

Západočeská univerzita v Plzni

Fakulta pedagogická

Katedra anglického jazyka

Bakalářská práce

**ANGLICKÉ ZPŮSOBY VYJÁDŘENÍ ČESKÉHO
DATIVU VE VŠECH JEHO VÝZNAMECH**

Světlana Konopová

Plzeň 2017

University of West Bohemia

Faculty of Education

Department of English

Undegraduate Thesis

**ENGLISH WAYS OF THE EXPRESSION OF
THE CZECH DATIVE CASE IN ALL ITS MEANINGS**

Světlana Konopová

Plzeň 2017

Tato stránka bude ve svázané práci Váš původní formulář *Zadáni bak. práce*

(k vyzvednutí u sekretářky KAN)

Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 26. června 2017

.....

Světlana Konopová

ACKNOWLEDGMENTS

I would like to express my gratitude to the supervisor of my undergraduate thesis, PhDr. Jarmila Petrlíková, Ph.D. for her advice and patience. I would not get to this point of my studies without the support and help of my great colleagues and friends from our study group in Pilsen. Special thanks belong to Lenka and Zdeňka, my study-buddies and soul-mates, for being here for me. I would also like to thank my family and friends for their patience.

ABSTRACT

Konopová, Světlana. University of West Bohemia. June, 2017. English ways of the expression of the Czech dative case in all its meanings.

Supervisor: PhDr Jarmila Petrlíková, Ph.D.

This undergraduate thesis deals with the Czech dative case and the means of its translation into English. The objective of the thesis is to provide the reader with the basic knowledge of the grammatical and syntactical forms of the Czech dative and its semantic roles and to demonstrate the variety of means by which it can be translated into English. The thesis consists of two main parts – The theoretical background and The analysis.

In the Theoretical background, the main characteristics of the Czech dative case are described, with the emphasis on the semantic roles. The approaches of different authors are compared here. Also some theoretical background of the expression of the dative in English is provided.

The analysis of the excerpts from two Czech fiction books and their English translations (M. Viewegh: *Báječná léta pod psa* / *Bliss was it in Bohemia* and M. Kundera: *Žert* / *The Joke*) has been done in the second part of the thesis. The results of the analysis are presented here, illustrated with a number of examples from the excerpts and lucid charts. The analysis shows the frequency of occurrence of particular forms and semantic roles of the Czech dative and the various means of their translation into English.

TABLE OF CONTENTS

1 INTRODUCTION.....	1
2 THEORETICAL BACKGROUND.....	2
2.1 Grammatical Category of Case.....	2
2.2 Characteristics of the Dative in the Czech Language.....	3
2.3 Semantic Roles of the Czech Dative.....	3
2.3.1 Havránek and Jedlička's Approach.....	4
2.3.2 Janda and Clancy's Approach.....	4
2.3.2.1 The Dative: a Receiver.....	5
2.3.2.2 The Dative: an Experiencer.....	7
2.3.2.3 The Dative: a Competitor.....	10
2.3.3 Dvořák's Approach.....	12
2.3.3.1 The Semantic Roles of the Bound Dative.....	12
2.3.3.2 The Semantic Roles of the Bound Dative.....	13
2.4 The Means of Expressing the Czech Dative in English.....	14
2.4.1 The Indirect Object.....	15
2.4.2 The Prepositional Object.....	15
2.4.3 The Free Dative.....	16
2.4.4 Different Sentence Structures in English and in Czech.....	17
2.4.5 Omission of the Czech Dative in English.....	17
3 ANALYSIS.....	19
3.1 Sources and the Method of Research.....	19
3.2 The Analysis of the Czech Excerpts.....	20
3.3 The Analysis of the English Translations.....	24
3.4 The Connection between the Semantic Roles of the Czech dative and their English Translations.....	27
4 CONCLUSIONS.....	29
REFERENCES.....	31
SUMMARY IN CZECH.....	32
APPENDIX.....	33

1 INTRODUCTION

This comparative thesis focuses on the Czech dative case and the English ways of expressing it. English compared to inflected Czech uses different means of conveying the cases and this can make translating from Czech into English rather difficult and tricky. Hopefully, this thesis sheds some light on the topic.

