction of various separate phrases that make up the situation; while *imperfective* pays attention to the internal structure of the situation. (Comrie 1976, 16) Consequently, it is possible to use perfective forms to refer to situations that have an internal structure e.g. (I stood there for an hour) and thus it clearly follows that imperfective forms cannot be used to refer to situations lacking internal structure (John was working there).

In discussing perfectivity and imperfectivity, it is often claimed that perfective forms indicate situations of short duration, while imperfective forms indicate situations of long duration. Thus the interpretation of a sentence like "*He reigned for thirty year*" indicates gathering the whole period of thirty years into a single complete whole. Finally it must be also considered that "the general area of imperfectivity must be subdivided into two concepts of habituality and continuousness, it being sometimes referred to as 'durativity' as well." (Comrie 1976, 26)

Perhaps the most obvious semantic difference between perfect and non-perfect in a contrasting pair like

John *has been* ill. (a)

John *is* ill. (b)

is that the situation (a) of John's being ill is located in past time and in (b) in present time. The essential difference between the perfect and the past tense is that the perfect locates the situation within a period of time beginning in the past and extending forward to include the present, whereas the past tense is used where the time of the situation is identified as wholly in the past, as a past that excludes the present.

It is crucial to consider that " the choice between a perfect and a past tense, between an inclusive and exclusive past, is generally not determined by the actual temporal location of the situation, but depends on the speaker's subjunctive conception of it." (Huddleston 1993, 159) As a result I could say now;

I *broke* my leg on a climbing expedition.

I *have broken* my leg on a climbing expedition.

However, it is not the time of the event that differs but the speaker's perspective, their considering it as it being over or, on the other hand, as a present result of a past activity-my leg is still broken.

1.3 Progressive aspect

As its name suggests, the progressive aspect (also sometimes called the DURATIVE or CONTINUOUS aspect) indicates a happening at a given time and according to Svartik *Progressive aspect* also indicates temporariness. To illustrate these

facts clearly as well as explicitly enough, here is a pair of sentences to support these assertions:

SIMPLE PRESENT: Joan *sings* well. (1)

PRESENT PROGRESSIVE: Joan *is singing* well. (2)

The two sentences have the same tense but different aspects. *Joan sings well* refers to Joan's competence to sing as a singer (that she has a good voice- a permanent attribute); *Joan is singing well* refers to her performance on a particular occasion or during a particular season. The same contrast could be made for the past tense;

SIMPLE PAST: Joan *sang* well. (3)

PAST PROGRESSIVE: Joan *was singing* well. (4)

But in this case the semantic contrast is different as the simple past makes us see the event as a whole, while the past progressive makes us see it as an activity in progress. In other words, Joan's singing in (2) expresses TEMPORARINESS unlike in (4), in which case it refers to the event as enduring over a period of time. Moreover, Huddleston comes to realise that: " *Progressive aspect* is conceived of having a more or less 'dynamic' character, as opposed to being wholly 'static'." (Huddleston 1993, 153) Consequently, the situation is viewed as having at least the potential for continuation and not only as a temporal one.

Huddleston also concludes that the **non-progressive** presents the situation as in progress and hence the situation may be either static or dynamic. If we consider, for example, the following sentences,

It *was raining*. (a)

It *rained*. (b)

it clearly follows that the verb *rain* denotes a dynamic situation and that the situation is in progress at the time referred to e.g. ("*I opened the curtains and I saw that it was raining.*") (b) example, on the other hand, entails that the situation is perceived as a whole-as an event.

Huddleston also points out that where the situation has an inherent completion point, then the progressive indicates incompleteness at the time in question, while the non-progressive indicates completeness. For example:

Kim *is living* in Berlin. (a)

Kim *lives* in Berlin. (b)

The (a) example implies a situation of limited duration, something relatively temporary, whereas (b) suggests a longer, indefinite duration. In other words, *living* somewhere is basically static rather than dynamic. That is why the aspect for *lives in Berlin* is accordingly the non-progressive.

Furthermore, it is Bernard Comrie who claims that numerous definitions of progressiveness often fail to bring out the difference between "progressiveness" and "imperfectivity" as a whole. For this reason he concludes that a grammatical category "imperfectivity" is divided into concepts of habituality and continuousness. Imperfectivity includes a special case of habituality, in which case a situation can be viewed as habitual without its being viewed as progressive, as with non-Progressive Habitual (*John used to write poems*) unlike the Progressive (*John used to be writing poems*).

In the sentence (*John used to be writing poems*) progressiveness is not incompatible with habituality. That is why the given situation can be viewed both as habitual, and as progressive. "Each individual occurrence of the situation is presented as being habitual (the habitual of a progressive)." (Comrie 1976, 33)

Finally, Greenbaum together with Quirk imply that: " progressive forms are more frequent in conversation than in scientific discourse; also that they are marginally more frequent in conversational AmE than in conversational BrE." (Greenbaum 1985, 198)

2. *Definition of aspect in the Czech language*

Many Czech grammarians deal with aspect in the Czech language in great detail. Nevertheless, in this section I shall be focusing on how they view its main features only. They claim that aspect is mostly dealt with as a morphological category as well as it refers to another morphological category of *tense* and that aspect influences a category of *time* respectively.

It is crucial to bear in mind that aspect (vid) of the Czech language also refers to a grammatical category that reflects the way in which the verb action is experienced or regarded with respect to time. That is to say that it is possible to express the same action differently based on aspect. "Aspect (vid) is considered as an ability of a verb to express

'imperfectivity' or 'perfectivity', including 'nenásobenost' and 'násobenost-iteritavnost' of an action." (Čechová 1996, 155)

Čechová, furthermore, attaches importance to the fact that we may also consider aspect as a lexical category since there are certain verbs that are different both from the aspectual and semantical points of view. To indicate those semantic differences Czech verbs take *affixes*, they being subdivided into *suffixes* and *prefixes*.

She also states that the main distinction between aspect constructions of Czech, the perfective aspect (vid dokonavý) and the imperfective aspect (vid nedokonavý) can be perceived as a contrast between *duration* and *complexity*-in its completion. To do so, Czech uses imperfective verbs to express *duration* of an action unlike perfective verbs. These verbs denote a complete action. Čechová, however, concludes that a misinterpretation is very likely to occur should a speaker confuse every past verb form for a perfective verb form.

Regarding aspect and tense as the same grammatical category in Czech is impossible either. It is owing to the fact that verb forms in the past do not denote a completion of an action. Imperfective verb forms can be seen as indicating *duration* of an action and therefore do not denote its completion. An example could be given like this:

David *četl* knihu.

Based on the given example it remains to be unclear whether or not he has finished reading of that book. It is only clear that the reading was in progress in the past. Nor do we know if it is still going on at present.

On the other hand, a perfective verb (dokonavé sloveso) focuses on '*complexity*' of an action expressed by the verb. This "*complexity*", according to Čechové, entails that much emphasis is put on the termination of the situation. For instance:

David *přečetl* knihu.

Based on the above assertion, it shall have been clear that the activity is already over.

2.1 *Perfective/Imperfective verbs-distinction*

According to the authors of Příručí Mluvnice Češtiny, aspect is expressed by a verb possessing three verb forms, all of them having the same lexical meaning. We can distinguish these verb 'forms' with a view to the termination of an action. In this respect,

only two types of verbs reflect that fact; perfective verbs (slovesa dokonavá-perfektivní) and imperfective verbs (nedokonavá slovesa-imperfektivní).

Perfective verbs in Czech indicate that an action has been completed (napsal jsem dopis) or it shall be completed (e.g. *napišu dopis*). Moreover, "it is an ability of imperfective verbs to express topical present (aktuální přítomnost) only unlike perfective verbs. These verbs lack this ability, so perfectivity 'excludes' presentce. Havránek and Jedlička point out that "perfective verbs cannot express 'real' present as their forms already denote future (e.g. *vyrobí, napíše*)." (Havránek, Jedlička 1988, 225)

Consequently, "perfective verbs do exist in 'préteritum' (past) and 'futura' (future)." (Kolektiv autorů Ústavu Českého Jazyka 1995, 318) See the following examples:

TIME/ASPECT	PAST	PRESENCE	FUTURE
PERFECTIVE	napsal jsem		napišu
IMPERFECTIVE	psal jsem	píšu	budu psát

Formation of perfective verbs is of the utmost importance too. That is why Havránek and Jedlička draw their attention to the fact that: "There are verbs in Czech formed by derivation from imperfective verbs. These verbs take prefixes as in the following examples (najde, přinese, přijde, ubere, vydělá, vzdělá, sepíše, vyleze)." (Havránek, Jedlička 1988, 225)

Imperfective verbs do express present. They do so by means of verbs in the present tense and thus they express present, past as well as future (*vyrábějí-vyráběli-budou vyrábět*). To express future, a compound verb form must be used, consisting of two words- infinitive and 'budu, budeš' verb forms as already mentioned e.g. (*budu psát*).

Jedlička as well as Havránek imply that imperfective verbs are very often underived verbs-'prostá' slovesa such as (nese, bere, píše, dělá, leze, jde). Most of them, however, are derived from perfective verbs, either 'prostých or 'předponových'-those taking prefixes (e.g. *říká-řekne, skáče-skočí, hází-hodí, kupuje-koupí, dává-dá, vyrábí-vyrobí, rozvíjí-rozvine*).

"Imperfective verbs in Czech are described as verbs that do not lay much importance on termination of an action, they enable to express an internal structure of an

action and have a more general validity unlike perfective verbs." (Kolektiv autorů Ústavu Českého jazyka 1995, 318)

It is as well possible to utilise these verbs in such situations where an action is over-completed and the focus of communication falls on other lexical items like; agent, place and other circumstances. Examples might be given like this:

Ten obraz *maloval* Dan Šlosar.

Kde *odlévali* ten zvon?

Branku *dával* Knoflíček.

Kopečný, moreover, adds that imperfective verbs denote an action in progress ('kurzivní' action), but whether or not this action was or will be completed is not in question this time. It is the whole context that influences it and relevant context means would have to be included to illustrate it as in the following examples:

On to sice *dělal*, ale nikdy to *nedodělal* a *nedodělá*.

On to možná *bude dělat*, ale nikdy s tím *nebude hotov*.

"Imperfective verbs themselves cannot indicate imperfectivity own their own. On the contrary, perfective verbs clearly indicate a completion (dokončení) or termination (ukončení)." (Kolektiv autorů 1995, 10)

2.2 *Aspectual contrast*

It must be clear that two or even three forms of a verb occur in the Czech language very frequently. It is not their lexical meaning on which basis they differ from one another, but aspect e.g.(dát-dávat-dávávat). 'Dát' verb is perfective unlike 'dávat' or 'dávávat'. Nevertheless, there is a big difference in meaning between them: 'dávávat' denotes frequency and repetition-'frekventativum'. The action is not topical either (e.g. "*Vím, že mu dával nějaké peníze*").

According to Kopečný aspectual contrast is related to a meaning of a verb. Particularly it is associated with the difference between states and simple actions on the one hand and with events (mutačními ději) on the other. These events focus on a specific result.

Subsequently, Havránek and Jedlička conclude that the difference between a perfective and an imperfective verb of an 'aspectual pair' is that the perfective verb expresses that a result has been achieved e.g. (*Vystoupil z vozu. Dal mi korunu. Zavřel*

dveře). On the contrary, imperfective verbs express direction 'směřování' towards the result. Nor do they express completion. As a result, it is possible for imperfective verbs to express an event whose result has not been achieved at all (e.g. *Dával jsem mu stokurunu, ale on odmítl*).

2.3 'Impair verbs'

Čechová also states that certain verbs in Czech lack the ability to express aspectual contrast. It is owing to the fact that aspectual contrast is not realised with all verbs and hereby these verbs are called "impair" verbs. This fact applies especially to modal verbs and verbs referring to states-stative verbs e.g. (*moci, chtít, smět, muset, mít, umět, vědět, znát, spát, bydlet...*). Havránek and Jedlička claim as well that "stative verbs such as; *sedět, ležet, stát, smět, muset* etc. and verbs denoting simple actions such as; *pracovat, jít, čekat, svítit* do not express aspectual contrast." (Academia 1986, 181)

Furthermore, it must be taken into account that: "Not only modal verbs but also stative verbs are regarded as imperfective verbs, so they lack their aspectual counterpart." (Čechová 1996, 156) On the other hand, there are comparatively fewer verbs in Czech, perfective ones, which do not have imperfective counterparts e.g. (*nadchne, přiměje*).

Again, it is the meaning of verbs that plays an indispensable role because one meaning of a verb can indicate an 'impair' verb and the other a 'pair' verb. For instance; *vymřít* does not correspond to *mřít*, but *vymírat*, as far as aspectual pair is concerned. Similarly the same is true with *pobít-bít-pobíjet*. As regards 'impair' verbs there are two terms denoting them in Czech;

a) 'imperfektiva tantum' e.g. (*sedět, ležet, vidět, vypadat, milovat, moci, smět, mít* etc.)

b) 'perfectiva tantum' e.g. (*dovézt dokázat, vydržet, naplakat se, uběhat se, nasekat, uvidět, uslyšet, rozpršet se, zakřičet* etc.)

According to Havránek and Jedlička the term 'imperfektiva tantum' applies to not-topical 'multiplied' verbs-'neaktuální slovesa násobená' for example; *dělávat, chodívat*. "'Multiplied' not-topical verbs cannot take suffixes as a result of which they cannot be made perfective. Stative verbs or verbs describing a simple process are used instead to refer to imperfective ones." (Havránek, Jedlička 1988, 183)

2.4 'Pair verbs'

In discussions of aspectual contrast, it is inevitable to lay importance on 'pair verbs' too and their formation inclusive. For this reason it is the means of formation of imperfective and perfective verbs with which I am going to deal in this chapter.

According to Havránek and Jedlička "an 'aspectual pair' can be defined as a pair of verbs that are different form the aspectual point of view but their lexical meaning remains the same." (Havránek, Jedlička 1988, 181) They also add that aspectual pairs are formed by means of morphological means and thus they refer to two types of them; (a), (b).

a) *dát-dávat, vypsát-vypisovat*

b) *vařit-uvařit, psát-napsat*

The first type of an aspectual pair is based on a perfective verb and an imperfective verb, which is formed by taking a suffix as in (a). On the other hand, it is an imperfective verb that is the base of the b) pair. The verb takes a prefix to make it perfective.

As has already been mentioned, taking prefixes is the most frequent way of forming perfective verbs from imperfective such as *zpívá-zazpívá, píše-napíše, vidí-uvidí, učí se-naučí se*. Perfective verbs, moreover, are also those not taking any prefixes at all (e.g. *řekne, sedne, skočí, koupí, dá*).

Imperfective verbs are often underived simple verbs such as *nese, bere, píše, dělá, leze, jde*. However Havránek and Jedlička claim that imperfective verbs are mostly formed by derivation from perfective verbs, taking a suffix. Perfective verbs are either simple verbs or prefixed verbs (*předponová slovesa*).

For example; <u>perfective verbs</u>	<u>imperfective verbs</u>
Řekne	říká
Hodí	hází
Dá	dává
Rozvine	rozvíjí

On the other hand, perfective verbs are formed by derivation as well. As a rule imperfective verbs take a prefix to form perfective ones such as *přinese, přide, najde, ubere, vydělá, vzdělá etc*. Taking a prefix results not only in a change of aspect in that the imperfective aspect shifts to perfective, but also in the meaning of a verb (e.g. *najde*,

nalezne, vzdělá). According to Havránek the meaning of a verb might change completely due to the shift of aspect (a) or the meaning might be slightly modified as in (b);

a) najde, nalezne, vzdělá

b) přinese, sepíše

"Taking a prefix entails a change of meaning with 'simple' perfective verbs accordingly." (Havránek, Jedlička; Česká Mluvnice: 225) This fact might be illustrated in the following examples; *usedne, vyskočí, nakoupí, vydá, zřekne se*. Consequently, it is vital to realise that adding a prefix to an imperfective verb entails forming a new perfective verb and not just a perfective counterpart of an imperfective verb (i.e. *přinese-nese*).

Moreover, there are still regular pairs of verbs in Czech consisting of perfective and imperfective verbs. These pairs of verbs have the same meaning as well as root. That is why Havránek and Jedlička refer to this aspect as to 'grammatical aspect' and point out that there are two types as far as a verb form is concerned. As illustrated in the following examples:

<u>simple imperfective verb</u>	<u>prefixed perfective verb</u>		
vidí	uvidí		
učí se	naučí se		
<u>simple perfective verb</u>	<u>imperfective verb derived by suffix</u>		
řekne	říká		
dá	dává		
<u>prefixed perfective verb</u>	<u>imperfective verb derived by suffix</u>		
vyhodí	vyhazuje		
podá	podává		
<u>simple imperfective verb</u>	<u>prefixed perfective verb</u>	<u>imperfective</u>	<u>verb</u>
<u>derived by suffix</u>			
nese	přinese	přináší	
jde	najde	nachází	
dělá	dodělá	dodělává	

Finally Havránek and Jedlička state that there is a possibility of there being another regular verb pair from the aspectual point of view. They are called 'supletivní dvojice' and denote imperfective and perfective verbs of the same meaning but of a different root.

<u>Perfective verb</u>	<u>imperfective verb</u>
vezme	bere
položí	klade
vyjde	vychází

2.5 2nd aspectual contrast (a contrast of a not-topical repetition against simple imperfectivity)

In this chapter I shall be dealing with two features of aspect that must be considered as far as aspectual contrast is concerned. "The first of these features indicates '*intopicality-neaktuálnost*' and it is morphologically based." (Kopečný 1962, 15) The other expresses repetition. There is, however, another aspectual form e.g. *dělávám*, *nosívám* that comprises both of the features together.

The first semantic feature of forms of verbs like *dělávám* is that they are defined negatively. This means that they are not-topical. On the other hand, a term *topicality* entails our focusing on duration of a current action at the moment of speaking. Furthermore, Kopečný implies that we can view topical presence as an answer to a question such as; "What are you doing here?"