The reason for choosing this particular topic was the opportunity to work with English and Czech together and thus improve my language skills. Analysing the texts in both languages provides a vast amount of helpful material to learn how certain things are translated into English. I can utilize it at my job of an English teacher very well.

The thesis is divided into two main parts, called “The Theoretical Background’ and “The Analysis”. The first part provides the description of the Czech dative case from the point of view of grammar and semantics. A significant part of the theoretical background deals with the semantic roles of the dative, since they are important not only to understand the meaning and purpose of the dative, but can also indicate the suitable way how to translate the dative into English (which is explained in the analytical part of the thesis). The theoretical background also contains the overview of the common means of expressing the dative in English. Even though this is the theoretical part of the thesis, it includes a number of particular examples to supplement the theory.

The second part presents the results of the analysis of the 205 excerpts taken out of the books. The complete list of the excerpts is placed in the appendix at the end of the thesis and some of the excerpts are used in the analytical part to illustrate the results of the analysis. Several charts are added for the purpose of lucidity.

The essential outcomes of the analysis are summarised and commented in “The Conclusions” part. All the reference books and other materials used are listed in “References”.

2 THEORETICAL BACKGROUND

2.1 Grammatical Category of Case

Case is a grammatical category generally referring to the relation that a dependent noun (pronoun, adjective, numeral, determiner) has to another word in a phrase, clause or sentence. It expresses various syntactical and semantic functions of nouns in sentences. Inflected languages, such as Czech, Russian, Polish, German or Latin, have extensive case system where nouns, pronouns, adjectives, numerals and determiners take different inflected forms, usually created morphologically by different suffixes, to indicate the particular case, together with the category of number and gender. Some case forms include a preposition (prepositional case / *pád přeložkový*) while some do not (plain case / *pád prostý*). On the contrary, there are analytic languages that convey grammatical relations through strict word order, various prepositions, modifiers or context, without using inflectional morphemes (Uličný & Veselovská, 2016).

In the Czech case system, 7 cases are differentiated for nouns, adjectives, pronouns and numerals in both the singular and the plural. They are formed for every gender – animate masculine, inanimate masculine, feminine and neuter. They are marked by numbers from 1 to 7 and named by the international terms originated in Latin (1 – nominative, 2 – genitive, 3 – dative, 4 – accusative, 5 – vocative, 6 – locative, 7 – instrumental). For identification of the cases there is a question test, and sample paradigms of forms, being taught to pupils at elementary schools, exist.

The conception of case in English is much simpler in comparison to the complex Czech case system. Modern English has lost much of the inflectional morphology inherited from Old English and is now being given as the example of an analytic language. However, English is not totally analytic. In 1985 Quirk, Greenbaum, Leech, and Svartvik stated that there are two cases of nouns – the unmarked common case (e.g. *girl* in the singular, *girls* in the plural) and the marked genitive case (e.g. *girl's* in the singular, *girls'* in the plural); and three case forms of personal pronouns – subjective (*I*), objective (*me*) and genitive (determinative *my* and independent *mine*) (p. 318, 336).

Dušková (2012) advocated the term *adnominal case* instead of *genitive* for nouns, for the reason that genitive has lost some of its functions and in contemporary language it can only determine or modify nouns. According to her, possessive pronouns do not belong to the English pronoun case paradigm and thus there are only two cases of pronouns (p. 88).

2.2 Characteristics of the Dative in the Czech Language

The dative case is the third one from the seven cases. The question for the dative is *to whom, to what?* Its name originated from Latin *casus dativus*, meaning “the case of giving”. Dvořák (2016) described the Czech dative as the example of an inherent case, i.e. the case conveying particular semantic role (e.g. a receiver or a place). The semantic roles of the dative will be described later in this thesis.

A nominal phrase in the dative can be an obligatory complement (1) to some verbs (*pomoci někomu / help somebody, dát někomu něco / give somebody something*), to some adjectives (*věrný někomu / faithful to somebody*) or to some propositions (2) (*k někomu / to somebody, naproti něčemu / opposite something*); or it can be an optional part (3) of a verb phrase (*zpívat někomu / sing to somebody, rozbít někomu něco / break somebody's something*). Thus the Czech dative case can be either bound (1,2) or free (3), or either plain (1,3) or prepositional (2).

The main syntactic function of the dative is an indirect object (*Dej mi tu tužku. / Give me the pencil*). However, it can also be an adverbial (*Šla k oknu. / She went to the window.*) or a postmodifier (*slib bratrovi / a promise to brother*). The primary preposition for the dative of type (2) is *k / to*; then there are non-original prepositions *kvůli / due to, vůči / towards (to, against), (o)proti / compared to (against), naproti / opposite, navzdory / despite, vstříc / towards*; and the compound prepositions containing the preposition *k / to*, e.g. *vzhledem k / on account of, se zřetelem k / with regard to, v poměru k / in relation (proportion) to, čelem k / facing sth* (Dvořák, 2016).

2.3 Semantic Roles of the Czech Dative

Beside the traditional grammatical approach to cases, focusing mainly on the morphological aspect of forming the cases by the inflection (declension), the

semantic approach, describing the semantic roles of the cases has newly appeared (Dušková, 2012, p.88). Names and classification of the semantic roles of the dative case slightly differs in the works of various authors. In the following chapters, the conceptions of three authors will be presented: 1) Havránek and Jedlička in *Česká mluvnice* (1963), 2) Janda and Clancy in *The Case Book for Czech* (2006) and 3) Dvořák in *Nový encyklopedický slovník češtiny* (2016).

2.3.1 Havránek and Jedlička's Approach

Havránek and Jedlička (1963) described the semantic roles of the dative in not a very detailed way. The bound dative expresses the direction or the aim of an action (*odporovat zlu / to resist evil, dát knihu bratrovi / to give the book to brother*). Regarding the free dative (i.e. not governed by a verb), they only distinguished the dative of benefit (*dativus commodi*) as well as the dative of detriment (*dativus incommodi*), and the dative of communicativeness (the ethical dative).

Dativus commodi indicates to whose benefit is something happening (*Sbírám dětem jahody. / I am picking strawberries for children.*) while *dativus incommodi* conveys to whose disadvantage something is happening (*Sebral mu jeho oblíbenou hračku. / He took away his favourite toy.*). The ethical dative shows the speaker's interest in what is happening (*To vám byla krása! / What a beauty it was!*) (p. 126 - 127).

2.3.2 Janda and Clancy's Approach

The Case Book for Czech offers a specific view on the Czech dative case (as well as the other cases) since it is written as a study book for those learning Czech as a foreign language and constantly compares the Czech and English language. For that reason, it is a very practical material containing a large number of examples from the real sources (Czech literature, films, news, etc.). The book is almost solely focused on the semantics of the cases as it is more important for better understanding of how and when to use each case, rather than memorising the appropriate suffixes.

To introduce the Czech dative case, Janda and Clancy (2006) stated,

“There are three basic meanings to the dative, all of which involve the dative’s capacity to interact with its surroundings. The first two meanings are relatively passive, involving receiving or losing objects (DATIVE: A RECEIVER) and absorbing experiences (DATIVE: AN EXPERIENCER), whereas the third one is relatively active, involving exerting equal, superior, or lesser strength in relation to something else (DATIVE: A COMPETITOR). These three meanings are not entirely separate and discrete. Instead they overlap in significant ways because they are so closely related to each other” (p. 62).

Each of these three basic semantic roles comprises several sub-roles. Thus there are five types of a receiver, seven types of an experiencer and four types of a competitor. A brief characteristics and examples of each type follow.

2.3.2.1 The Dative: a Receiver

Receiver 1 – The indirect object:

The transfer of something from one person or a thing to another is the basis for this semantic role. The person or the thing that receives is marked with the dative. There are many verbs in Czech expressing the process of giving, whether in the literal or metaphorical meaning.