He also concludes that topicality applies not only to the presence but also to future and past. As a result, only imperfective verb forms can be used to express 'topicality'. Despite the fact that Czech does not possess any topical verb form from the point of view of 'indication' (slovesnou formu příznakově aktuální), it has a *not-topical verb form* as the following examples illustrate: *psávám*, *hrávám*, *chodívám*. In addition, Havránek and Jedlička claim that Present in Czech also denotes non-topical Present, so called 'uzuální' (e.g. "Přednáším v Bratislavě"). This means that I give lectures there on a regular basis.

Nevertheless, we must bear in mind that verb forms such as *dělám* and *udělám* differ from the point of view of TIME. The same is true of *dělám* and *dělávám* as *dělávám* cannot express topical presence.

2.6 'Multiplicity-iterativity'

As it was already mentioned, 2nd aspectual contrast in Czech deals with verbs indicating 'násobenost.' Czech grammarians use a term 'iterativa' to denote such verb forms. For example Marie Čechová refers to two subcategories of aspect regarding 'multiplicity' as to; 'nenásobenost' and 'násobenost' to express an action happening either once or repeatedly.

'Iterativnost-násobenost' in Czech entails a multiplied action. According to Kolektiv autorů Masarykovy university, imperfective verbs take either a suffix *-v-* or *-áv-* in such situations. For example:

- a) *vidávat, strouhávat, volávat-kupovat, mazat*
- b) *hubovávat, tancovávat, bojovávat-kupovat*
- c) *tvrdívat, troubívat, snívát-prosit*
- d) *pásávat, čítávat-nést*

The above 'bolted' verbs signal patterns on which basis 'iterativa-násobená slovesa' are derived from imperfective verbs (e.g. *Čítával jsem tuto knížku rád*).

According to Havránek and Jedlička 'násobená slovesa' are sometime regarded only as imperfective verbs. Nonetheless, Čechová impugns that by claiming that 'násobenost' concerns perfective verbs too. She supports her assertion by saying that "some 'iterativa' are perfective verbs and hence 'násobenost' and perfectivity do not exclude each other." (Čechová 1996, 158)

'Distributivnost' is another frequently used linguistic term regarding 'násobenosti' and thus aspect as well. It stands for "a gradual course of identical actions affecting a lot of similar objects." (Kolektiv autorů 1995, 212) It is- *po-*, *poz-*, *-z-* prefixes which are used to demonstrate 'distributivnost' in Czech.

For example: a) **-po-**prefix: *pobít, pokácet, posbírat, poskládat, pozáirat, poztrácet*
(*Pootevřel dveře*)

b) **-poz-**prefix: *pozotvírat, pozutínat* (*Pozavíral okna*)

c) **-z-**prefix: *zcestovat, zlíbat, zpřeházet, zpřetrat*

It can be seen that only imperfective verbs take the prefixes; *po-*, *poz-*, and *z-*.

'Iterativa' (násobená slovesa), they being derived not only from imperfective but also from perfective verbs, denote an action occurring several times. It must be also

considered that even initially 'nenásobená slovesa', as in (a) example, can express a 'multiplied' action as in the following example:

- (a) *Ted' mi vracíš knihu?* (b) *Vracím ti ji vždy hned, jakmile ji dočtu."*

On the one hand, the verb *vracet* indicates a single action as in the first example. On the other hand, the same verb denotes a 'multiplied' action, including time adverbials such as *ted', vždy*.

As has already been mentioned, Kopečný agrees with Čechová that 'násobenost' includes indication 'příznakovost'. That is why he refers to certain groups of verbs as to 'příznakově násobené' (e.g. *nosívá-nosí-vynosí*). Only the first group of verbs including *nosívá* is not-topical. He states as well that "there are three types of verbs: a), b) and c) as far as grammatical perception of aspect is concerned." (Kopečný; Slovesný vid v češtině: 19)

a) simple imperfective verb forms without any indication of 'násobenosti' or perfectivity (e.g. *píše, dělá, platí, hází*)

b) corresponding perfective verbs (i.e. *napiše, udělá, zaplatí, hodí*), including not-topical ones such as *nadělá se, unese to*

c) imperfective verbs influenced by the indication of 'násobenosti' and 'neaktuálnosti', e.g. *psává, dělává, házívá*. These verbs indicate habits.

Havránek and Jedlička also claim that both types of verbs, imperfective and perfective, possess the ability to express an action occurring once only-'nenásobenost'. Imperfective verbs, though, express: a) duration (*jdu domů, nesu ti knihu*) or b) beginning of a feature (*modrat, bohatnout*). Perfective verbs, on the other hand, express: a) instantaneous action (*bodl se nožem, sekne sekerou*) or b) beginning and completion of an action (*rozběhl se*).

'*Ingresivní slovesa*', according to Čechové, indicate a change of state (*zestárl, omládl*) or focus on a termination of an action (*doběhl*). These verbs also include verbs indicating the end of an action called '*finitivní*' and those referring to an action as a whole (*proběhl se*). Finally she concludes that even imperfective verbs can be used to express an initial and a final phase of an action, not emphasising the very end of the expressed phase. The following examples are to illustrate the fact: *rozbíhal se-rozbíhá se, dobíhal-dobíhá*.

3. *Tense and Aspect*

As I have already mentioned at the outset of this paper, I am going to focus not only on aspect itself but also on tense and time respectively. That is why it shall be the semantics of the tense inflections as well as the nature of tense and aspect with which I am going to be concerned in following chapters.

To make the distinction between tense and time clear, several points must be considered. It would be wrong-headed, for example, to define the past and present tenses in English as forms used to express past and present time. Huddleston, for instance, concludes that these forms are then labelled with the general terms past and present tense on the basis of their primary use. "Tense thus involves the grammaticalisation of time relations." (Huddleston 1990, 73)

It will have been clear by now that the terminological distinction between tense and time has no well-established analogue as far as aspect is concerned. The one term 'aspect' is used both for a grammatical category of the verb and for the type of meaning expressed by that category. Comrie also states that English does not have aspectual inflections and that is why we refer to aspectual verbs in such a case instead.

This implies then that aspectual meanings are expressed by various lexical items. Nevertheless, there are a number of items in English that express aspectual meanings. Huddleston, for example, points out that the majority are catenative verbs: a) begin, b) stop, commence, c) keep, cease, finish, continue, keep, be, have, start.

He *began* looking/to look for it.

She *stopped* talking to me.

They *kept* interrupting me.

Another lexical items to express aspectual meaning in English are the adjective *about* and a few idioms (e.g. *carry on*, *keep on*, *be going*). The following sentences support these statements:

The plane is *about* to land.

It's *going* to rain.

Nonetheless, it is going to be differences between aspectual contrasts in English and comparing them with corresponding Czech language means in each case with which I shall be primarily concerned in this section of my paper.

For example: a) I *do* aerobics.

b) I *am doing* my homework.

4. Present

The primary use of the present tense is to locate the situation in present time-where 'situation' is to be understood as a general term covering states, actions as well as processes. Present time is the time of the utterance. Situations can be classified as either static (states of affairs, relations, etc.) or dynamic (actions, processes, events, etc.).

For example: present time situations

a) Tom *lives* in Berlin.

b) John *plays* defensively forward.

Static situations are understood to extend beyond the moment of utterance as in a) example. Dynamic situations, by contrast, are understood to be simultaneous with the utterance: b), for example, might be used in a running commentary on a cricket match. It is Huddleston, for instance, who claims that this sort of situation can be interpreted in two ways. Firstly as involving either a single instance of playing forward or else repeated, habitual instances (e.g. in response to *What do they do when they get a good length ball?*)

In the first instance interpretation we have a dynamic situation, whereas repeatedly playing defensively forward is to be understood as a static situation. In this case a static situation denotes either a repeated or habitual behaviour. Again this state of affairs extends beyond the time of utterance.

4.1 State Present

With stative verb senses, the present is used without reference to specific time. The STATE PRESENT includes general timeless statements, or so-called 'eternal truth'.

For example: a) Honesty *is* the best policy.

b) Water *consists of* hydrogen and oxygen.

c) Two and three *make* five.

d) The earth *moves* round the sun.

Whereas proverbial, scientific, or mathematical statements like these represent the extreme of temporal universality, geographical statements are equally likely to be examples of 'timeless present'. Verbs in all the above examples are imperfective, expressing non-Progressive Present. The verb 'be' might be treated sometimes as static or nonstatic, depending on the particular meaning of a sentence. In the a) sentence it is static. The verb 'consist' is viewed as static too as it expresses a state of being.

Czech interpretations would involve imperfective verbs; -*být*, e.g. a) je, c) jsou). In the b) and d) examples, b) skládá se and d) obíhá), we refer to not-topical presence, expressed by means of simple imperfective verbs.

4.2 *Habitual Present*

"When they are used with the simple present, dynamic verb meanings, like stative verb meanings, usually imply an inherently time span." (Greenbaum 1985, 179) But in this case a verb refers to a whole sequence of events, repeated over the period in question.

For example: a) We *go* to Brussels every year.

c) Bill *drinks* heavily.

b) She *makes* her own dresses.

d) Water *boils* at 100°C.

As the last example shows, the HABITUAL PRESENT also resembles the state present in being used for 'timeless' statements. Moreover, a thought must be given to the fact that verbs of stative meaning may sometimes be used in a habitual sense when accompanied by a frequency adverbial (e.g. *She is seldom alone*).

It clearly follows from the above examples that the non-Progressive Present of nonstative verbs refers to habits. Verbs used in habitual situations thus carry an imperfective meaning. Czech equivalents expressing habitual present are; a) *Jezdíme* do Bruselu každý rok. b) *Šije* si vlastní šaty. c) Bill hodně *pije*. d) *Voda se vaří* při 100°C. They being not-topical, all of the verbs in Czech carry an imperfective meaning too. It is simple imperfective verbs that indicate imperfectivity in these situations. Moreover, the verb 'jezdíme' belongs to the group of verbs called 'iterativa' or 'iteratives' respectively.

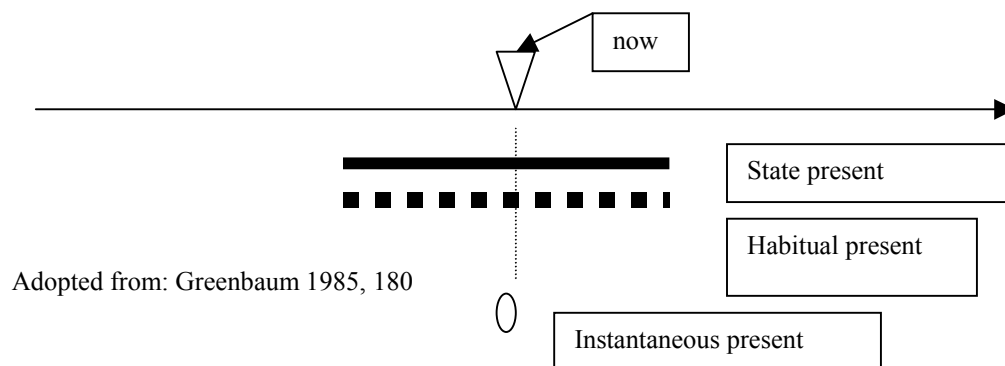
4.3 *'Instantaneous present'*

The 'instantaneous present' is also used with dynamic verb senses like the habitual present. "The instantaneous present, on the other hand, refers to a single event at

the moment of speaking; a) in commentaries, b) instructions, c) demonstrations." (Kubrychtová 1995, 16)

For example: a) Belcker *serves* to Sampras. b) First you *weigh* the ingredients. c) I *pick* up the fruit with a skewer, *dip* it into the butter, and *lower* it into the hot fat. The instantaneous present occurs where the verb refers to a single action begun and completed approximately at the moment of speech and henceforth the verb forms then are considered imperfective, expressing non-Progressive Present. Comrie points out that "the non-Progressive is favoured where a rapid series of events has to be commented on as they are happening." (Comrie 1976, 77) The above examples just confirm this assertion.

Czech counterparts are signalled either by an imperfective or a perfective verb. The corresponding verbs in Czech are as follow: a) *podává* (*servíruje*), b) *zvážíme* c) *seberu*, *ponořím*, 'dám do'. The first indicates an imperfective verb derived by prefix unlike the others; b) and c) verbs indicate prefixed perfective verbs apart from 'dám do', it being a simple perfective verb expressing direction (*směřování*). In the b) interpretation 'Nejdříve *zvážíme* všechny přísady ' the verb action expressed by 'zvážíme' focuses on its termination.



Unlike the 'Instantaneous present' the historic present describes Past as if it is happening now. In other words, it conveys something of the dramatic immediacy. He claims that "events clearly placed in absolute past time by the adverbials may be rendered particularly lively by the use of the present tense-so called 'historic present'." (Preisler 1997, 99)

For example: Yesterday I'm in the supermarket when this woman *comes* up to me and *accuses* me of stealing her purse. This feature occurs only in spoken narrative, often of personal experience. The verbs are thus classified as non-progressive imperfective verbs in the present tense and therefore they make the narrative more dramatic as well as topical.

Czech interpretation of such a situation could be "Včera jsem v obchodním domě, když najednou ke mně přijde nějaká žena a obviní mne, že jsem jí ukradl kabelku." The first of the verbs in Czech is seen as a simple imperfective verb unlike 'přijde' and 'obviní', which indicate prefixed perfective verbs. 'Ukradl jsem', however, is another example of a prefixed perfective verb in the past tense.

4.4 *Stative verbs-verbs occurring in simple forms 'only'*

In discussing the present simple tense it must be taken into account that there are restricted groups of verbs in English referring to states. These groups of verbs are called 'stative verbs'. It is owing to the fact that they express (e.g. feelings, emotions, states of mind, wants and preferences, perception as well as senses, and last but not least a state of being). However, what is typical of them is that "stative verbs usually occur in simple forms only." (Kubrychtová 1995, 5)

For example: a) I *love* you.(feeling) b) It *tastes* sour.(senses)

Non-Progressive verb forms characterise these verbs in English. Subsequently, the corresponding Czech equivalents (a) *Miluji* tě. b) *Chutná* to kyselé) indicate that Czech uses imperfective verbs to refer to feelings and senses at present. The verbs 'miluji' and 'chutná' are marked for the imperfective aspect accordingly.

Nevertheless, Comrie claims that the progressive in English has a number of other specific uses as far as stative verbs are concerned. A verb of sensual perception 'see' can serve as a typical example; a) ' I have only had six whiskies and already I'm *seeing* pink elephants.'

b) 'I'm *seeing* my girlfriend on Friday.'

In the first example the progressive form of the verb '*see*' indicates that I'm only **imagining** things, in fact there are no elephants for me to see. On the other hand, if we include a time expression, the progressive variant of the verb *see-seeing*, it might have a dynamic use of 'meeting' someone.

"*Vidím slony* and *V pátek mám schůzku se svou dívkou*" are possible interpretations on the basis of which we imply that the imperfective verbs (e.g. *vidím, mám*) can be used in such situations in Czech. In the b) example the imperfective verb form has a future time reference. However, the b) example is a possible interpretation in a colloquial speech only as we use the periphrastic form of the verb 'mít' in the future tense 'budu mít' to express that event.

Nonetheless, it is Kubrychtová who claims that "some verbs have both stative and dynamic uses if they occur in progressive forms." (Kubrychtová 1995, 5) 'Smell, taste, weigh' are typical examples of such uses;

- a) I'm *tasting* the soup. aa) It *tastes* salty.
- b) She's *smelling* the rose. bb) The *rose* smells beautiful.

That is why it clearly follows that progressive forms of certain verbs (e.g. *taste* and *smell*) might have a dynamic meaning and thus they occur with progressive aspect in such situations as well. Denoting an on-going situation, '*Chutnám, voním, vážím se*' are imperfective verb forms indicating the imperfective aspect in Czech respectively.

4.5 The present progressive

- 1a Do be quiet! I'm *trying* to hear what the man is saying. (activity in progress)
- 1b Do you think I look slimmer? I'm *slimming*. (temporary activity)
- 1c We *are eating* in the kitchen during this cold weather. (habitual activity)

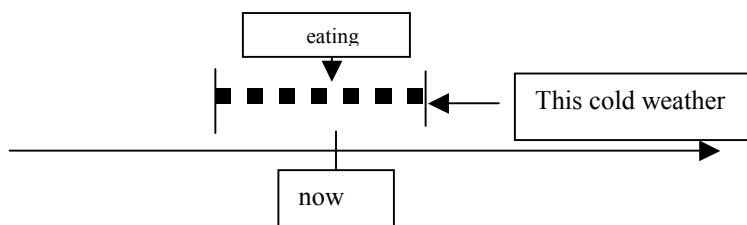
According to Graver "the progressive forms represent actions or events, or series of actions or events, viewed at some point between their beginning and end." (Graver 1994, 62) Thus the sentences denote an action that has already begun but is not yet completed. At the same time they indicate that the duration of the action or series of actions is limited.

In the sentence 1a, the progressive form indicates an *activity in progress* at the very moment of speaking. In this respect, we refer to a progressive verb form of a dynamic activity verb *try*. Hence, it is the progressive aspect that we must consider this time. Furthermore, the Czech counterpart "*Snažím se slyšet co ten muž říká*" would best correspond to the English equivalent. In such situations Czech uses imperfective verbs indicating an event in progress at present (e.g. *snažím se*).

Moreover, "we generally use the present continuous to refer to something temporary which has begun and has not finished, something which is completable and is in the process of being completed." (Parrot 2000, 157) 1b event, for instance, indicates a *temporary activity* over a more extended period of time.

Expressing temporary activities, progressive forms of dynamic verbs occur with the progressive aspect as well (e.g. *slimming*). Similarly, imperfective verb forms are used in such situations in Czech (e.g. as in the 1b example "*hubnu*"). In view of the given fact, we refer to the imperfective aspect in Czech as the verb forms express not only activity in progress at the moment of speaking '*snažím se*' but also temporary activities '*hubnu*'. Both of the verb forms go with the imperfective aspect accordingly.