*“Dám **ti** půlku svých peněz, když **mi** dáš tu roli v novém filmu,“ usmála se hvězdička.*

*“I’ll give **you** half my money if you give **me** that role in the new film,” smiled the star.*

*Jarní slunce dodává **chaloupce** malebnost.*

*The spring sun adds picturesqueness to **the farmhouse** (Janda & Clancy, 2006, p. 62-66).*

Receiver 2 – Indirect objects without direct objects:

Many verbs conveying the transfer of communicative signals or money do not take direct objects in Czech.

*Prezident Havel **sportovcům** pogratuloval a poděkoval **jim** za vzornou reprezentaci vlasti.*

*President Havel congratulated **the athletes** and thanked **them** for their exemplary representation of the country.*

*Za provedené služby **stavební firmě** zaplaťte až po důkladné kontrole provedené práce.*

*Pay **the building company** for services rendered only after the completed job has been checked thoroughly (Janda & Clancy, 2006, p. 69 – 70).*

Receiver 3 – Giving the self:

Instead of giving something to the receiver, the subject can present itself. The Czech verbs with the reflexive pronoun “se” are usually connected with this type of dative.

*Již několik let se v rámci svých nadací věnuje **handicapovaným dětem**.*

*For several years already in connection with his foundation he has been dedicating himself to **handicapped children**.*

*Od té chvíle se **myšlence** na emigraci oddal celou duší.*

*From that time on he devoted himself to **the idea** of emigration with all his soul (Janda & Clancy, 2006, p. 73 – 74).*

Receiver 4 – Indirect objects with ‘take’:

The dative so far was the receiver in the process of giving. This type is the opposite – it is the loser in the process of taking away.

*Občas **mi** ukradnou bicykl.*

*Occasionally they steal **my** bicycle.*

*Stoletá voda v roce 1985 zničila domy téměř **všem obyvatelům** vesnice Troubky.*

*The hundred-year flood of 1995 destroyed the houses of nearly **all the residents** of the village of Troubky (Janda & Clancy, 2006, p. 75 – 77).*

Receiver 5 – Taking the self:

Instead of “give oneself to” now there is the opposite meaning “take oneself from”. The dative of this type is connected with verbs expressing various kinds of escape, loss, or estrangement.

***Nevyhnutelným konfliktům** se společnost nesmí vyhýbat.*

*Society must not try to avoid **inescapable conflicts**.*

*Na okamžik ztuhl, ochromen čímsi nepoznatelně silným, ale pak se **té síle** vymanila
vyběhl za tím jemu nejdražším hlasem.*

*For an instant he stiffed up, paralyzed by something inconceivably powerful, but
then he freed himself from **that power** and ran after the voice that was most dear to
him (Janda & Clancy, 2006, p. 77 – 78).*

2.3.2.2 The Dative: an Experiencer

Experiencer 1 – Benefit:

Here someone gets only an experience of something, instead of getting or losing something. In this case, the experience is good and brings benefit.

***Pražskému týmu** kuchařů se podařilo připravit 2125 palačinek.*

***The Prague team** of cooks managed to prepare 2125 pancakes.*

*Příznivé počasí **nám** dovolilo ukončit stavbu před termínem.*

*The favorable weather allowed **us** to finish construction before the deadline (Janda & Clancy, 2006, p. 78 – 82).*

Experiencer 2 – Benefit for the self:

The dative pronoun “si” with the verbs implying self-indulgence or enjoyment is often used in Czech.

*Hezky **si** užijte konec léta.*

Enjoy the rest of the summer!

*“**Moji chlapi**“ **si** zajezdili na horských kolech z půjčovny hotelu, já jsem si raději
poležela na sluníčku.*

*“**My boys**” enjoyed going for a ride on mountain bikes from the hotel rental office,
but I instead enjoyed laying around in the sun (Janda & Clancy, 2006, p. 82 – 84).*

Experiencer 3 – Harm:

It is the opposite meaning of benefit, meaning the experience is unpleasant, bad, or harmful.

*Zakázali **mi** jet do zahraničí.*

I was forbidden to go abroad.