Last but not least a thought must be given to the fact that the Present progressive is also concerned with *habitual activity*, but habitual activity over a limited period of time. Consequently, 1c "We *are eating* in the kitchen during this cold weather" refers to a series of actions of **limited duration**." The activity is viewed as a temporary arrangement, which is 'during this cold weather'



As has already been suggested, the Present progressive tense refers to actions in spite of them being in progress only over a limited period of time. Even in this case we refer to the progressive aspect as verbs indicating such situations have progressive forms and a dynamic use. "Během tohoto studeného počasí jíme v kuchyni" is the corresponding Czech counterpart. The imperfective verb 'jíme' entails a topical situation of limited duration at present. Therefore the verb occurs with the imperfective aspect in Czech.

As far as the semantic point of view is concerned, it is Broughton who claims that we often use the present progressive with a future time adverbial to express our plans and expectations:

For example: a) *We are going* to Greece in August.

b) *She's flying* to London on Friday.

In discussing the present progressive tense with a view to personal plans for future, progressive verb forms are used in English (e.g. going, flying etc.). Verbs such as *pojedeme, poletí* can be used in Czech as equivalents, all of them expressing futurity.

Moreover, Čechová, as well as other Czech grammarians, points out that there is another way of expressing a future action in Czech. She implies that Czech uses prefixes; (e.g. po-, pů-) as far as some verbs of motion are concerned. However, such verbs are not marked for the perfective aspect (e.g. *pojedeme, poletím*) and the Czech equivalents are as follow:

a) V srpnu *pojedeme* do Řecka.

b) V pátek *poletí* do Londýna.

When we describe changing or developing states (e.g. using verbs like *become, decline, decrease, grow* etc.), present continuous must be used even though we do not necessarily think of the process as being temporary, e.g. *Moral standards are declining*. As has already been mentioned, the verb 'be' is treated as nonstative (progressive auxiliary) and *declining* indicates a progressive form of the verb 'decline', occurring in the progressive aspect in such situations in English.

Czech favourites imperfective verb forms derived by suffix as the Czech counterpart signals '*Morálka se snižuje*'. Based on the Czech interpretation, imperfective verbs are used in Czech to denote changing and developing states and therefore these verbs are marked for the imperfective aspect.

4.6 The present perfect -Perfect of result

In discussing the Present perfect, it should be born in mind that the present perfect (often called 'the perfect') is only one of the possible tenses of the perfective aspect. It expresses a relation between present state and past situation. "Thus the present perfect, for instance "*I have eaten*" partakes for both the present and past." (Comrie 1976, 53)

In this phase of my paper I am going to deal with several types of 'the perfect' to illustrate their possible meanings, comparing them with Czech equivalents.

In the perfect of result a present state is referred to as being the result of some past situation. In other words, it is the present relevance of a past situation that is of my primary concern at the moment. Thus one of the possible differences between *John has arrived* and *John arrived* is that the former indicates persistence of the result of John's arrival.

This implies that he is still here, whereas the second does not. It is the perfective aspect that reflects this type of states in Czech as perfective verbs indicate completion of events (e.g. John *přijel*). In this respect, we refer to dynamic conclusive verbs-verbs whose meaning implies the accomplishment of a change of state such as *eat, recover, arrive*." (Leech 1985, 193)

Significantly, time relationship adverbs (e.g. yet, already) can occur with resultative verbs going with the perfective aspect as illustrated in the following examples:

- a) I've already *told* David about the party.
- b) Have the children *come* home yet?

'Řekl jsem Davidovi o té párty' clearly indicates perfective aspect in Czech as the perfective verb 'řekl' illustrates completion of the action (he knows about the party) . In the other example-b) the perfective verb *přijely* is derived by prefix. Moreover, it expresses motion in the past tense.

4.6.1 Experiential perfect

The experiential perfect, on the other hand, indicates that a given situation has held at least once during some time in the past leading up to the present. a) 'Bill has *been* to America' and b) 'Bill has *gone* to America' illustrate, however, that English makes a distinction between the experiential perfect a) and the perfect of result b).

Consequently, Comrie points out that English does not have a distinct verb form having an experiential perfect meaning. In the a) example the situation is viewed as complete and thus it reflects the perfective aspect. '*Byl jsem v Americe*' is the Czech interpretation indicating a state in the past. The verb 'být', in the past tense 'byl', is conceived as denoting 'state'. The verb is regarded in Czech as irregular and that is why it is neither marked for the imperfective nor for the perfective aspect. This fact is also true with other verbs considered irregular (e.g. *chtít, vědět, jíst, mít*).

Moreover, "it is possible to restrict the period of time during which the situation is referred to by specifying an earlier limit, in addition to the necessary later limit of the present moment." (Comrie 1976, 59)

For instance: Bill has *seen the* film since Christmas.

This says that Bill has seen the film at least once in the period between Christmas (earlier limit) and the present moment (later limit). In addition, Kopečný implies that "certain verbs in Czech are marked for the perfective aspect as far as verbs of sensual perception in the past tense are concerned (e.g. slyšel, viděl)." (Kopečný 1960, 56)

'Bill *viděl* ten film' would best correspond to the English example and henceforth the imperfective verb occurs in the imperfective aspect in Czech. Nevertheless, the verb action can also be viewed as perfective as far as the semantic point of view of verbs of bodily sensation in the past tense is concerned (*viděl*).

4.6.2 Perfect of persistent situation

One use of the English perfect to which a consideration must definitely be given is the use of the Perfect to describe a situation that started in the past but continues (persists) into the present like 'I've lived there for ten years'. In this case the present perfective indicates that the residence has continued up to the present time and may even continue into the future. Thus the perfective signifies past time 'with current relevance'.

'*Žiji* tam deset let' is the Czech equivalent corresponding to it. It is evident that the verb action is viewed as incomplete and thus the verb occurs in the imperfective aspect. It must also be considered that the simple imperfective verb '*žiji*' does not only indicate topical presence but a persistent situation whose duration is accentuated by means of the time expression 'deset let'.

4.6.3 Perfect of recent past

Another important fact to be reckoned is that "the present perfect is used to refer to an activity at an unspecified time before now, which can be expressed with time adverbials for recent actions (e.g. just, recently, already, yet, still, finally)." (Kubrychtová 1995, 18)

For instance: a) I have recently *learned* that the match is to be postponed.

b) Bill has just *arrived*.

The verb actions are seen as simply ones of temporal closeness, i.e. the past situations are very recent. Despite their present relevance, the past situations are this time viewed as complete. As a result they signal the perfective aspect. 'Nedávno jsem se *dozvěděl*, že ten zápas má být odložen' and 'Bill právě *přijel*' are the Czech equivalents. Based on the Czech interpretations, it is clear that the verbs: '*dozvěděl*' and '*přijel*' both denote prefixed perfective verbs and henceforth reflect the perfective aspect. It is the result of the verb actions that is of our main concern.

4.7 The present perfective progressive tense

"We use this tense about events or states that are relatively short though not necessarily complete. If complete, they have only recently finished and still have current significance."

(Broughton 1990, 224) This implies that it is the current impact of the activity that concerns us rather than its completion.

Furthermore, we use the present perfect progressive for a short-term activity when no adverbial is present and for an activity still in progress, the length of which is stated by an adverbial. Nonetheless, it is Leech again who claims that when the perfective and progressive aspects are combined in the same verb phrase (e.g. *He has been working*), the features of meaning associated with each of them are also combined.

Duration, limitation of duration and possible incompleteness belong among the primary features associated with the meaning of the progressive as illustrated in the following examples:

- a) I've been *writing* a letter to my friend.
- b) How have you *been getting* on?
- c) It's been *snowing* again.

These sentences contain durative verbs which go with the progressive aspect. The meaning of the construction is that of temporary situation leading up to the present.

'*Piši dopis mému kamarádovi, jak se vá daří* and *sněžilo* are the Czech counterparts. It is clear that '*piši*, *daří* and *sněžilo* are simple imperfective verbs that are marked in Czech for the imperfective aspect. The verb form '*sněžilo*' indicates an action in progress in the

past tense. Nevertheless, it is the 'current relevance' that must be taken into account as we can see the result of the past activity.

4.7.1 Limited duration and incompleteness

d) I have *been living* in Kladno all my life.

It is crucial to realise that with verbs such as: *live, stand, lie* the limitation of duration of for example, all my life, is 'weak'. Comrie supports this assertion by claiming that "English allows for nonstative uses of basically stative verbs." (Comrie 1976, 37) Given the fact, verbs such as *live, stand* may appear in their progressive forms.

It is still true that these verbs express duration and even in these cases they go with the progressive aspect. '*Žiji* na Kladně celý život' just clarifies the fact that the verb '*žiji*' expresses an action in progress in Czech. Although with the verb *žiji* the limitation is relatively weak, the Czech interpretation entails limited duration by means of the time expression 'celý život'

In discussing incompleteness, according to Leech, a thought must be given to the fact that the feature of possible incompleteness becomes evident when the perfective progressive is combined with process predications. Thus each of the following sentences carries a totally different meaning, for example:

e) I've cleaned the windows.

f) I've *been cleaning* the windows.

The simple perfective here has a *resultative* meaning: "The windows are now clean". But the perfective progressive can be used even if the job is not finished. Again the perfective and progressive aspects are combined here, the verb *cleaning* being in its progressive form. 'Čistím okna', as the Czech counterpart illustrates, signifies imperfectivity as this action is viewed as still being in progress. Henceforth the imperfective verb 'čistit' in the present tense-'čistím' is marked in Czech for the imperfective aspect.

Finally Broughton arrives at a conclusion that the use of progressive verb forms may also refer to a single action, series of habitual acts as well as to sarcasm as shown in the examples:

g) I have *been opening* my eyes.

h) Who has *been cutting* the string?

i) He's *been getting* out of bed late all this week.

As a result it remains to be seen that verbs describing momentary actions (punctual dynamic verbs like *open, shut, ...*) can be interpreted in progressive tenses with either habitual meaning or slow motion. 'Cutting' the string, on the other hand, implies series of actions-'cuts'. By means of the progressive form of the phrasal verb *get out* we may express sarcasm on the part of the speaker as well. Supported by the time adverbial phrase (e.g. all this week), the phrasal verb can refer to a limited period of time as in the i) example. The progressive and perfective aspects are combined and reflect incomplete verb actions as illustrated in the g) and h) examples.

'Otevírám, stříhal, vstávám' are imperfective verbs that go with the imperfective aspect in the Czech language. The verb 'otevírám' denotes a slow motion in the present tense. The others indicate a group of verbs called 'iteratives'. The verbs are marked for the imperfective aspect as the verb actions are viewed as in progress or incomplete.

5. Past

As I have already mentioned in a section entitled 'Perfective aspect', there is a difference between the action viewed as complete (perfective aspect) and completed. The use of 'completed' lays great emphasis on the end of the situation unlike complete. The use of 'completed' is associated with the past simple tense.

The past simple is one of the tenses we use to refer to completed events, states or actions. We also choose the past simple when we consider that the event, state or action took place within a finished period of time. Expressions such as last week, at the weekend, in 1988, or 4 weeks ago are used to make it clear that the time is finished. Parrot, however, adds that the period of this completed time is sometimes only implied (e.g. *Shakespeare wrote over 30 plays*).

5.1 Event, state, and habit in the past

In discussing the meanings of the past simple, it must be taken into account that it is 'definiteness' that is common to most examples of it.

a) The eruption of Vesuvius *destroyed* Pompeii.

As the sentence illustrates, the most common sense is the 'Event Past', which refers to a single definite event in the past. Consequently, the dynamic verb sense of *destroyed* identifies a single event. The Czech equivalent 'Výbuch Vesuvu zničil Pompeje' indicates that the prefixed verb 'zničit', in the past tense 'zničil', is in Czech marked for the perfective aspect. It is owing to the fact that the verb action is seen as completed in the past and it is the result of the action with which we are concerned.

On the contrary, the verb form '*was*' refers to a state and is therefore an example of 'State Past':

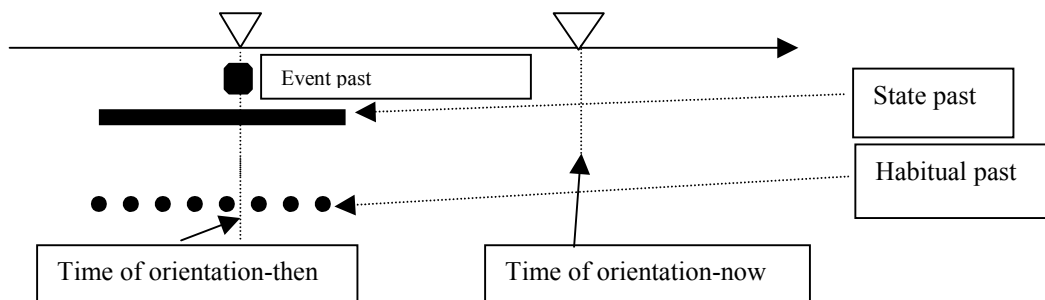
b) Archery *was* a popular sport during the reign of Queen Victoria.

Irrespective of the fact that in this particular case the verb '*be*' is used in the past form, it is still treated as stative and occurs in the non-Progressive form. The form of the verb 'býti' in the past-'byla' best denotes a stative meaning in Czech as well. In view of the given fact, the Czech interpretation "Lukostřelba byla populárním sportem za vlády královny Viktorie" confirms the fact that the verb form in the past tense 'byla' indicates a state. Therefore the verb is marked in Czech for the imperfective aspect.

Furthermore, it is essential to bear in mind that "English has a separate 'Habitual Aspect', though only in the past tense." (Comrie 1976, 25) for instance:

c) John *used to work* here. d) She *used to sleep* in that cradle.

He points out that there is also a separate Progressive, e.g. John *was working*, otherwise there is just the Simple form, with no further distinction of aspect. Nevertheless, a sentence like *John worked here* may have habitual meaning. 'Pracovával zde, spával v této kolébce' are Czech counterparts signifying imperfectivity as the verbs (e.g. *pracovával*, *spával*) indicate repetition in the past tense. The verbs are called 'frekventativa or itearativa'.



Adopted from: Greenbaum 1985, 186

5.2 Past continuous tense-sequence of events

When dealing with the progressive aspect in relation to tense, we must predominantly realise that "the progressive aspect generally has the effect of surrounding a particular event or point with a 'temporal frame'." (Leech 1985, 209) By this 'temporal frame' he implies a reference to a past time orientation, for instance:

- a) A moment later we *were hurrying* for shelter beneath the trees.

Consequently, it is the semantic point of view of progressive verb forms in the past with which I am going to be concerned in this section in particular.

In view of the just mentioned features of the past tense continuous we should bear in mind that it is used to describe something which began before a particular point in the past and is still in progress at that point as illustrated in the following example:

- b) I *was still working* at six o'clock (and I continued after that point)

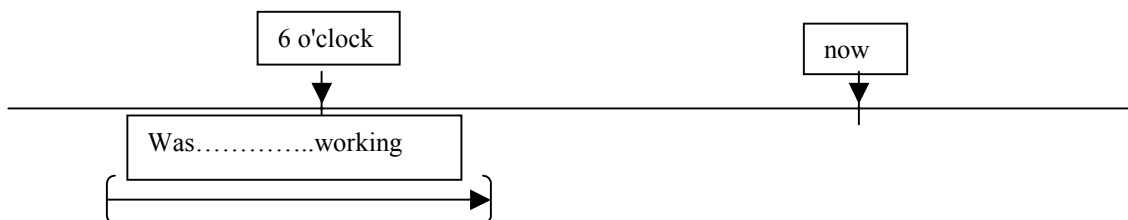
The action may continue after that point unlike in c) in which case the action was stopped at the key point in the past.

- c) He *was working* at his computer when the power cut occurred.

What is more, Parrot claims that this use is sometimes called 'interrupted past continuous'. In this case the simple past is used to describe the action which 'interrupted' the past continuous action. The progressive aspect goes with these happenings (b) and (c) as the verb *working* has in both cases progressive forms designating an activity in progress at a given time in the past.

The Czech counterparts clearly signify imperfectivity as it is duration that is expressed by the Czech verbs in the past tense. That is why the verbs occur in the imperfective aspect. The counterparts are as follow:

- b) V šest hodin jsem stále *pracoval*.
c) *Pracoval* na počítači když byl přerušen proud.



The duration of the c) happening 'pracoval na počítači' was interrupted by a subordinate clause of time 'když byl přerušen proud'. The verb action in this clause is expressed by means of the Passive 'byl přerušen'.

5.2.1 'Complete' periods of time against narrative

The choice of the past continuous rather than the past simple emphasises that the activity was happening at every moment during the specified period of time. Parrot, moreover, points out that we sometimes use the past continuous to describe events that extended across 'complete'

periods of time (e.g. *all day, the whole lesson, every moment of the journey*).

a) She was *chatting* the whole lesson.

A) dynamic verb 'chatting' reflects the progressive aspect as it indicates a progressive form, which 'chatting' definitely is as the event was going on across a complete period. In this particular case the period is identified as *the whole lesson*. 'Povídala celou hodinu' signifies that the verb 'povídala' does not attach great importance to termination of that event placed in the past. In other words, it expresses an internal structure and hence the imperfective aspect is referred to in Czech.

Furthermore, according to Peprník the past continuous is often used to 'set the scene' for events which were taking place. This implies that "the past continuous can be used to establish the background against which the key events happen." (Peprník 1995, 79) For example:

b) I was *leaving* when he arrived.

B) Právě jsem odcházel, když přišel.

The verb "leaving" represents a dynamic activity verb in progress. Consequently, it goes with the progressive aspect. The Czech interpretation B) involves an imperfective verb 'odcházel'.

It is the imperfective aspect that goes with the verb expressing an action in progress in the past. The verb action, however, was interrupted by the adverbial clause of time 'když přišel'.

5.3 *Past perfect simple*

Given the characterisation of the perfective aspect, I am going to deal with the past perfect simple tense too. It has already been mentioned that the perfective indicates 'anterior time'. It is Greenbaum who claims that: "'anterior time' refers to time preceding whatever time orientation signalled by tense or by other elements of the sentence or its context." (Greenbaum 1985, 190) This time orientation represents a point in the past as far as the past perfect tense is concerned.