*Otec býval prchlivý, často se tak rozzuřil, že zbil matku, a když nabil **mamince**, namlátil obyčejně i **nám**.*

*Father was hot-headed, often he would get so enraged that he beat mother up, and when he beat up **mom**, he usually thrashed **us** too (Janda & Clancy, 2006, p. 86 – 89).*

Experiencer 4 – Possession:

When talking about events directed toward body parts, this type of the dative can usually express the possession of the body part. In the case when someone is doing something to their own body (e.g. hygiene, or an accident), the use of the dative pronoun “si” is mandatory.

*Zlomil **jí** ruku.*

*He broke **her** arm.*

*Sliny se **mu** sbíhaly a kouř valící se z mokrého dřeva **mu** vehnal slzy do očí.*

***His** mouth was watering, and the smoke pouring from the wet wood brought tears to **his** eyes.*

*Každou neděli jsme se museli podrobit stejnému rituálu: vykoupat se, umýt **si** hlavu, vyčistit **si** zuby, ostříhat **si** nehty.*

*Every week we had to submit to the same ritual: take a bath, wash **our** heads, brush **our** teeth, and cut **our** nails (Janda & Clancy, 2006, p. 89 – 90).*

Experiencer 5 – Age, environment, emotions, and need:

When expressing the age, the exposure to environmental or emotional conditions, the feeling of indifference, and need, the dative case is used in Czech.

*Je **mu** dvacet let.*

***He** is twenty years old.*

*Je **mi** zima.*

***I** am cold.*

*Je **nám** to líto.*

***We** are sorry for that.*

*To **nám** může bejt celkem jedno, pane Louka.*

*That won't matter to **us**, Mr. Louka (Janda & Clancy, 2006, p. 91 – 92).*

Experiencer 6 – Beneficiaries and victims:

This use of the dative is frequent with the verb “stávat se“ (happen).

*Občas se **nám** stávalo, že v podniku, kde jsme se sešli a pustili písničky na přenosném gramofonu, začali lidé reagovat, tančit a děkovat.*

*It occasionally happened to **us** that in the establishment where we gathered and played songs on a portable record-player people began to react, dance and say “thank you”.*

Then there are actions that can be done for someone’s benefit.

*Tak **mi** je pojd’ najít, ty chytrá!*

*Then come and find them for **me**, you smart-alec!*

The Czech pronoun “se” can be added to some verbs to describe how the person is experiencing the action.

*Jak se **ti** chodí v těch nových botách?*

*How do **you** like walking in those new shoes?*

*Nechtělo se **mu** daleko od lidí.*

***He** didn’t feel like being far from people (Janda & Clancy, 2006, p. 92 – 94).*

Experiencer 7 – Alleged beneficiaries and victims:

This type of the dative is commonly called the ethical dative. It differs from the other types, as it is not a grammatically required sentence element. It can be used when the speaker wants to attract the hearer’s attention, or to express aggression or solidarity.

*Pustila jsem dceru na hory, a ona **ti** si **mi** zlomila nohu!*

*I let my daughter go to the mountains, and, **you know what**, she broke her leg **on me!***

*Tak vy jste se **nám** oženil, pane Louka!*

*So you got married **on us**, Mr. Louka!*

*Ty zlé děti **nám** rozbily hračky, vid’?*

*Those naughty children broke **our** toys, didn’t they? (Janda & Clancy, 2006, p. 95).*

2.3.2.3 The Dative: a Competitor

The key feature of the dative item is that it has the potential to act. Grammatically, it can become the subject of a sentence that is usually in the nominative case. The use of the dative - competitor exploits the comparison between the nominal item and the dative item. The dative item is in a competition with the nominative item. The two items can be in a symmetrical relationship as equal competitors, or one can be stronger than the other in the relative forces they exert.

Competitor 1 – Matched forces:

It indicates the equal competitor. Many verbs, several adjectives and prepositions express the meaning of roughly equally matched forces.

Pokud jde o McDonalda, shodli jsme se s Martinem, že jejich hamburgery se řízku nevyrovnají, ale hranolky mají docela dobré.