Furthermore, it is crucial to bear in mind that the past perfect tense is marked both for past time and for perfectiveness, meaning that the state, event or habit had occurred before the point in the past of which we are thinking. Taking into account the features of this tense, it clearly follows that the past perfect simple tense is preferred when we want to clarify the order of events, e.g.:

- a) They *had finished* eating when I got there. (Only the two tenses make the sequence of events clear.)
- b) They *finished* eating before I got there. (The conjunction *before* makes the sequence of events clear, and so we can use the simple past rather than the past perfect for the earlier of the events.)

A punctual dynamic verb 'finish' denotes an event finished before something else in the past -(when I got there). Consequently, the verb goes with the perfective aspect. 'Dojedli, když jsem se tam dostal' is the Czech counterpart indicating that Czech can use a subordinate clause introduced by a time conjunction-'když' as the corresponding means to express a sequence of events in Czech. We refer to the perfective aspect in that it is the prefixed perfective verb 'skončit' in the past tense (skončili) with which it occurs. Equally, another perfective verb in the past tense 'dojedli' can represent the Czech equivalent. The verb action is viewed as completed in both interpretations.

In addition, it must be taken into account that 'Antiprétéritum or plusquamperfectum' are terms to be used to denote verbs expressing 'the past perfect' in Czech. "This 'antiprétéritum' is expressed by means of verbs in the past tense (prétéritum) and 'l' participle of the 'být' verb." (Kolektiv autorů 1995, 317) However, they imply that

'plusquamperfectum' is regarded as an archaic means and thus it is rarely used nowadays. For example:

- a) Stalo se, jak *byl* král *přikázal*.
- b) Komorník povstal ode dveří, kde *byl seděl*.

It is also essential to bear in mind that it is both imperfective and perfective forms of verbs in the past tense that express the 'past perfect tense' in Czech, e.g. *byl jsem seděl*, *byl jsem přišel*. 'Transgressives', (přechodníky), are another verb means of Czech that are used to refer to 'relative time'. According to Čechová this implies that: "we refer tenses or events with regard to other (basic) tenses or events." (Čechová 1996, 151)

- c) Uklidivše odpočívali jsme.

Nevertheless, she claims that 'transgressives' and 'antipréteritum' are the only verbal means to express relative time in Czech, it being: present, perfect and future. In addition, lexical d), syntagmatic e) and syntactic f) means in Czech can express the relative time as well:

- d) *Nejdříve jsme uklidili*, potom jsme odpočívali.
- e) *Po skončení úklidu* jsme odpočívali.
- f) *Když jsme uklidili*, odpočívali jsme.

As the above examples signify, Czech uses time adverbials d), time prepositional phrases e) and subordinate clauses introduced by time adjuncts f) to express the mentioned relative time in Czech accordingly.

5.3.1 State verbs, events, habits

Secondly, we use the past perfect simple instead of the past perfect continuous if the verbs belong to stative verbs. These verbs refer to states and therefore they occur in simple forms. In this respect, these verbs indicate: feelings, emotions (love), states of mind (understand), wants and preferences (want, prefer), perception and senses (see, feel), relationship or a state of being (be, own, belong).

a) I *had understood* that she was dissatisfied for a long time before she said anything.

The verb 'understand' belongs to the group of stative verbs too as it expresses a state of mind. Based on the facts above, the action expressed by the verb phrase 'had understood'

illustrates a state placed in a period finished before another point in the past. Hence, the verb is marked for the perfective aspect.

'Rozuměl jsem, že byla nespokojena dlouhou dobu předtím než něco řekla' is considered as the Czech equivalent. In discussing states in Czech the imperfective verb forms are used. '*Rozuměl jsem*' is a typical example of such a verb indicating a state in the past. As a result, it goes with the imperfective aspect in Czech.

Moreover, according to Greenbaum "the past perfective may be said to denote any event or habit anterior to a time of orientation in the past." (Greenbaum 1985, 196) This assertion might be supported by the following examples:

b) The goalkeeper *had injured* his leg, and couldn't play.

c) It was foolish to fire Mr. Nedvěd, in two seasons, he *had scored* more than any other player. The time of orientation is expressed by means of the two clauses (and couldn't play, It was foolish to fire Mr. Nedvěd). The verb 'injured' belongs to the group of dynamic verbs. The event described by the verb had been completed before another started. Equally, the verb 'scored' denotes a dynamic meaning, it being considered a dynamic activity verb. In view of the given facts, both verbs illustrating 'event' in the first case and 'habit' in the other occur in the perfective aspect.

'Brankář si zranil nohu a nemohl hrát' and 'Bylo pošetilé propustit pana Nedvěda, který během dvou sezon skóroval více branek než jakýkoliv jiný hráč' represent the Czech equivalents. It is the result of the action expressed by means of the verb 'zranil si' on which we focus in the first sentence in Czech. Therefore the verb goes with the perfective aspect.

On the contrary, the other verb 'skóroval' conveys an idea of repetition. That is why we assume that the verb describes a repeated action across a period of time in the past. The imperfective verb 'skóroval' in the past tense thus goes with the imperfective aspect in Czech accordingly.

5.3.2 Narrative

Using the past perfect is also of the utmost importance as far as narrative is concerned. It is due to the fact that the past perfect describes the background of events. This implies that events that happened before the main narrative are of my primary concern this time.

For instance: She *had felt* a bit off colour before she arrived in Prague.

The past perfect (had felt) is used to set the scene-to establish something which happened before the key event (her arrival in Prague). The verb 'feel' is perceived as a verb of bodily sensation. In this respect, it belongs to the group of stative verbs. It is also crucial to realise that verbs of bodily sensation can have progressive aspect as well but with a little difference in meaning. Nevertheless, in this example the past form of the verb 'feel-felt' occurs in the perfective aspect.

'Předtím než přijela do Prahy se necítila ve své kůži' is the corresponding Czech counterpart. The verb 'necítila se' clearly indicates duration in the past before another event started. As a result, the verb goes in Czech with the imperfective aspect. Furthermore, the verb 'necítila se' is derived by prefix 'ne', indicating negation. The sequence of events is, in this case, highlighted by the adverbial of time 'předtím'.

5.4 *The past perfect progressive tense-sequence of events*

In this chapter I am going to be concerned with a verb phrase combining both the perfective and progressive aspects (e.g. had been working). In view of the fact that the perfective and progressive aspects can be combined in the same verb phrase, we must consider that the features of meaning associated with each of them are also combined.

A sentence like a) "He *had been driving* without a break for several hours when the accident happened" signifies that "we use the past perfect progressive when we are concerned with an extended or repeated event or activity which took place before a particular point in the past." (Parrot 2000, 200) Therefore the perfective and progressive aspects are combined in this verb phrase.

In discussing sequence of events, we must take into account that sometimes this event or activity stops at the specified point of time. An adverbial clause of time can specify this point as has already been illustrated (when the accident happened).

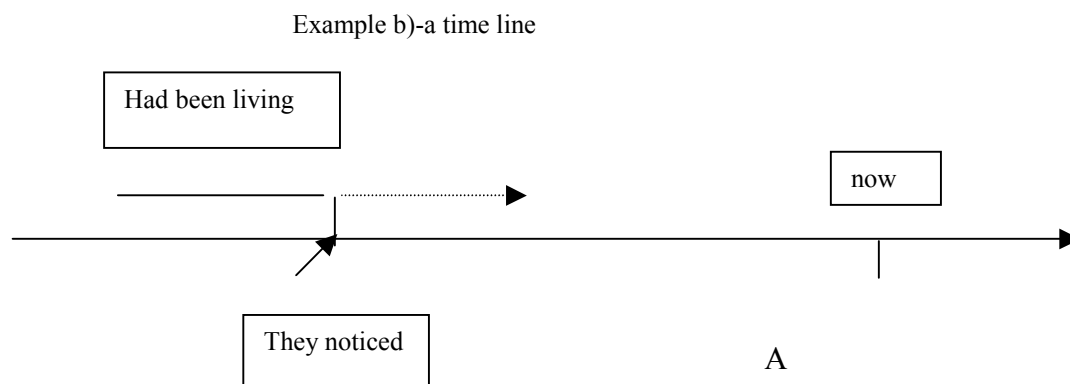
The verb '*řídil*' is an imperfective verb in the past tense designating duration. Based on the fact that duration is associated with imperfectivity, the imperfective aspect reflects that event in the past in Czech.

On the other hand, a sentence like b) "The family *had been living* in the house for years before they noticed the bulge in the wall" implies that sometimes this event or activity

continues beyond the specified point of time. The c) example denotes the activity or event that has recently finished before the specified point of time: c) His eyes were red, I could tell he'd *been crying*.

'Rodina žila v tom domě několik let než si všimla vypukliny ve zdi' might be regarded as the Czech equivalent of b). The verb *live* is, according to Comrie (see Comrie 1976, 37), a stative verb. However, it takes a progressive form as well as shown in the b) example. In such a case it indicates an extended situation-duration. The progressive and perfective aspects are combined in this verb phrase too.

The verb 'žila' denotes an imperfective verb in the past tense because even in Czech the verb action is viewed as continuing beyond the specified point of time (.e.g. než si všimla vypukliny ve zdi). Subsequently, the verb 'žila' in the past tense is marked for the imperfective aspect. Also, the verb 'plakal' clearly indicates that the event was extended in the past and thus it implies the imperfective aspect in c) too: "Jeho oči byly červené, bylo vidět, že plakal."



A

Adopted from: Parrot 2000, 200

6. *Future*

In discussing futurity in English it must be clear that there is a difference between the grammatical category of *tense* and the semantic category of *time*. Preisler points out that English has two tenses: present tense and past tense, they being considered formal categories. Therefore they should not be confused with the semantic categories of past, present, and future time.

In view of the given facts there is no future tense in English. Consequently, Greenbaum claims that "futurity, modality, and aspect are interrelated." This implies that future time is rendered by means of modal auxiliaries, by semi-auxiliaries, or by simple present or progressive forms."(Greenbaum 1985, 213)

As has already been said the most common way of expressing futurity is the modal auxiliary construction with *will, shall*. This is especially true with unplanned future events a) or if we wish to make predictions that are not based on present or past evidence b):

a) *I'll do* that for you.

b) *You'll feel* better when you take this medicine.

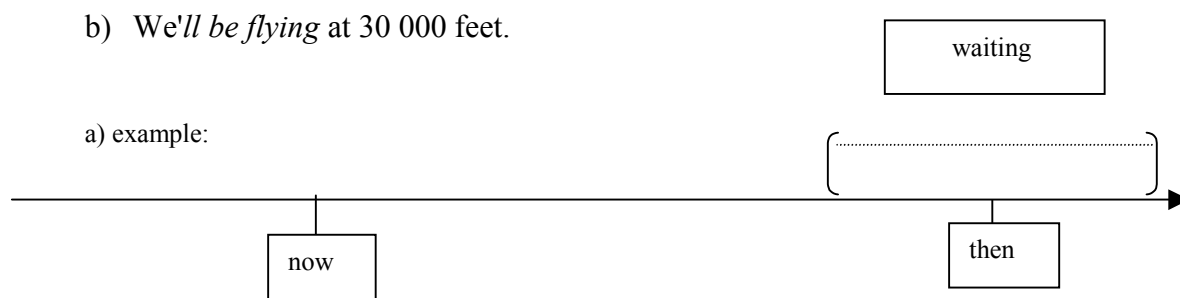
Thus the a) construction including the infinitive form of the dynamic verb 'do' indicates making decisions or offers spontaneity. The stative verb of bodily sensation 'feel' after the modal implies a predictive meaning. 'Udělám to pro tebe' is the Czech counterpart of a). It is crucial to realise that Czech uses present perfective verb forms (prézentní tvary u sloves dokonavých) to express a future action like 'udělám'. We are concerned with completion of the verb action in such cases. This kind of verbs goes in Czech with the perfective aspect.

'Budeš se cítit lépe až si vezmeš ten lék' signifies that there are also other verbal means available in Czech to express future actions (e.g. prediction/fact). "It is the periphrastic future (opisné futurum) formed by the infinitive of lexical verbs and the future form of the verb 'být' that indicate future actions as well." (Šmilauer1972, 224) 'Budeš se cítit' undoubtedly confirms this fact. The verb action expressed by means of the 'periphrastic future' is incomplete in the future and thus the verb occurs with the imperfective aspect.

6.1 *Will/shall+progressive infinitive*

'Future events in progress' and 'future as a matter of course' are typical examples of the modal verb construction used with the progressive infinitive as the following examples show:

a) When you reach the end of the bridge, *I'll be waiting* there to show you the way.



The b) example entails that '30 000' feet is the normal and expected altitude for the flight. If, on the other hand, the pilot said: "We'll fly at 30 000 feet", it could well be that the pilot had just decided to fly at the specified altitude.

A dynamic durative and a dynamic transitional verbs indicate these events in English. In view of the given facts, the verb constructions 'will be flying' and 'will be waiting' denote actions that will be in progress in some future time. Consequently, the verbs 'flying' as well as 'waiting' are marked for the progressive aspect.

'Až se dostaneš na konec mostu, budu tam na tebe čekat, abych ti ukázal cestu' and 'Poletíme v nadmořské výšce 30 000 stop' are the corresponding Czech equivalents. The verb action is expressed by means of the verb in the future tense (opisné futurum), as illustrated in the 1st sentence (budu čekat), and prefix as far as the verb of motion in the future tense is concerned- **poletíme** in the other.

'Budu čekat' clearly indicates an event in progress in the future. This event will be going on after another activity comes to a close (e.g. when you reach the end of the bridge) The verb 'čekat' belongs to the group of imperfective verbs and occurs in the imperfective aspect accordingly.

As has been pointed out, Czech uses prefixes (e.g. po-, pŕ-) with some verbs of motion. In this particular case, these verbs are not marked for the perfective aspect (e.g. pojedeme, poletíme). Kopečný defines these verbs as "předponové futurum" as opposed to imperfective verbs. (Kopečný 1962, 47) Thus it remains to be clear that these verbs (e.g. poletíme) have an imperfective future meaning because they express duration.

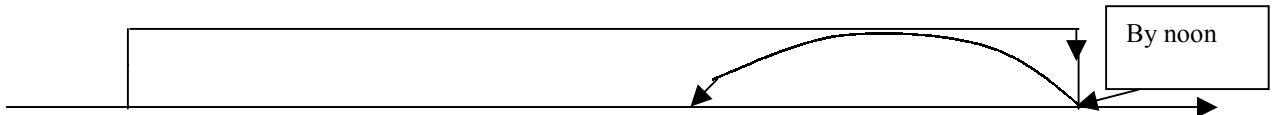
6.2 *Future perfect*

Taking into account that there are many means to express futurity in English, I am also going to include another type of a verb phrase. This verb phrase is composed of the auxiliary *will/shall* and the perfect infinitive. Not surprisingly, it is going to be the semantic point of view from which I shall be dealing with this issue.

It must be clear from the outset that this auxiliary construction is used to refer to a statement seen in the past from a point of orientation in the future. That is why a point in the future is to be defined either by a time expression (e.g. by tomorrow) or clause (e.g. when you see Tom).

Furthermore, Peprník as well as other grammarians claim that: "we use perfect forms to view things from a particular point in the future as already having taken place or as having been completed." (Peprník 1995, 150) That is why the dynamic activity verb 'check' occurs with the perfective aspect, as illustrated in the a) sentence:

a) *I'll have checked* it by noon.



The Czech counterpart 'Do dvanácti hodin to budu mít zkontrolováno' elucidates the fact that Czech expresses these events by means of a periphrastic form called '**resultative**'. 'Budu mít zkontrolováno', however, indicates a future resultative. See (Kolektiv autorů 1995, 152)

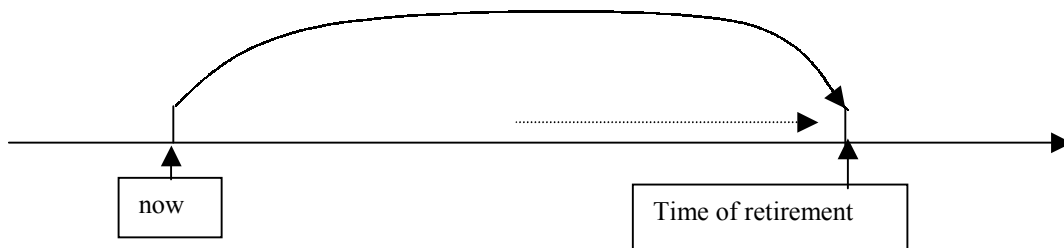
6.3 *Future perfect progressive*

In comparison with the future perfect simple, future perfect progressive is composed of the auxiliary Will/Shall and perfective progressive infinitive. Moreover, a thought must be given to the fact that perfective and progressive aspects combine in such phrases and their meanings differ from other verb phrases accordingly.

This means that " we use future perfect continuous forms to view things from a particular point in the future when we are interested in how long they have been happening." (Parrot 2000, 174) See the following example:

- a) *She'll have been working* there for over twenty-five years when she retires.

Adopted from Parrot 2000, 174



The progressive form of the dynamic durative verb 'work' in the verb phrase, as well as the other progressive forms, refers to something that is predicted or programmed to begin before a particular point in the future. 'Až půjde do důchodu, tak tam bude již pracovat dvacet let' signifies that Czech expresses these events by means of imperfective verbs in the future tense (e.g. bude pracovat). The verb action is viewed as incomplete and that is why the verb is marked for the perfective aspect.

7. *Summary of aspect in English and Czech*

In the previous chapters and subchapters of my paper I was dealing with the semantics of the tense inflections as well as the nature of tense and aspect. I was trying to accentuate the fact that the distinction between tense and time must be clear, concluding that the past and present tenses in English are not to be defined as forms used to express past and present time. These forms are labelled with the general terms past and present tense on the basis of their primary use.

In addition, it must be born in mind that the terminological distinction between tense and time has no well-established analogue as far as aspect is concerned. Consequently, the term aspect is used both for a grammatical category of the verb and for the type of meaning expressed by that category. In the following paragraphs I will be dealing with the ways in which the verb action is regarded with respect to time though.