*Concerning McDonalds, Martin and I agreed that their hamburgers are no match for **a cutlet**, but their French fries are pretty good.*

*Už **vám** někdo řekl, že jste podobný **poslanci Ivanu Pilipovi**?*

*Has anyone ever told **you** that you look like **Ivan Pilip, the member of parliament**?*

*Díky nadměrnému užívání antibiotik jsou mnohé bakterie vůči **běžným antibiotikům** rezistentní.*

*Due to the excessive use of antibiotics, many bacteria are resistant to **common antibiotics** (Janda & Clancy, 2006, p. 96 – 99).*

Competitor 2 – Submission:

The dative has some kind of advantage over the nominative. Verbs conveying trust, obedience, surprise, amazement, obsession, or envy signify submission or inclination.

*Děti školního věku se musí ve třinácti letech podrobit **povinné lékařské prohlídce**.*

*At age thirteen, school-age children must submit to **a mandatory medical examination**.*

České armádě důvěřuje 56% občanů České republiky.

56% of the citizens of the Czech Republic trust **the Czech Army** (Janda & Clancy, 2006, p. 99).

Competitor 3 – Prepositions expressing inclination/submission:

The only two Czech prepositions, “k” (to, toward, for) and “kvůli” (because of, for the sake of) describe a relationship subordinate to the dative - competitor. The meaning of the “k” is noticeably complex, expressing human or non-human destinations, tendencies, purpose or relationships, belonging or adding, and is also used in numerous idioms.

*Radikálně levicoví voliči pochopitelně přešli ke **komunistům**.*

*Of course the radical left voters have gone over to **the communists**.*

*Čeští žurnalisté jsou v převážné většině lhostejní ke **svým oprávněným nárokům** ve vztahu k zaměstnancům.*

*The vast majority of Czech journalists are apathetic concerning **their legitimate rights** in relation to their employers.*

*V roce 1998 se jeho pozice na japonském ministerstvu financí zatřásla kvůli **korupčnímu skandálu**.*

*In 1998 his position at the Japanese ministry of finances was shaken up because of **a corruption scandal** (Janda & Clancy, 2006, p. 101 – 106).*

Competitor 4 – Domination:

In this case, the nominative is superior and dominates the dative.

*Vznikají společnosti, které hodlají dominovat **světovému filmovému průmyslu** a zejména Hollywoodu.*

*Companies are appearing which intend to dominate **the world film industry** and Hollywood as well.*

*Koupil jsem si elektrickou kytaru, snažil jsem se s ní zaimponovat **holkám**, jenže je to nezajímalo.*

*I bought myself an electric guitar and tried to impress **girls** with it, but that didn't interest them (Janda & Clancy, 2006, p. 106 - 107).*

2.3.3 Dvořák's Approach

Nový encyklopedický slovník češtiny (The New Encyclopedic Dictionary of the Czech Language) is the latest work of those used in this theses. Regarding the semantic roles of the dative, Dvořák's approach is analogous to Janda and Clancy's one, with slight differences in classification and naming. Firstly, Dvořák distinguishes the bound and the free dative, according to the Czech linguistic tradition. Then she classifies the semantic roles of each of these two basic types of the dative. These roles are described in the following chapters.

2.3.3.1 The Semantic Roles of the Bound Dative

The bound dative is connected to verbs expressing the activity in which some kind of a recipient is needed. A recipient is someone or something who literally receives something, or to whom the activity is directed or intended. The dative then is marked with the semantic role of **a recipient**: *pomáhat někomu/to help somebody*, *důvěřovat někomu/to trust somebody*, *blahopřát někomu/to congratulate to somebody*, *ublížit někomu/to hurt somebody*, *být někomu věrný/to be faithful to somebody etc.*

There are many ditransitive verbs (i.e. verbs requiring both direct and indirect object) conveying the activity that is addressed to somebody, regardless the recipient is aware of that activity or not: *dát někomu něco/to give somebody something*, *přidělit někomu něco/to assign somebody something*, *odpustit někomu něco/to forgive somebody something*, *závidět někomu něco/to envy somebody something etc.* The significant subgroup of verbs here are the verbs expressing the transfer of information or instruction: *říci někomu něco/to tell somebody something*, *vysvětlit někomu něco/to explain something to somebody*, *zakázat někomu něco/to forbid somebody to do something etc.*

The meaning of the prepositional dative derives from the meaning of the particular preposition to which it is related. The primary preposition "k" (to) indicates the meaning of the direction, namely towards a place (*jít ke škole/to go towards the school*), time (*odejít k ránu/to leave in the small hours*), degree (*najíst se k prasknutí/*), or regard (*přirovnat k něčemu/to compare to something*). The

secondary prepositions can convey the cause (*kvůli něčemu/*due to something), concession (*navzdory něčemu/*despite something), regard (*zaujatý vůči komu/*biased against somebody), place (*naproti nádraží/*opposite the station), direction (*jít naproti komu/*go to meet somebody), and others (Dvořák, 2016).