Knowing the fact that the primary use of the present tense is to locate the situation in the present time, the term 'situation' is to be understood as a general term covering states, actions as well as processes. The imperfective verb *obíhá* in the sentence *Země obíhá kolem slunce* is the Czech interpretation of a situation expressed by the imperfective verb *moves*, in this case expressing non-Progressive Present (*The earth moves round the sun*).

Hence, it must be considered that with stative verb senses the present is used without reference to specific time. The state present includes general timeless statements. The sentence (e.g. *We go to Brussels every year*) elucidates the fact that the non-Progressive Present of nonstative verbs (dynamic) refers to habits. The Czech equivalents are viewed as not-topical and the verbs used are imperfective (e.g. *Jezdíme do Bruselu každý rok*).

Nevertheless, we should also consider that the progressive in English has a number of specific uses as far as the stative verbs are concerned. 'I'm seeing my girlfriend on Friday' thus illustrates that the progressive form can in this particular case have a dynamic meaning of *meeting* someone. The Czech equivalent is indicated either by means of the imperfective verb *mám*, having a future time reference in a colloquial speech or periphrastic form of the verb *mít* in the future tense, i.e. *Budu mít schůzku se svojí dívkou v pátek*.

Progressive forms represent actions, events or series of actions as well as events viewed at some point between their beginning and end. The sentences denoting an action that has already begun but is not yet completed, they also indicate that the duration of the action or series of actions is limited. "We are eating in the kitchen during this cold weather" exemplifies the case when a series of action refers to limited duration, it being viewed as a temporary arrangement. The Czech equivalent "Během tohoto studeného počasí jíme v kuchyni" indicates that Czech favourites the imperfective verb *jíme* as the situation is viewed as a topical one in Czech too.

Perfect of result, experiential perfect, perfect of persistent situation, and perfect of recent past are cases when the present perfect (often called 'the perfect') is used (i.e. *John has arrived*). Unlike the actions viewed as incomplete, i.e. in progress (imperfective and progressive), the actions viewed as complete (perfective) refer to the perfective aspect. Hence, the present perfect is only one of the possible tenses of the perfective aspect.

On the one hand, Czech equivalents include perfective verbs indicating completion of events (i.e. John *přijel*) or temporal closeness (i.e. Nedávno jsem se *dozvěděl*, že ten zápas má být odložen-I've recently *learned* that the match is to be postponed). On the other hand, imperfective verbs can be used in Czech to indicate that a given situation has held at least once during some time in the past leading up to the present.

Nevertheless, the verb might also be viewed as perfective as far as the semantic point of view of verbs of bodily sensation in the past tense is concerned (i.e. Bill *viděl* ten film-Bill *has seen* the film). 'I've lived there for ten years' is a typical example of perfect of persistent situation as the situation still continues (persists) into the present. In Czech the situation is viewed as incomplete and the verb 'žiji' therefore occurs in the imperfective aspect (*Žiji tam již deset let*).

The progressive, it being one of the aspect constructions of English, may combine with the other aspect construction-the perfective. This implies that when the perfective and progressive aspects are combined in the same verb phrase (i.e. *He has been working*), the features of meaning associated with each of them are also combined. As a result, such verb phrases can indicate duration, limitation of duration as well as possible incompleteness.

Unlike the progressive perfective, the simple perfective 'I've *cleaned* the windows' has a resultative meaning (the windows are now clean). However, the feature of possible incompleteness becomes evident when the perfective progressive is combined with process predications. That is why the verb phrase in a sentence like 'I've *been cleaning* the windows' indicates that the event has started and is still in progress. 'Čistím okna' as the Czech equivalent illustrates, signifies imperfectivity in Czech. Consequently, the verb form *čistím* occurs in the progressive aspect.

While the use of the term perfective aspect is associated with the action viewed as complete, the term completed lays great emphasis on the end of the situation. The past simple is one of the tenses we use to refer to completed events, states or actions. For instance, 'The eruption of Vesuvius *destroyed* Pompei' is an example of the 'Event Past' as the dynamic verb sense of *destroyed* identifies a single event. The Czech equivalent 'Výbuch Vesuvu *zničil* Pompeje' indicates that in this particular case it is the perfective verb *zničil* referring to completed actions in the past.

Sequence of events, narrative, as well as 'complete' periods of time (i.e. *the whole lesson*) illustrate the cases when the past continuous tense is preferred. In this respect, it is crucial to realise that the progressive aspect has the effect of surrounding a particular event or point with a 'temporal frame'. Nonetheless, by this temporal frame is meant a reference to a past time orientation (i.e. six o'clock). The verb action in the sentence 'I *was working* at six o'clock' is viewed as in progress at the point and may even continue after that point. The verb goes with the progressive aspect. The imperfective verb '*pracoval*' in the sentence 'Pracoval jsem v šest hodin' indicates the Czech equivalent.

Given the characterisation of the perfective aspect, it must be also considered that the perfective indicates 'anterior time'. This anterior time refers to time preceding whatever time orientation signalled by tense or other elements of the sentence or its context. In view of the given facts, it is essential to bear in mind that the past perfect tense is marked both for past time and perfectiveness, meaning that the state, event or habit had occurred before the point in the past of which we are thinking.

'I *had understood* that she was dissatisfied for along time before she said anything' illustrates the case when we use the past perfect instead of the past perfect continuous. It applies to verbs referring to feelings, emotions or states of mind (i.e. *understand*). The anterior time is in this sentence expressed by means of the perfective verb phrase *had understood*. It is the imperfective verb *rozuměl* jsem in the past tense that corresponds to the non-Progressive variant of the verb in the past tense-*understood*.

Apart from being familiar with the perfective (one of the aspect constructions of English), we ought to take into account that the perfective and progressive combine in a verb phrase to illustrate that the past perfective progressive tense is used to refer to extended or repeated events or activities having taken place not only before a particular point in the past (i.e. *The family had been living* in the house for years before they noticed the bulge on the wall).

Despite it being considered a stative verb, the verb *live* can take a progressive form as well. However, in the above sentence it occurs in a verb phrase indicating an extended situation (duration) before another point in the past. 'Rodina *žila* v tomto domě několik let než si všimla té vypukliny ve zdi' is the Czech equivalent. The verb *žila* denotes

imperfective verb in the past tense because even in Czech the situation is viewed as continuing beyond the specific point in the time in the past (i.e. než si všimla té vypukliny ve zdi).

As has already been pointed out, there is a difference between the grammatical category of *tense* and the semantic category of *time*. This is also true when discussing futurity in English. English has two tenses; present tense and past tense. In addition, according to Preisler, they are considered formal categories and should not be confused with the semantic categories of past, present and future.

The modal auxiliary construction with *will/shall*, as one of the most common ways of expressing futurity in English, is used with unplanned future events or if we wish to make predictions that are not based on present or past evidence. The construction *will do*, including the infinitive form of the dynamic verb *do*, indicates making decisions or offers spontaneity. The Czech equivalent 'Udělám to pro tebe' clarifies the fact that Czech uses present perfective verb forms (prézentní tvary u sloves dokonavých, e.g. *udělám*) in such cases instead.

A sentence like: 'I'll be waiting for you to show you the way' indicates a future event in progress expressed by means of the construction of the modal verb *will* and the progressive infinitive (i.e. *waiting*). It is *opisné futurum* (i.e. *budu čekat*), formed by the infinitive of lexical verbs and the future form of the verb *být*, that Czech uses to refer to future events in progress or to future as a matter of course.

Finally, it is a verb phrase composed of the auxiliary *will/shall* and the perfect infinitive which is to be considered as well as far as the perfective is concerned. This implies that this auxiliary construction is used to refer to a statement seen in the past from a point of orientation in the future. The point in the future can either be defined by a time expression (i.e. *by tomorrow*) or clause (i.e. *when you see Tom*).

Thus the verb phrase in the sentence: 'I'll have checked it by midnight' indicates that we use perfect forms to view things from a particular point in the future as already having taken place or as having been completed. The Czech counterpart 'Do půlnoci to *budu mít zkontrolováno*' illustrates that Czech expresses these events by means of a periphrastic form

called 'resultative'. The construction '*Budu mít zkontrolováno*', however, indicates a future resultative.

B. Practical part

8. Research-aim of the test

In this section of my paper I am going to analyse and discuss data which I shall obtain from my research. This research is going to be based on a test. The main aim of this test is to reveal whether or not pupils are capable of recognising primary features of aspect not only in the English language but also in the Czech language. This means that pupils will be asked to confront aspect constructions in English and their Czech counterparts. Therefore finding relevant grammar means in the two languages that express the same verb actions is in question.

In constructing this test I came to realise that an indirect testing will be the relevant approach as pupils are not required to perform any productive skills such as speaking, or writing. Nor do they have to show that they understand listening or writing. It is testing abilities that underline the skills with which I am going to be concerned in this test.

The type of test I am going to use in this diploma paper is a criterion-referenced test as it measures students progress in relation to meaningful criteria. Furthermore, it is going to be a multiple choice that I consider the most appropriate testing technique as far as this test is concerned. There is only one possible answer in each case only and the time limit of 45 minutes is fixed too. If a respondent is to be considered successful, they need to get at least 15 of the questions right.

Ambiguity is one of possible obstacles to a test-writing and that is why I had discussed some of the items that I later used in the test with my friends, who are novice teachers as well. I also pre-tested the test on a similar group of students to make sure that the instructions are clear and that the test measures what it is intended to measure. After I had pre-tested the group of students, I rendered some of the answers into Czech as the students had found it difficult to grasp their meaning sufficiently in English.

8.1 Analysis of the test

As I have already said, the outcomes of the theoretical part of this paper will be guides for the questions to be used in the test. Moreover, the questions I am asking in the test are not based only on the characteristics of aspect of the English but also Czech language.

Being aware of the fact that aspect covers many points of grammar, the aims of questions differ as well. The first three questions focus on the terminology associated with aspect of English only (e.g. perfective aspect, progressive aspect, aspect and tense)

Having discussed the two aspect constructions of English in the theoretical part (the perfective and the progressive), several questions dealing with 'the imperfective' immediately follow to indicate a basic contrast of aspect between the action viewed as complete (perfective), and the action viewed as incomplete, i.e. in progress (imperfective or progressive).

The following questions of the test also focus on the way in which the verb action is regarded or experienced with respect to time. Nevertheless, their purpose is to reveal whether or not pupils are able to find relevant Czech equivalents of the verb actions expressed by the verbs of English. Another questions, on the other hand, make it difficult for the pupils to realise English equivalents of actions expressed by imperfective or perfective verbs of Czech (e.g. "*Chutná to kysele*")

8.2 Results of the test

As I have already outlined, the first three questions of this test are aimed at the terminology associated with aspect in English. Despite realising the fact that there is no generally accepted terminology in discussions of aspect, I found it crucial to find out whether or not the pupils of the fourth grades at secondary schools have at least rudimentary knowledge of it. The correct answers are indicated by means of the bolted letters in the tables.

1st question

The first question was extremely difficult as they were asked about what perfective aspect of English indicates. It must be said that my doubts came true as 44% of them considered that an action viewed as completed reflects the perfective construction of

English. This group of pupils did not realise that despite the similarity between the words, there is an important semantic distinction.

It is owing to the fact that the term completed puts too much emphasis on the termination of the action while the use of complete puts no more emphasis on the end of the situation than any other part of the situation. Consequently, only 28% of the respondents came to realise that one of the two aspect constructions of English, the perfective, refers to actions viewed as complete and thus the a) answer was correct.

answers	<i>a)</i>	b)	c)	d)
% of pupils choosing it	28	44	24	4

2nd question

The other aspect construction of English, the progressive, was the topic of the second question dealing with the term progressive aspect. Nevertheless, this time most of the respondents, 52%, was aware of the fact that progressive aspect indicates a happening at a given time as well as temporariness, having chosen the b) answer. Almost a third of them, 28%, incorrectly decided for the a) answer meaning that the term indicates a happening at a given time only.

Answers	a)	<i>b)</i>	c)	d)
% of pupils choosing it	28	52	9	11

3rd question

The distinction between the grammatical category of aspect and tense was the 'apple of discord' of the third question of this test. I used two sentences "Joan sings well" and "Joan is singing well" to illustrate that the two sentences have the same tense (present tense) but different aspects. Surprisingly, 37% of the respondents was familiar with that point of grammar and considered the a) answer correct.

That is why it must be taken into account that *Joan sings well* refers to Joan's competence to sing, which is a permanent attribute unlike *Joan is singing well* which refers to her performance on a particular occasion or during a particular season.

Answers	<i>a)</i>	b)	c)
% of pupils choosing it	37	24	39

4th, 5th, and 6th question

The following group of questions, questions 4-6 in particular, deals with the characteristics of the perfective aspect of English. The fourth question, for instance, was to reveal whether or not the pupils are capable of distinguishing between the perfective and progressive constructions and thus denote the result of a past situation. 38% of the respondents knew that in the perfect of result a present state is referred to as being the result of some past situation. This implies that they were familiar with the fact that the a) sentence "John has arrived", which was the correct answer, indicates persistence of the result of John's arrival.

50% of the pupils thought that the b) answer "John arrived" indicates the result of some past situation. Unfortunately, this group was wrong as the verb form "arrived" signifies a completed verb action in the past.

Answers	<i>a)</i>	b)	c)	d)
% of pupils choosing it	38	50	2	10

'Current relevance' is a common implication of the present perfective even though it needn't necessarily mean any result of some past situation. That is why more than a half of the respondents, 54%, chose the c) answer to the fifth question as the correct one, realising that the present perfective indicates that the residence has continued up to the present time and may even continue into the future. The a) answer, 22% of respondents chose "Petr lived in Prague for ten years" was the second most frequent one. Nonetheless, the simple past indicates that the period of residence has come to a close and thus there is no implication of the 'current relevance' at all.

Answers	a)	b)	c)	d)
% of pupils choosing it	22	9	54	15

In discussions of the perfective aspect constructions, a question dealing with the perfect of recent past must be born in mind. Consequently, the sixth question was to test the pupils' familiarity of its usage. 35% of the respondents decided for the a) answer to the sixth question, believing that the situation has started sometime in the past and but continues into the present time. However, they were wrong unlike those pupils having chosen the b) answer. They were aware of the fact that the situation has held at least once during some time in the past leading up to the present.

Answers	a)	b)	c)	d)
% of pupils choosing it	35	25	5	35

To be able to recognise the features of the two aspect constructions of English in detail, it is crucial to realise the contrast between them. This entails the differences between the action viewed as complete and incomplete. Verb actions viewed as incomplete (imperfective or progressive) characterise the following group of the questions 7-13.

Questions 7-13

7th and 8th question

While in the 7th question 64% of respondents assumed that the verbs in the sentences "Water *consists* of hydrogen and oxygen" and "Two and three *make* five" are regarded imperfective, expressing non-Progressive Present, 91% of respondents was aware of the fact that the progressive form of the verb *try* in the sentence "I'm trying to hear what the man is saying" indicates an activity in progress at the moment of utterance. This group of pupils chose as the correct answer a) option, which was the correct answer as well as the other group

of 64% respondents deciding also for the a) answer in the 7th question.

Answers	a)	b)	c)	
% of pupils choosing it	64	14	22	
Answers	a)	b)	c)	d)
% of pupils choosing it	91	5	2	2

9th question

Similarly, the ninth question of the test was to test the ability of the pupils to use progressive forms appropriately. This also includes the case when the progressive form of the dynamic verb *slim* occurs with the progressive aspect, as indicated particularly in this example "She is *slimming*." 77% of the pupils correctly responded that we use the present continuous to refer to something temporary which has begun and has not finished, something which is in the process of being completed. That is why the b) answer was correct.

Answers	a)	b)	c)	d)
% of pupils choosing it	20	77	3	0

10th question

Moreover, 71% of the respondents choosing the c) answer demonstrated in the tenth question that the progressive aspect construction is also concerned with habitual activity, but habitual activity over a limited period of time. That is why they decided that the c) option, the progressive construction in the sentence "We *are eating* in the kitchen during this cold weather" indicates a series of actions of limited duration.

Answers	a)	b)	c)	d)
% of pupils choosing it	3	23	71	3

11th question

As far as the eleventh question is concerned, 85% of the respondents marked the a) option to display their awareness of the fact that the verb action in the sentence "Moral standards are *going down*" is viewed as incomplete. In other words, they came to realise

that when describing changing or developing states, present continuous must be used even though we do not necessarily think of the process as being temporary.

Answers	a)	b)	c)	d)
% of pupils choosing it	85	14	1	0

12th question

In addition, Leech implies that "when dealing with the progressive aspect in relation to tense, we must predominantly realise that the progressive aspect generally has the effect of surrounding a particular event or point with a 'temporal frame'." (Leech 1985)

That is why the intention of the twelfth question was to reveal whether or not the respondents are familiar with the fact that an action expressed by a progressive verb form in the past can be experienced as describing something which began before a particular point in the past and is still in progress not only at that point but may even continue after that point. The vast majority of respondents, 81%, decided for the b) option, which was the correct one, having taken into account that the point is meant (e.g. 6 o'clock).

Answers	a)	b)	c)	d)
% of pupils choosing it	3	81	13	3

13th question

Furthermore, the 13th question was concerned with the semantics of the progressive construction when an adverb of frequency is used in the same clause. Repetition, an event in the past, an irritating habit on the part of the listener and an action in the past were the possible options. In comparison with the previous questions, the pupils have not lived up to my expectations as 73% of them incorrectly decided for the a) answer meaning *repetition*. It might be owing to the fact that they associate the adverb *always* with repeated events only. Nevertheless, at least 16% of them knew that "He was always asking me about the weather" indicates an irritating habit. Therefore the c) option was correct.

Answers	a)	b)	c)	d)
% of pupils choosing it	83	0	16	1

14th question

In view of the given facts concerning perfective aspect, the prime aim of the 14th question "Which of the sentences indicates a state of affairs before the past moment ?" was to reveal what the pupils know about time orientation signalled by tense or other elements of the sentence or its context. A group of pupils deciding for the b) answer constituted almost a half or the respondents. 46% of them knew that a time orientation is expressed by a point in the past and that the past perfect simple must be used instead of the past perfect continuous as far as stative verbs are concerned. This fact is indicated in the b) answer by the perfective construction (had understood).

Answers	a)	b)	c)	d)
% of pupils choosing it	21	46	21	10

15th question

Another question was dealing with the perfective construction of English as well. However, the prime aim of this question was to find out whether the pupils are aware of possible combinations of aspect constructions of English. Surprisingly, there was almost an agreement between two groups of respondents preferring the a and b) answers. The first group of them constituted 40%. They thought that the verb phrase *had been living* in the main clause indicates an action finished when the family noticed the mark in the wall.

On the other hand, the other group of 45% of respondents marked the correct b) answer, indicating an action that continued after they had noticed the mark in the wall. By choosing this answer the pupils demonstrated their knowledge of the fact the perfective and progressive aspects can be combined in the same verb phrase and henceforth the features of meaning associated with each of them are combined accordingly.

answers	a)	b)	c)	d)
% of pupils choosing it	40	45	10	5

16th question

As has already been pointed out, the following group of questions is to reveal how Czech pupils view actions expressed by English verbs and if they are capable of finding out relevant equivalents of actions expressed by Czech imperfective as well as perfective verbs respectively.

The first of this group of questions deals with the English equivalent of "Becker podává na Samprasa", in which case the action is expressed by the imperfective verb *podává*. Exactly 60% of the respondents approved of the a) answer, considering "Becker is serving to Sampras" the correct answer. However, they were wrong unlike the other group of pupils deciding for the c) answer.

40% of them knew that "Becker serves to Sampras" is a typical example of a case when a verb, for instance *serves*, refers to a single action began and completed approximately at the moment. Another reason is that the imperfective form of verbs, expressing non-Progressive Present is often favoured when a rapid series of events has to be commented on as they are happening.

answers	a)	b)	c)	d)
% of pupils choosing it	60	0	40	0

17th question

In the 17th question the matter under discussion is stative verbs. The pupils were asked to decide for a verb form corresponding to an action expressed by the imperfective verb *chutná*. The two most frequent answers were a) "It is tasting sour" and c) "It tastes sour."

However, a vast majority of respondents, 83%, chose c) was familiar with the fact that stative verbs, for instance *taste*, occur mostly in simple forms. The progressive variant of the verb *taste* would be perceived as a deliberate action. By choosing the c) answer the

pupils must have realised that the action expressed by the verb form *serves* denotes present state and the Czech verb form *chutná* indicates the present tense.

answers	a)	b)	c)	d)
% of pupils choosing it	16	1	83	0

18th question

To the group of stative verbs of English indispensably belongs the verb *see*. Bearing in mind the fact that the term aspect is used both for the grammatical category of the verb and for the type of meaning expressed by that category, the 18th question is concerned with the Czech interpretation of the action expressed by the progressive form of the stative verb *see* in the sentence "I'm seeing my girlfriend on Friday."

"Uvidím moji přítelkyni v pátek" and "Mám schůzku se svou přítelkyní v pátek" were the two most frequent answers b) and c). The first option preferred 44% of the respondents. However, the members of this group did not realise that the stative verb *see* is hardly ever used in the progressive variant, in which case it is perceived in the sense of 'meet'. The English counterpart of the b) example would have to be "I shall see my girlfriend on Friday."

Therefore c) was the correct answer as "Mám schůzku se svojí přítelkyní v pátek" best indicates the Czech equivalent. Nevertheless, this interpretation is acceptable in a colloquial speech only. The imperfective verb 'mám' has a future time reference then. According to Čechové and many other Czech grammarians the periphrastic form of the verb 'mít' in the future tense 'budu mít' ought to be used instead. As a result, only 35% of respondents chose the c) alternative.

Answers	a)	b)	c)	d)
% of pupils choosing it	19	44	35	2

19th question

The imperfective verb 'navštěvuji' in the 19th question is marked for the imperfective aspect in Czech as illustrated in the sentence "Tento měsíc navštěvuji hodiny aerobiku."

Bearing this fact in mind, the pupils were to find a relevant equivalent of it in English. Those pupils choosing the c) answer: "I am attending aerobics classes this month", there were 45% of them, had assumed that the verb action is viewed as a series of actions of limited duration. Furthermore, they must have realised that the activity is seen as a temporary arrangement, which is indicated by means of the time expression *this month*, respectively *tento měsíc*.

22% of the respondents preferred the a) answer, having been aware of the fact that the two aspects (the progressive and perfective) may combine within a verb phrase to indicate repeated actions. However, these actions are viewed as repeated ones unlike those of temporary arrangement. Consequently, this group of pupils was wrong.

answers	a)	b)	c)	d)
% of pupils choosing it	22	30	45	3

20th question

Unlike the previous 19th question, the 20th question is focused on the Czech equivalent of the verb action expressed by the verb *see* in the sentence "I've seen the film." It is the perfective aspect of English with which the verb *see* goes. 81% of the respondents must have known these facts as they decided for the a) answer. This implies that 81% of the pupils was aware of the fact that the imperfective verb 'viděl' occurs in the imperfective aspect in Czech and that the verb action can be viewed as perfective as far as the semantic point of view of verbs of sensual perception is concerned.

answers	a)	b)	c)	d)
% of pupils choosing it	81	9	7	3

21st question

The perfective is again the matter under discussion. Nonetheless, in the 21st question the aspect construction of English describing a persistent situation and its Czech equivalents is the matter with which the pupils were predominantly concerned. There were only two answers for which most of the respondents decided. "Žil jsem tam deset let", the b) option, preferred 56% of the respondents. Nevertheless, 42% of them was familiar with

the fact that the perfective also describes a situation that started in the past, persists into the present and may even continue into the future as indicated in the correct a) answer.

answers	a)	b)	c)	d)
% of pupils choosing it	42	56	1	1

22nd question

The next question is focused on the perfective aspect construction of English, too. The pupils were asked to find a relevant Czech equivalent of a verb action expressed by the verb *check* in the sentence "I'll have checked it by moon." 28% of the respondents approved of the d) answer, believing that the verb action expressed by the perfective verb 'zkontroluji' in the sentence "Zkontroluji to do půlnoci" is the correct Czech counterpart.

Nevertheless, the other group of respondents, there were 64% of them, was right, having chosen the c) answer. They took into account the fact that if there is the future perfect simple in question (e.g. "I'll *have checked* it by midnight"), Czech uses the periphrastic form called 'resultative.' The verb construction such as *budu mít zkontrolováno* in the sentence "Budu to mít zkontrolováno do půlnoci" clearly illustrates that fact.

answers	a)	b)	c)	d)
% of pupils choosing it	1	7	64	28

23rd question

The following two questions deal with the perfective and progressive constructions of English. Particularly, the intention of the 23rd question was to demonstrate the pupils' ability to determine the corresponding Czech counterpart of the verb phrase 'have been cleaning' in the sentence "I've been cleaning the windows."

To my surprise, 47% of the respondents constituted the biggest group of pupils who regarded the c) answer, "Myl jsem okna," correct. However, this Czech equivalent corresponds to the sentence "I've cleaned the windows." The simple perfective 'have cleaned' here has a resultative meaning.

On the contrary, 17% of the respondents correctly marked the a) answer "Myji okna," being aware of the fact that the perfective progressive *have been cleaning* can be used even if the job is not finished. It is due to the fact that the perfective progressive is combined with process predications. Therefore, "Myji okna" is the correct Czech counterpart signifying imperfectivity as this action is viewed as still being in progress.

Answers	<i>a)</i>	b)	c)	d)
% of pupils choosing it	<i>17</i>	16	47	20

24th question

As mentioned in the previous question, the perfective progressive can either be used for an action even if it is not yet finished or for an activity still in progress the length of which is stated by an adverbial. However, the 24th question is particularly concerned with repeated actions across a period of time as illustrated in the sentence "He has been doing the washing up all this week."

"Umýval nádobí celý tento týden" and "Myl nádobí celý tento týden" are the two answers which the pupils preferred most. The first of them, the c) answer, marked 42% of the respondents believing that the verb action expressed by the iterative perfective verb in the past tense *umýval* is the Czech equivalent. However, this verb form denotes repetition in the past and henceforth this interpretation is incorrect.

Nor is right the other group of respondents choosing the other interpretation-the a) answer as it indicates a completed verb action. Finally, only 20% of the respondents was right, realising that the verb action expressed by the imperfective verb *myje* in the sentence "Myje nádobí celý tento týden" is viewed both as incomplete and repeated. Consequently, the d) answer is correct.

answers	a)	b)	c)	<i>d)</i>
% of pupils choosing it	35	3	42	<i>20</i>

25th question

The following 25th question was aimed to find out whether or not the pupils were aware of the differences between the action viewed as complete and completed. Surprisingly, 82% of the respondents correctly decided for the c) answer, indicating that "Výbuch sopky zničil město" is the best Czech equivalent of "The eruption of the volcano destroyed the town." The verb action expressed by means of the prefixed perfective verb *zničil* corresponds to the completed verb action expressed by the dynamic verb *destroyed*, which identifies a single event in the past.

Answers	a)	b)	c)	d)
% of pupils choosing it	1	0	82	17

26th question

As far as the 26th question is concerned, 77% of the respondents decided for the b) answer: "They left for London on Friday" because they were familiar with the fact that the verb *left* is imperfective, expressing non-Progressive Past. They also knew that the verb action of the sentence is viewed as completed as well as that it corresponds to that expressed by the perfective verb in the past tense in Czech *odjeli* as indicated in the sentence: "V pátek odjeli do Londýna." Furthermore, 17% of the respondents preferred the d) answer, assuming that the progressive form of the verb *go-going* denotes a completed action and thus it reflects the perfective verb of Czech, too. Nonetheless, this group of pupils was wrong.

Answers	a)	b)	c)	d)
% of pupils choosing it	4	77	2	17

27th question

In the 27th question the pupils were asked about the progressive as well having to bear in mind that the term 'aspect' refers to a grammatical category that reflects the way in which the verb action is regarded or experienced with respect to time. They were provided

with three possible interpretations of the sentence "Povídala celou hodinu." Three of them included progressive verb forms and one illustrated a simple form.

Nevertheless, 77% of the respondents was persuaded that the b) answer "She *was chatting* the whole lesson" was the English equivalent. They were right as the verb action expressed by the progressive verb form in the past tense supported by the time expression indicates duration. The past continuous in this case indicates an event extended across a 'complete' period of time, i.e. the whole lesson. That is why it corresponds to the verb action expressed in Czech by the imperfective verb in the past tense *povídala*.

Answers	a)	b)	c)	d)
% of pupils choosing	18	77	5	0

28th question

In comparison with the preceding question, the matter under discussion this time is habits in the past. This implies that in the 28th question the pupils were asked to determine the corresponding Czech equivalent of the sentence "Honza tam pracovával," in which case the iterative imperfective verb in the past tense *pracovával* is used. Having taken into account the fact that English has a separate 'Habitual aspect', as stated by Comrie (Comrie 1976, 25), 74% of the respondents agreed with the c) answer "John used to work there." This group of pupils was right unlike the others, preferring the progressive verb forms as well as the combination of the perfective and progressive constructions as illustrated in the b) and d) examples.

Answers	a)	b)	c)	d)
% of pupils choosing it	1	3	74	22

29th question

The intention of the last but one question is to reveal whether or not the pupils are capable of finding the relevant equivalent of the perfective as illustrated in the sentence "I *had written* a letter before going to bed." The respondents, having been offered four

alternatives, preferred the b) answer most. Those pupils, constituting 62% of the respondents, realised that the verb action expressed by the perfective verb *napsal* in the sentence "Napsal jsem dopis předtím než jsem šel spát" is the correct equivalent of the sentence.

They also knew that the past perfect is marked for both past time and for perfectiveness, meaning that the event, *writing of the letter*, had occurred before the point of time of which we are thinking. By this point is meant the point of going to bed, respectively předtím než jsem šel spát.

Answers	a)	b)	c)	d)
% of pupils choosing it	20	62	5	13

30th question

The last question, however, is concerned with a verb phrase combining both the perfective and progressive aspects and its Czech equivalents. This implies that the pupils were asked whether or not it is perfective or imperfective verbs of Czech that express the same situation as illustrated in the sentence " I *had been writing* a letter before going to bed."

The respondents had hardly any difficulty choosing the correct interpretation as 76% of them preferred the c) answer: "*Četl jsem* tu knihu dvě hodiny když se moje matka vrátila." Based on the Czech equivalent, the pupils were aware of the fact that Czech uses the imperfective verb in the past tense *četl* to express the same verb action as the verb phrase *had been writing*, which indicates an extended activity taking place before a particular point in the past. This particular point in the past is illustrated by the subordinate clause of time *when my mother returned*.

Answers	a)	b)	c)
% of pupils choosing it	18	6	76

8.3 *Report on the test*

Having mentioned at the very beginning of the practical part that this test was going to be based on the findings of the theoretical part of this diploma paper, I compared and contrasted various renowned Czech and English grammarians' opinions of aspect so as to provide sufficient theoretical 'basis' for the research.

This report is to summarise all the grammatical points concerning the aspect constructions of English as well as their Czech equivalents. This implies that this report is to highlight the 'areas' concerning aspect with which the students have found difficult to cope in particular. On the other hand, characteristics of aspect causing no difficulty to the pupils will be considered in this part, too.

In view of the given facts, the pupils demonstrated profound knowledge of the characteristics of aspect not only with a view to the English but also to the Czech language. In other words, they were capable of recognising the primary features of one of the two aspect constructions-the progressive. The fact that the progressive indicates an action at the moment of utterance and a changing or developing state caused no difficulty to them at all.

So successful were also the pupils as far as the imperfective verbs of English are concerned. 83% of the respondents came to realise that a verb of sensual perception *taste*, in this case the nonprogressive variant, describes a state corresponding to the action expressed by the Czech imperfective verb *chutná*, as indicated in the sentence "Chutná to kysele."

They also did exceedingly well in some of the questions dealing with another of the English aspect constructions-the perfective and its Czech equivalents. This is especially true with the 20th question indicating that the perfective refers to actions viewed as complete, for example: "I've *seen* the film", it being the English equivalent of "*Viděl jsem* ten film."

The pupils fulfilled my expectations as regards the contrast between an action viewed as complete and an action viewed as completed. Unlike the previous matter, they were able to determine that actions expressed by imperfective verbs of English (e.g. *destroyed, left*) denote completed actions in the past tense. Furthermore, they managed to determine the corresponding equivalents, the Czech in the first case and the English in the other, they being *zničil, odjeli*.

Expressing habits in the past caused no difficulty to the pupils either. It was owing to the fact that most of them, 74% of the respondents, arrived at a conclusion that English has a separate 'Habitual aspect' as illustrated for instance in the sentence: "John used to work there." Therefore, the pupils knew that imperfective iterative verbs are used in Czech to express the same actions such as *pracovával* in the sentence "Honza tam *pracovával*."

To the other group of questions causing 'tiny' problems belong those focusing on the terminology concerning aspect, simple forms, and last but not least the perfective construction including 'current relevance'. In this respect, the range of correct answers of all respondents regarding equivalents varied from 50 to 70% apart from the 2nd question, in which case only 52% of them realised that progressive aspect also indicates a happening at a given time as well as temporariness.

In addition, the respondents were familiar with the fact that 'current relevance' is a common implication of the present perfective even though it needn't necessarily mean any result of a past action. As a result, 54% of them marked the sentence "Petr *has lived* in Prague for ten years," having realised that the present perfective indicates that the residence has continued up to the present time and may even continue into the future.

It must also be said that the level of their success was to a certain extent influenced by 'anterior time' and the context in which the verbs, verb phrases, or constructions occurred. This applies especially to the perfective construction as illustrated in the questions 29 and 30. Only 62% of the respondents recognised that the Czech equivalent of the action expressed by the perfective phrase *had written*, as illustrated in the sentence "I *had written* a letter before going to bed", is "*Napsal* jsem dopis předtím než jsem šel spát." The action, expressed by a perfective verb (*napsal*), is viewed as already completed before the other started.

While in the previous Czech equivalent the respondents realised that the verb action is expressed by the perfective verb *napsal* and the action is considered completed, 76% of them knew that the verb action in the past *had been writing* indicates an extended activity taking place before a particular point in the past. Consequently, the pupils were aware of the fact that the imperfective verb *četl*, indicating an action in progress, is used in the Czech equivalent.

In spite of the fact that some of the pupils might not have been familiar with the future perfect (e.g. *I'll have checked* it by midnight), 64% of them was capable of realising that perfect forms are used to view things from a particular point in the future as already having taken place or as having been completed as they correctly determined the corresponding Czech equivalent "*Budu to mít zkontrolováno do půlnoci.*" By choosing this equivalent, they also demonstrated their awareness of the fact that Czech uses the 'future resultative' in such cases instead.

Designating state of affairs before the past moment surprisingly caused difficulty to almost a half of the respondents. This says that only 46% of the respondents bore in mind that the past perfect simple must be used instead of the past perfect continuous as far as stative verbs are concerned (e.g. had understood).

It came to light as well that a combination of aspect constructions causes exiguous problems to more than a half of the pupils. In particular, the fact that the perfective and progressive aspects can be combined in the same verb phrase came to realise correctly 45% of them. Only this group of pupils knew that the action expressed by the verb phrase *had been living* in the sentence "The family *had been living* in the house for years before they noticed the mark on the wall" is viewed as continuing even after the past moment (e.g. when the family noticed the mark).

Moreover, I was quite disappointed to find out that 56% of the pupils considered the imperfective verb in the past tense *žil* as the correct Czech equivalent of the action viewed as complete, for instance "I've lived there for ten years." To my surprise only 42% of them believed that the perfective describes a situation that can persist into the present and continue into the future and that imperfective verbs (e.g. *žiji*) are used in such cases in Czech.

Based on the results of the test, it clearly follows that almost a half of the respondents failed to determine the correct Czech equivalents as far as the perfective and progressive are concerned. I mean that there was 83% of them not being familiar with the fact that when the perfective and progressive constructions are combined, the action expressed by the verb phrase can be viewed as "incomplete" (e.g. "*I've been cleaning* the windows") and Czech uses imperfective verbs (e.g. *myji*) in such cases instead.