2.3.3.2 The Semantic Roles of the Free Dative

The free dative can have one of the four semantic roles: a beneficiary, an experiencer, a possessor, and an attitude holder.

Beneficiary:

The beneficiary denotes someone to whose benefit something is happening. The beneficiary dative is sometimes referred to as *dativus commodi*: *přečíst někomu pohádku/*to read a fairytale for somebody, *pohlídat někomu psa/*to look after somebody's dog, *zazpívat někomu/*to sing to somebody etc. (Dvořák, 2016).

Experiencer:

The experiencer is someone who is affected by an action (sensually or emotionally): *mávat někomu/*to wave to somebody, *pochválit někomu oblečení/*to compliment somebody on their clothes, *být někomu malý/*to be too small for somebody etc.

The so called malefactive, i.e. someone is harmed or loses out by an action, also belongs to the group of the dative experiencers. This type of dative is sometimes referred to as *dativus incommodi*: *ujet někomu/*to drive away from somebody, *rozbít někomu fotoaparát/*to break somebody's camera, *zabít někomu matku/*to kill somebody's mother etc. (Dvořák, 2016)

The difference between the beneficiary and the malefactive is often obvious only with the context in Czech. Thus the sentence “Vzala dětem hračky“ can mean either she took the toys for the children (beneficiary), or she took the toys from the children (malefactive). In English, the meaning can be distinguished by different prepositions (for x from). In Czech, only the beneficiary meaning can be replaced by the prepositional phrase „pro děti/for the children“ (Dušková, 2012, p. 435).

Possessor:

The meaning of possession is mostly included in the semantic role of an experiencer (like in Janda and Clancy). That is why Dvořák separates this meaning of the dative only for the cases when the dative is inanimate: *Otřela všem rostlinám v bytě listy od prachu/She wiped the dust off all the plants' leaves in the flat* (Dvořák, 2016).

Attitude holder:

Sometimes referred to as the ethical dative or the dative of communicativeness, it expresses the attitude of a speaker to what is being said and is not considered to be a sentence element. It is expressed by the personal pronouns in the first or the second person both singular and plural.

No to je mi ale náhoda! My, what a coincidence!

Já vám jsem o tom přemýšlela i v noci. You know, I kept thinking about it even at night.

Erika ti měla kouli z chemie! Hey listen, Erika got an F in Chemistry!

Within this type of dative three sub-types can be specified: the emotional dative, the contact dative, and the dative of interest. However, it can be difficult to identify each type, as their specific meanings usually overlap (Dvořák, 2016).

2.4 The Means of Expressing the Czech Dative in English

Many examples of the means that English use to express the Czech dative have been presented in the examples so far. The aim of this final chapter of the theoretical background is to sum up all the previous points and present the overview of the means of realisation of the Czech dative in English.

As already mentioned before, the only remnants of the inflection in English are the common and adnominal case of nouns, and the three case forms of personal pronouns. From these, the adnominal case of nouns, the possessive pronouns and the objective form of personal pronouns are used to express the Czech dative case. The position of a noun phrase in a sentence is another way of conveying the dative. Prepositions are also used for that purpose. The most common examples are *to, for,*

and *from*. Sometimes the structure of an English sentence is completely different from the one in Czech to express the dative or there are some peculiar means, e.g. in some idiomatic structures or for the ethical dative. Last but not least, some forms of the Czech dative simply cannot be (or needn't be) created in English.