Nor were many of the pupils aware of the fact that the term perfective aspect is used to indicate actions viewed as complete. Nonetheless, it came to me as no surprise when 44% of the pupils had assumed that the perfective (perfective aspect) is used to indicate completed actions. Consequently, I dare say that the terminology concerning aspect is not as important as verb forms and the possible ways of regarding verb actions with respect to time.

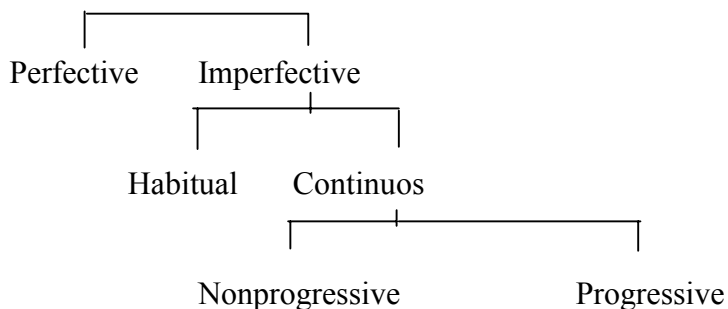
One may probably say that the range of respondents, 100, does not guarantee the general status in secondary schools. However, the original sense of this part of the diploma paper was to concentrate mainly on the group of pupils studying the English language at length at secondary schools. In this respect, I consider all the resulting issues both reliable and valid.

9. Conclusion

In this paper I was dealing with aspect in English and Czech. I was trying to find answers to questions such as *Is aspect related to time of utterance, does English distinguish between aspect contrasts, does any ending mark aspect in English?* It must be said that I did not apply all these questions to the English language only but to the Czech language as well.

I came to realise that aspect is not related to time of utterance as “aspect refers to how the time of action of the verb is regarded– such as whether it is complete, in progress, or showing duration.” (Crystal 2001, 225) Being aware of the fact that English does distinguish between aspect contrasts, I made a significant note of the fact that English has two sets of aspectual contrasts; *perfective /imperfective* and *progressive/non-progressive*. The most typical subdivision of imperfectivity is illustrated in the following table:

Adopted from : Comrie 1976, 25



To find relevant answers not only to the above raised questions but cover all the features of aspect in detail, I consulted many of the accomplished grammarians' grammar books (Aspect, A University Grammar of English, Slovesný vid v řeštině, Čeština-Řeč a Jazyk). As a result, I was capable of making my own picture in terms of which terms they use to refer to particular characteristics of aspect.

Consequently, I arrived at a conclusion that the progressive aspect marked by *-ing* ending indicates that the event is regarded as still in progress unlike the perfective aspect. The perfective aspect is marked by *-en*, in its broadest interpretations, signifies anterior time. This implies that the event has occurred in the period up to a given time (e.g.-for the present perfect it is 'before now'). Nevertheless, all the grammarians were in accord in that the term aspect refers to a grammatical category that reflects the way in which the verb action is regarded or experienced with respect to time.

Having become familiar with the characteristics regarding aspect, I drew my attention to the primary features of aspect in English such as the aspect constructions of English (the perfective and progressive). In this respect, it is crucial to realise that the difference between the action viewed as complete (perfective) and incomplete, i.e. in progress (imperfective or progressive) can be seen as the contrast between the two aspect constructions.

It must be also taken into account that while the progressive form of verbs (e.g. *living*) indicates incompleteness-something relatively temporary, the non-progressive variant *live* is considered imperfective as well, expressing non-Progressive Present though. This implies that the imperfective verb *live* suggests a longer, indefinite duration.

A reader of this paper will have become aware of the fact that the non-progressive presents situations as in progress and hence the situation might be either static or dynamic (e.g. *It rained/It was raining*). The first situation is viewed as a whole while the other as in progress. Moreover, it should be clear that: "English has a separate Habitual aspect, though only in the past tense, e.g. *John used to work there.*" (Comrie 1976, 25)

Having covered the main characteristics of aspect in English, I focused on the properties of aspect in Czech in the second chapter of the theoretical part of my paper. The Czech grammarians came to an agreement that the term aspect (*vid*) is to be defined as an

ability of the verb to express 'imperfectivity' (nedokonavost) and 'perfectivity' (dokonavost). The contrast between the aspects can be perceived as one between *duration* and *completion*.

Nonetheless, what must be considered is that perfective verbs in Czech indicate either a completed action (e.g. *Napsal jsem dopis*) or action that will be completed (e.g. *Napíšu dopis*). As regards a detailed distinction of imperfective and perfective verbs in Czech, Havránek points out: "It is the ability of imperfective verbs to express topical present (aktuální přítomnost) unlike perfective verbs.

"Perfective verbs cannot express 'real' present as their forms already denote future (e.g. *vyrobí, napíše*)." (Havránek, Jedlička 1988, 225) To express futurity, Czech also uses a construction called 'periphrastic future-opisné futurum' formed by the infinitive of lexical verbs and the future form of the verb 'být' (e.g. *Budu čekat*, corresponding to *I'll be waiting*).

In the following subchapters I was dealing with the formation of imperfective and perfective verbs respectively. On scrutinising the Czech grammar books with a view to aspect, I realised that imperfective verbs in Czech are very often underived verbs-'prostá slovesa' such as *nese, bere, píše*. Nevertheless, most of them are derived from perfective verbs, either 'prostých' (e.g. *říká-řekne, hází-hodí*) or 'předponových' (e.g. *nese-přinese*).

Moreover, the aspectual contrast is not realised with all verbs and that is why these verbs are called *impair verbs*. This applies especially to modal and stative verbs such as *moci, chtít*, and *sedět, ležet, stát*. Consequently, these verbs lack their aspectual counterpart. On the other hand, " an aspectual pair can be defined as a pair of verbs that are different from the aspectual point of view but their lexical meaning remains the same, i.e. *vypsat-vypisovats*.

After I had finished dealing with aspect characteristics of each of the languages individually, I underwent a detailed study based on the comparison of aspect constructions/contrasts with their Czech counterparts. I summarised my findings in the last chapter of the theoretical part of this paper. This was to become the basis for the research, constituting the 'core' of the practical part. This research was based on a test whose goal was to reveal whether or not the pupils were able to distinguish the primary features of

aspect in English as well as in Czech and finding corresponding counterparts of situations expressed by verbs, verb phrases or constructions.

As regards the criteria of the test, I considered the respondent successful if they answered at least a half of the questions correctly (50%). In this respect, all of the respondents demonstrated they were quite familiar with the tested matters as they succeeded in answering on average 60% of the raised questions.

Following the administration of the test, the respondents were aware of the fact that the progressive indicates a happening at a given time, temporariness, and a changing or developing state. When focusing on imperfective verbs in English, they came to realise that a verb of sensual perception (e.g. *taste*), the nonprogressive variant, describes a state corresponding to the action expressed by the Czech imperfective verb '*chutná*', which goes with the imperfective aspect.

81% of the respondents came to realise that the perfective, one of the aspect constructions, refers to actions viewed as complete, e.g. *I've seen* the film. Moreover, they were aware of the fact that the imperfective verb *viděl* in the sentence '*Viděl* jsem ten film' is the Czech equivalent occurring in the imperfective aspect.

The pupils fulfilled my expectations as regards expressing habits in the past. 74% of them arrived at a conclusion that English has a separate 'Habitual aspect' (e.g. John *used to work* there) and that it is imperfective iterative (*nedokonavá násobená*) verbs which are used in Czech to express these situations instead, e.g. *pracovával* in the sentence: " Honza tam *pracovával*."

Nevertheless, there were also 'areas ' causing them tiny problems such as the present and past perfective. This implies that only 54% of them was familiar with the fact that 'current relevance' is a common implication of the present perfective even though it needn't necessarily mean any result of a past action (e.g. Peter *has lived* in Prague for ten years).

Surprisingly, a bigger group of respondents, 64%, knew that perfect forms are used to view things from a particular point in the future as already having taken place or as having been completed. It ensues from the fact that they correctly decided for the Czech construction called 'future resultative' (e.g. *Budu to mít zkontrolováno do půlnoci*) as the equivalent of '*I'll have checked* it by midnight).

On the other hand, I was quite disappointed to find out that 56% of the respondents considered the imperfective verb *žil* in the past tense as the correct equivalent of the action viewed as complete, e.g. *I've lived* there for ten years. Nor was I pleased to discover that 83% of the pupils were not familiar with the fact that when the perfective and progressive constructions are combined, the action expressed by the verb phrase can be viewed as "incomplete", e.g. *I've been cleaning* the window). They did not presuppose that Czech uses imperfective verbs (e.g. *myji*) instead.

Also one ought to beware of the fact that a misinterpretation is very likely to occur in Czech should a speaker confuse every past form for a perfective verb form. On the whole, the test proved that the pupils were quite familiar with aspect in English and Czech.

Resumé

Vztahuje se vid k době promluvy? Rozlišuje angličtina vidové protiklady? Pokud ano, jaké to jsou a do jaké míry ovlivňují funkce promluv? Označuje nějaká koncovka vid v angličtině? Toto jsou příklady otázek, s jimiž se zabývám v této diplomové práci. Nicméně to není pouze vid v angličtině, ale také vid v češtině, který je ve středu mého zájmu.

Důvod, proč se zaměřuji na vid v obou jazycích je ten, že se pomocí komparativní metody na základě funkčního přístupu pokouším nalézt české gramatické prostředky odpovídající situacím, pro které anglický jazyk používá perfektních a progresivních tvarů. Abych toto teoretické porovnání mohl uskutečnit, musel jsem se nejdříve detailně seznámit s lingvistickou literaturou, především pak s autory zabývajícími se různými charakteristikami vidu.

Mezi významné gramatiky bezesporu patří Huddleston, Quirk, Parrot, stejně tak jako české lingvistické odborníky reprezentující Havránek, Jedlička, Čechová atd. Především díky jim jsem byl schopný si uvědomit mnoho aspektů vidu v obou jazycích. Avšak teoretická část této diplomové práce není zaměřena na podrobné porovnání pouze na základě jejich pohledů na gramatickou kategorii vidu, gramatickou kategorii času (tense) a sémantickou kategorii času (time). Znamená to, že já sám se pokouším v kapitole „Aspect in English and Czech“, především však v kapitolách navazujících (Present, Past, Future), o samostatné srovnání charakteristik vidu.

Na základě již zmíněného porovnání jsem došel k závěru, že vid v anglickém jazyce nesouvisí s dobou promluvy, ale vztahuje se ke způsobu, jak je čas činnosti slovesa vnímán, zda-li je činnost pojmána za skončenou, v průběhu, či ukazující trvání. Pravdou také je, že angličtina disponuje dvěma skupinami vidových protikladů, pro které používá termínů: *perfective/imperfective* a *progressive/nonprogressive*.

Jak již bylo zmíněno, v anglickém jazyce to jsou především perfektní a průběhové tvary, jenž jsou často považovány nikoliv za kategorii časovou, nýbrž za kategorii vidovou. Proto například Dušková poukazuje na fakt, že „u perfektních tvarů vidová stránka

(dokončenost/rezultativnost děje) vyplývá z kombinace sémantiky slovesné a prostého tvaru." (Dušková 1994, 241)

Navíc zdůrazňuje, že význam dokončenosti děje není specifický pro perfektní tvar, nýbrž se také vyskytuje i u préterita (e.g. Where *have I put* my glasses?-Where *did I put* my glasses? Kampak jsem dal brýle?). Rozdíl mezi perfektem a préteritem tak nespočívá v dokončenosti děje (stránce vidové), nýbrž v různém časovém odkazu. Perfektivní tvary tak nepředstavují kategorii vidovou, ale kategorii temporální.

Stejně jako perfektní tvary, tak i průběhové tvary do značné míry souvisejí se sémantikou slovesnou (vyskytují se z pravidla jen u sloves dynamických). Avšak k významu slovesa průběhový tvar přidává rys průběhovosti děje, což je význam vidový. Vyjádření děje v jeho průběhu je však vždy spojeno s časovým odkazem na příslušnou časovou sféru. "Průběhové tvary lze tedy chápat jako kategorii temporálně vidovou" (Dušková 1994, 242).

Tyto průběhové tvary jsou v angličtině značeny koncovkou *-ing*, která naznačuje, že událost je vnímána jako stále v průběhu na rozdíl od perfektních tvarů. Vid dokonavý je v angličtině značen pomocí koncovky *-en* a značí 'anterior time'- 'čas předcházející'. Toto vnímání má za následek, že se událost uskutečnila v období vedoucí k určitému danému časovému určení (např. v souvislosti s předpřítomným časem, to je 'před touto dobou'). Mnoho gramatiků se tak shoduje, že termín vid je v angličtině vnímán jako gramatická kategorie odrážející způsob, jakým je činnost slovesa považována vzhledem k sémantické kategorii času.

Ve vztahu k charakteristikám vidu v angličtině se velmi významně jeví otázka vidových konstrukcí. Anglický jazyk má dvě vidové konstrukce: perfektní a progresivní. V tomto ohledu je nezbytně nutné si uvědomit, že základní rozdíl mezi nimi spočívá ve způsobu, jakým je činnost slovesa vnímána. Pokud ji posuzujeme za skončenou, angličtina používá perfektních konstrukce (e.g. *I have written* the letter). Pokud však je činnost slovesa vnímána jako neukončená, např. v průběhu, používá angličtina konstrukce progresivní (e.g. *She is writing* a letter).

V další části této práce jsem se věnoval pouze charakteristikám vidu českého jazyka. Mám tím na mysli především rozlišení vidu na vid dokonavý, nedokonavý, a s tím

souvisejícími tvary a významy sloves. Termín vid je v češtině velmi často definován jako schopnost slovesa vyjádřit nedokonavost a dokonavost, jinými slovy 'trvání' a 'ukončení' děje. Z toho vyplývá, že dokonavá slovesa v českém jazyce označují ukončené činnosti (např. *Napsal* jsem dopis) nebo činnosti, které budou ukončeny (např. *Napišu* dopis).

V úvahu musí být vzat také fakt, že pouze nedokonavá slovesa mají schopnost vyjádřit aktuální přítomnost v českém jazyce. Na rozdíl od nedokonavých sloves, dokonavá slovesa nejsou schopna vyjádřit 'skutečnou' přítomnost, protože jejich tvary vyjadřují budoucnost. (např. *vyrobí, napíše*). Budoucí děj se vyjadřuje u českého slovesa třemi způsoby: opisným futurem u sloves nedokonavých (např. *budu větrat*), přítomným tvarem u sloves dokonavých (např. *dojdu*) nebo pomocí nezdokonavující předpony po- (pů) u tvaru přítomného u některých sloves pohybu (např. *pojedu, půjdu*).

Jak již bylo zmíněno, čeština disponuje dvěma druhy sloves vyjadřující vid. Jsou to slovesa nedokonavá a dokonavá. Tvoření těchto sloves je velmi důležité, protože se může do jisté míry lišit. To znamená, že např. nedokonavá slovesa jsou velmi často neodvozená-prostá slovesa jako *nese, bere, píše*. Nicméně většina z nich je odvozených od sloves dokonavých, buď 'prostých' (např. *říká-řekne, hází-hodí*) nebo předponových (např. *nese-přinese*).

Navíc se vidový protiklad neuskutečňuje u všech sloves. Z tohoto důvodu se slovesa netvořící tento protiklad nazývají 'nepárová slovesa'. To platí zejména pro modální a stavová slovesa např. *moci, chtít a sedět, ležet, spát*. Docházíme tedy k závěru, že tyto slovesa postrádají vidový protiklad. Na druhou stranu 'párové sloveso' může být definováno jako pár sloves, která jsou odlišná po stránce vidové, ale jejich lexikální (slovní) význam zůstává nezměněn.

V následující části jsem se zaměřil na teoretické porovnání charakteristik vidu obou jazyků. Došel jsem k závěru, že přestože hlavní použití přítomného času (present tense) je umístění situace v přítomném čase (present time), termín 'situace' se v anglickém jazyce vztahuje ke stavům, činnostem či procesům (průběhům). Například situace vyjádřená ve větě "*Země obíhá kolem slunce*" je vnímána jako neměnný stav. Čeština v tomto případě

používá nedokonavého slovesa *obíhá*. Anglickým ekvivalentem je neprogresivní varianta slovesa *moves* (The earth moves round the sun).

Neméně důležité je uvědomit si, že progresivní tvary sloves mají v anglickém jazyce více specifických užití, máme-li na mysli zejména slovesa stavová (např. vidět). Progresivní tvar slovesa *see* ve větě 'I'm seeing my friend on Friday' je typickým příkladem. Progresivní tvar slovesa v tomto případě má dynamický význam 'potkání'. V hovorové řeči lze za český ekvivalent považovat nepravidelné sloveso *mám* vztahující se v tomto případě do budoucnosti. Opisné futurum tohoto nedokonavého slovesa 'Budu mít' je možné považovat za gramaticky správnou alternativu "Budu mít schůzku v pátek."

Tyto progresivní tvary sloves anglického jazyka nicméně označují nejen činnosti konané v momentu promluvy, ale také série činností omezeného trvání. Například činnost vyjádřená slovesem v progresivním tvaru *eating* ve větě "We are eating in the kitchen during this cold weather" je takto vnímána ve smyslu přechodného plánu. Český ekvivalent "Během tohoto studeného počasí *jíme* v kuchyni" naznačuje, že čeština pro tuto situaci používá nedokonavých sloves, v tomto případě sloveso *jíme*.

Pro vyjádření výsledného stavu nějaké činnosti, zkušenosti, 'neustálé' situace (persistent situation), pokud není jinak blíže určena kontextem, používá angličtina perfektních tvarů tvořených pomocí pomocného slovesa *have* (např. have arrived). Důležité je si uvědomit, že tohoto pomocného slovesa se v angličtině užívá i u jiných časů (předminulý, předbudoucí) a ne pouze pro čas předpřítomný. Pro české ekvivalenty jsou potom příznačné adokonavá slovesa (např. přijel).

Progresivní konstrukce jsou typické pro angličtinu stejně tak jako perfektní konstrukce. Takovým příkladem je například činnost probíhající v momentu promluvy "He is working" a perfektní konstrukce ve větě "He has worked." Jak ale ilustruje následující věta "He has been working," tyto dvě konstrukce mohou být v anglickém jazyce kombinovány v různých časových rovinách. S touto kombinací je ale spojena změna jejich významu. Máme tedy například na mysli situaci, která začala v minulosti, ale stále trvá a možná ještě trvat bude. Odpovídajícím českým gramatickým prostředkem je v tomto případě sloveso nedokonavé *pracuje-he has been working*.

Tato konstrukce implikuje 'možnou neukončenost' činnosti na rozdíl od perfektních konstrukcí "I've cooked." Českým ekvivalentem této situace je sloveso dokonavé (např. uvařil jsem). Jak již bylo uvedeno, tato perfektní konstrukce vyjadřuje v angličtině také výsledný stav. Pro vyjádření předpřítomného času v této souvislosti disponuje čeština opisným tvarem tzv. rezultativem (např. *Mám uvařeno*-I have cooked). Tvary rezultativu jsou trojí: rezultativ přítomný (Mám uvařeno-I have cooked), minulý (Měl jsem uvařeno-I had cooked) a budoucí (Budu mít uvařeno-I shall have cooked). Nicméně v tomto případě je vztah k podmětu oslaben, činnost totiž mohl vykonat (např. pro mne) někdo jiný.

Prostý slovesný tvar je v anglickém jazyce vidově neutrální (např. drank), tj. jeho interpretace záleží na významu slovesa, jakož i na dalším kontextu (např. We drank beer-Pili jsme pivo). Českým ekvivalentem je sloveso nedokonavé *pili* na rozdíl od dokonavého slovesa odvozeného předponou *vy-vypiil*. Tento tvar slovesa vyjadřuje dokončenost činnosti (výsledný stav), kterému v anglickém jazyce odpovídá také prostý slovesný tvar. Nicméně, česká interpretace činnosti je jiná v důsledku jiného kontextu ve kterém se tento slovesný tvar vyskytuje (např. He drank a glass of beer). V porovnání s angličtinou, v češtině dokonavost nebo nedokonavost slovesného tvaru kontextem změnit nelze.

Z toho vyplývá, že v angličtině je vidově příznakový pouze průběhový tvar (tím, že označuje děj v jeho průběhu), kdežto prostý tvar je vidově neutrální. Podobnost mezi anglickými průběhovými tvary a českým nedokonavým videm je omezena na vyjadřování děje v jeho průběhu. Anglické průběhové tvary se však od nedokonavého vidu liší aktuálností a dočasností. Např. *Petr plave* odpovídá anglickému *Petr is swimming* pouze tehdy, jde-li o děj aktuálně probíhající. Má-li věta obecnou platnost "*Petr je plavec*", odpovídá jí v angličtině *Petr swims*.

Na základě tohoto teoretického porovnání charakteristik slovesného vidu obou jazyků jsem sestavil test, který měl poukázat na jejich povědomí u studentů gymnázií. Po zpracování výsledků jsem došel k závěru, že v průměru bylo všech 100 respondentů schopno správně odpovědět na 60% otázek.

Překvapivě velká část z nich, 83%, si správně uvědomila, že slovesa smyslového vnímání (např. *taste*-prostý tvar slovesa) vyjadřuje v angličtině stav, který je v češtině vyjádřen pomocí nedokonavého slovesa *chutná* (It tastes sour-Chutná to kysele). Neméně

dobře si vedli v otázce související s perfektními tvary sloves vyjadřující zkušenost či výsledný stav, jako např. ve větě "I've seen the film." Odpovídající český ekvivalent je vyjádřen pomocí nedokonavého slovesa *viděl* (Viděl jsem ten film).

Vyjádření zvyků v minulosti nepůsobilo respondentům žádné potíže, protože 74% z nich správně určilo násobený tvar slovesa *pracoval* (*pracovával*) jako tvar odpovídající "polomodálnímu" slovesu *used to*. Pomocí tohoto slovesa angličtina také vyjadřuje zvyky v minulosti a z toho následně vyplývá korespondence vět "John used to work there" a "Honza tam pracovával."

Na druhou stranu se vyskytly i otázky působící nepatrné problémy. Mezi ně patří vyjádření „současné důležitosti“ (current relevance) v angličtině. Překvapivě pouze 54% respondentů uvedlo za správnou odpověď perfektní tvar slovesný, aniž si uvědomili, že současná důležitost je příznak perfektních tvarů, třebaže nevyjadřujících výsledný stav. "Petr *has lived* in Prague for ten years" proto naznačuje trvání (pobytu v Praze), které ještě neskončilo a bude možná pokračovat i do budoucnosti.

Úspěšnost jejich odpovědí byla také závislá na kontextu ve kterém se slovesné tvary, fráze, či konstrukce vyskytovaly. Již zmíněný 'anterior time' (předcházející čas) měl velký vliv na vnímání časové roviny ve které se činnost konala. 62% respondentů si bylo jisto, že činnost vyjádřená pomocí dokonavého slovesa odvozeného předponou *na-*, *napsal* je vnímána jako činnost již skončená. Vedlejší věta časová (předtím než jsem šel spát) měla napomoci k tomu, aby si respondenti uvědomili ukončenost činnosti (psaní) před započítím činnosti jiné. Z tohoto důvodu „*Napsal jsem* ten dopis než jsem šel spát" je českým ekvivalentem perfektní slovesné fráze ve větě "I *had written* a letter before going to bed."

Činnost pokračující i po jejím přerušení jinou činností je dalším příkladem, kdy angličtina používá perfektní progresivní slovesné fráze (např. *had been living*). 'Anterior time' (předcházející čas) je čas, ve kterém se tato činnost uskutečnila předtím než byla přerušena. Nicméně jen 45% respondentů si uvědomilo, že tato fráze ve větě "The family *had been living* in the house for years before they noticed the mark on the wall" vyjadřuje činnost, která pokračovala i po jejím přerušení (všimnutí si skvrny na zdi).

Závěrem lze říci, že žáci splnili moje očekávání, protože mnoho z položených otázek se zabývalo konstrukcemi, které někteří z nich nemusí mít ještě "zažité" (perfektní či perfektní progresivní). Nicméně respondenti prokázali větší povědomí o progresivních konstrukcích, protože zde je alespoň částečná podobnost mezi anglickými průběhovými tvary a českým nedokonavým videm. Tato částečná podobnost se ale týká pouze vyjadřování děje v jeho průběhu.

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Appendix

a) test

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A diploma paper-test

(by Michal Pauer)

The main aim of this test is to reveal whether or not pupils are capable of recognising primary features of aspect not only in the English but also in the Czech language. This means that pupils will be asked to confront aspect in English and Czech as well. Therefore finding relevant grammatical means in the two languages to express the same verb actions is in question.

There is **one** possible answer in each case only. Circle the correct answer

- 1) Termín "perfective aspect" označuje:
 - a) an action viewed as complete
 - b) an action viewed as completed
 - c) an action viewed as incomplete
 - d) an in progress

- 2) Termín "progressive aspect" označuje:
 - a) a happening at a given time
 - b) a happening at a given time as well as temporariness
 - c) an action viewed as complete
 - d) an action viewed as completed

- 3) Platí, že následující věty ; "Joan sings well" and "Joan is singing well" mají:
 - a) the same tense but different aspects
 - b) the same aspects
 - c) different tenses

- 4) Který z poskytnutých příkladů označuje výsledek dřívější činnosti?
 - a) John has arrived.
 - b) John arrived.
 - c) John was going to arrive.
 - d) John used to arrive.

- 5) Která z následujících vět značí minulý čas se 'současnou důležitostí'?
 - a) Petr lived in Prague for ten years.
 - b) Petr had lived in Prague for ten years.
 - c) Petr has lived in Prague for ten years.
 - d) Petr lives in Prague for ten years.

- 6) Činnost vyjádřená slovesem 'learn' v hlavní větě "I've recently learned that the match is to be postponed" je vnímána jako:
- činnost, která začala v minulosti, ale pokračuje do přítomnosti
 - činnost, která se udála alespoň jednou v období vedoucí do přítomnosti
 - činnost, která je v průběhu v době promluvy
 - činnost, která byla ukončena v minulosti
- 7) Obě z následujících vět ; "Water consists of hydrogen and oxygen" and "Two and three make five" označují:
- stav v přítomnosti
 - 'okamžitou' přítomnost
 - zvyk v přítomnosti
- 8) Činnost vyjádřená slovesem 'try' v hlavní větě "I'm trying to hear what the man is saying" je vnímána :
- jako činnost probíhající v momentu promluvy
 - jako činnost neprobíhající v momentu promluvy
 - jako činnost dokončená v momentu promluvy
 - jako činnost téměř dokončená
- 9) "She is slimming" označuje:
- činnost, která je v průběhu pouze v době promluvy
 - činnost, která začala a ještě neskončila
 - činnost, která skončí
 - činnost, která je ukončena
- 10) "We are eating in the kitchen during this cold weather" označuje:
- činnost, která je v průběhu pouze v době promluvy
 - činnost, která začala a ještě neskončila
 - sérii činností jejichž trvání je časově omezeno
 - postupně se vyvíjející činnost
- 11) "Moral standards are going down" označuje:
- mění se nebo vyvíjející se stav
 - průběh činnosti vnímané jako přechodné
 - průběh činnosti, která zanedlouho skončí
 - sérii činností
- 12) "He was still working at six o'clock" označuje, že :
- činnost byla zastavena v 6 hodin
 - činnost začala před 6 hodinou, ale ještě v tuto hodinu pokračovala
 - činnost měla v 6 hodin skončit
 - činnost v 6 hodin skončila

- 13) "He was always asking me about the weather" označuje:
- opakování činnosti v minulosti
 - událost omezeného trvání v minulosti
 - zvyk vyjadřující rozčilení ze strany mluvčího v minulosti
 - probíhající činnost v minulosti
- 14) Která z těchto vět označuje stav událostí před jiným momentem v minulosti?
- I had been understanding she was dissatisfied for a long time before she said anything.
 - I had understood that she was dissatisfied for a long time before she said anything.
 - I understood that she was dissatisfied for a long time before she said anything.
 - I was understanding that she was dissatisfied for a long time before she said anything.
- 15) Činnost vyjádřená slovesnou frází 'had been living' v hlavní větě "The family had been living in the house for years before they noticed the mark on the wall" je vnímána jako:
- činnost, která skončila, když si rodina všimla té skvrny na zdi
 - činnost, která pokračovala i po tom, co si rodina všimla té skvrny na zdi
 - zvyk, který skončil, když si rodina všimla té skvrny na zdi
 - stav
- 16) "Becker podává na Samprasa" je českým ekvivalentem:
- "Becker is serving to Sampras."
 - "Becker has been serving to Sampras."
 - "Becker serves to Sampras."
 - "Becker is used to serving to Sampras."
- 17) "Chutná to kyselé" je českým ekvivalentem:
- "It is tasting sour."
 - "It is being tasted sour."
 - "It tastes sour."
 - "It has been tasting sour."
- 18) Přiřaďte český ekvivalent k "I'm seeing my girlfriend on Friday":
- "Vidím moji přítelkyni v pátek."
 - "Uvidím moji přítelkyni v pátek."
 - "Mám schůzku s mojí přítelkyní v pátek."
 - "Budu mít schůzku s mojí přítelkyní v pátek."
- 19) "Tento měsíc navštěvuji hodiny aerobiku" je českým ekvivalentem:
- "I have been attending aerobics classes this month."
 - "I attend aerobics classes this month."
 - "I am attending aerobics classes this month."
 - "I have attended aerobics classes this month."

- 20) "I've seen the film" je anglickým ekvivalentem:
a) "Viděl jsem ten film."
b) "Uviděl jsem ten film."
c) "Vídával jsem ten film."
d) "Koukám na ten film."
- 21) "I've lived there for ten years" je anglickým ekvivalentem:
a) "Žiji tam deset let."
b) "Žil jsem tam deset let."
c) "Dožil jsem tam deset let."
d) "Přežil jsem tam deset let."
- 22) "I'll have checked it by midnight" je anglickým ekvivalentem:
a) "Kontroluji to do půlnoci."
b) "Mám to zkontrolovat do půlnoci."
c) "Budu to mít zkontrolováno do půlnoci."
d) "Zkontroluji to do půlnoci."
- 23) "I've been cleaning the windows " je anglickým ekvivalentem:
a) "Myji okna."
b) "Umyl jsem okna."
c) "Myl jsem okna."
d) "Mýval jsem okna."
- 24) "He has been doing the washing up all this week" je anglickým ekvivalentem:
a) "Myl nádobí celý tento týden."
b) "Umyl nádobí za celý týden."
c) "Umýval nádobí celý tento týden."
d) "Myje nádobí celý tento týden."
- 25) "The eruption of the volcano destroyed the town" je anglickým ekvivalentem:
a) "Výbuch sopky ničil to město."
b) "Výbuch sopky ničíval to město."
c) "Výbuch sopky zničil to město."
d) "Výbuch sopky poničil to město."
- 26) Anglickým ekvivalentem věty "V pátek odjeli do Londýna" je:
a) "They used to leave for London on Friday."
b) "They left for London on Friday."
c) "They have left for London on Friday."
d) "They were leaving for London on Friday."

- 27) "Povídala celou hodinu" je českým ekvivalentem:
- a) "She chatted the whole lesson."
 - b) "She was chatting the whole lesson."
 - c) "She had been chatting the whole lesson."
 - d) "She used the chat the whole lesson."
- 28) "Honza tam pracovával" je českým ekvivalentem:
- a) "John worked there."
 - b) "John was working there."
 - c) "John used to work there."
 - d) "John had been working there."
- 29) "I had written a letter before going to bed" je anglickým ekvivalentem:
- a) "Psal jsem dopis předtím než jsem šel spát."
 - b) "Napsal jsem dopis předtím než jsem šel spát."
 - c) "Psával jsem dopis předtím než jsem šel spát."
 - d) "Dopsal jsem dopis předtím než jsem šel spát."
- 30) "I had been reading the book for two hours when my mother returned" je anglickým ekvivalentem:
- a) "Čítával jsem tu knihu dvě hodiny když se moje matka vrátila."
 - b) "Přečetl jsem tu knihu za dvě hodiny když se moje matka vrátila."
 - c) "Četl jsem tu knihu dvě hodiny když se moje matka vrátila."

ÚDAJE PRO KNIHOVNICKOU DATABÁZI

Název práce	ASPECT IN ENGLISH AND CZECH (Vid v angličtině a češtině)
Autor práce	Michal Pauer
Obor	Lingvistika
Rok obhajoby	2002
Vedoucí práce	Mgr. Šárka Čáňová
Anotace	V této práci se autor zabývá videm v angličtině a češtině. To znamená, že se na základě komparativní metody pokouší najít gramatické prostředky českého jazyka vyjadřující stejné situace, pro které angličtina používá perfektních a progresivních slovesných tvarů.
Klíčová slova	Aspect, perfective, progressive, dokonavý, nedokonavý

FORMULÁŘ PRO ZPŘÍSTUPNĚNÍ PRÁCE V ELEKTRONICKÉ FORMĚ-ČESKY

Typ dokumentu	Diplomová práce		
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Datum obhajoby			
Označení rozsahu zpřístupnění	Souhlasím se zveřejněním celé práce		Datum: 1.2.2002 Podpis autora:
Abstrakt	<p>Tato diplomová práce je zaměřena na vid (aspect) v anglickém a českém jazyce. To naznačuje, že se budu detailně zabývat anglickými vidovými konstrukcemi, kontrasty a odpovídajícími českými gramatickými prostředky. Čtenář této diplomové práce se obeznámí s tím, že angličtina disponuje dvěma vidovými konstrukcemi; 'perfektivní' a 'progresivní'. Stejně tak zjistí, že v anglickém jazyce existují dvě skupiny vidového protikladu; 'perfective/imperfective' a 'progressive/nonprogressive'. V neposlední řadě bude čtenáři zřejmé, že 'perfektivní' a 'progresivní' vidy se mohou v anglickém jazyce kombinovat ve stejné slovesné frázi.</p> <p>Zatímco v anglickém jazyce se termín vid (aspect) vztahuje ke gramatické kategorii, která odráží způsob jakým je činnost slovesa vnímána vzhledem k sémantické kategorii času, čtenář se dozví, že tohoto termínu je v českém jazyce použito pro schopnost slovesa vyjádřit <i>nedokonavost</i> a <i>dokonavost</i>.</p> <p>Následně se dozví, že český jazyk užívá opisných tvarů, 'resultativu', násobených sloves, ale především sloves nedokonavých a dokonavých jako gramatických prostředků označujících ekvivalenty situací vyjádřených anglickými slovesy, slovesnými frázemi a konstrukcemi. Abych tohoto dosáhl, použil jsem komparativní metodu.</p>		
Název souboru	Vid- Diplomová práce	Velikost souboru	691kB

FORMULÁŘ PRO ZPŘÍSTUPNĚNÍ PRÁCE V ELEKTRONICKÉ FORMĚ-ANGLICKY

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Author	Michal Pauer		
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Degree	Master		
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Abstract	<p>This thesis is focused on aspect in English and Czech. This implies that it is English aspect constructions, contrasts and relevant Czech grammar means with which I am going to deal in detail. A reader of this paper will become familiar with the fact that English has two aspect constructions; the perfective and the progressive. They will also find out that there are two sets of aspectual contrasts in English, <i>perfective/imperfective</i> and <i>progressive/nonprogressive</i>. Last but not least, it will have become clear that the perfective and progressive aspects can be combined in the same verb phrase.</p> <p>While in the English language the term aspect refers to grammatical category that reflects the way in which the verb action is experienced with respect to time, a reader will get to know that the term aspect (vid) in Czech is considered as an ability of a verb to express <i>imperfectivity</i> or <i>perfectivity</i>.</p> <p>Subsequently, they will get to know that 'periphrastic form', 'resultative', 'iteratives', imperfective and perfective verbs illustrate the grammar means that Czech uses to indicate the equivalents of situations expressed by English verbs, verb phrases and constructions. To accomplish that, I used the method of comparison.</p>		
Filename	Aspect- Thesis	Size	691kB