2.4.1 The Indirect Object

The frequent way of expressing the dative relationship in English is the indirect object. It conveys the second participant in an action beside the direct object. Its main semantic role (a recipient) implies that it can be expressed only by a noun or a pronoun. Its formal position in a sentence is before the direct object (with ditransitive verbs): *He gave me the book*. It often alternates with the prepositional object, placed after the direct object: *He gave the book to me*. In the position after the direct object, the preposition is obligatory. The preposition is also used when the indirect object is separated from the direct object by another sentence element, e.g. in questions or the relative sentences: *What have you done to your brother? I don't know what to buy for my wife*.

The indirect object alternating with the prepositional object with "to" follows the verbs like *assign, bring, cause, deal, deny, do, give, grant, hand, leave, lend, offer, owe, pass, pay, promise, sell, show, throw, wish* etc. The indirect object alternating with the prepositional object with "for" follows the verbs like *buy, bring, build, call, change, make, do, get, find, leave, save* and others. Some verbs do not have the alternative prepositional phrase, like *envy, forbid, forgive, refuse, strike* etc. When indicating that something is being taken from somebody, the dative is expressed with the preposition *from* (Don't take toys from your younger brother / Neber svému mladšímu bratrovi hračky)

Not only ditransitive verbs but some others, like *believe, congratulate, help, prevent, threaten, trust, understand* etc. are followed by the indirect object corresponding to the Czech dative (Dušková, 2012, p. 433 - 434).

2.4.2 The Prepositional Object

Depending on the verb valency, the dative can be expressed not only by the direct object but also by the prepositional object with "to", like with the verbs

belong, bow, complain, confess, contribute, dedicate, explain, happen, occur, introduce, lease, lie, mention, narrate, propose, suggest, say, submit etc. The animate participant is often omitted: *I can't explain it / Nemohu (vám) to vysvětlit. May I introduce my cousin? / Mohu vám představit svého bratrance?* (Dušková, 2012, p. 436 - 437).

2.4.3 The Free Dative

Dativus commodi

To express that something is happening to somebody's benefit the preposition "for" is commonly used: *He opened the door for me / Otevřel mi dveře. I'll go to the post office for you / Dojdu ti na poštu.*

Dativus incommodi

To identify somebody who is affected badly by the action the preposition "on" is frequently used: *She ran out on him / Utekla mu. He shut the door on me / Zavřel mi (přede mnou) dveře.* Rarely, the preposition "for" can be used: *That dog of yours has ruined a shoe for me / Ten váš pes mi zničil botu* (Dušková, 2012, p. 438).

Possessive dative

The possession is commonly expressed by possessive pronouns or the adnominal case of a noun in English: *He squeezed the girl's arm / Stiskl dívce paži. She broke her leg / Zlomila si nohu* (Dušková, 2012, p. 97).

The dative of regard

The content of the utterance stands with regard to somebody. The preposition "to" is used to create this type of free dative: *It is all the same to her / Je jí to jedno. He is polite to his stuff / Je ke svému personálu zdvořilý.* (Dušková, 2012, p. 97, 438).

The ethical dative

As for the ethical dative, there are no similar structures in English. There is no structural way to express emotions, like in: *To je mi pěkný pořádek x This is a nice*

state of things. However, it can sometimes be expressed by different means, for instance an intonation, or some lexical means, like in: *Tomu tak na tom záleží!* / *A fat lot he cares about that!* To attract the speaker's attention, phrases like *you know, you see, you know what* are used: *You see she turned pale as if she were going to faint* / *Ona vám zbledla, jako když jdou na ni mdloby* (Dušková, 2012, p. 97, 539).

Some other ways of expressing the ethical dative are shown in the examples in the previous chapters describing this type of the dative.

2.4.4 Different Sentence Structures in English and in Czech

As Janda and Clancy (2006) explained, "In Czech, as opposed to English, people see themselves as subject to atmospheric, temporal, and emotional factors in their environment, since being hot, twenty years old, and sad are all things that happen to people as dative-experiencers, rather than characteristics of them, as in English (p. 108).

For that reason, the sentences are constructed differently in Czech than in English: *My brother is ten* / *Mému bratrovi je deset*. *She is sad* / *Je jí smutno*. *He is sorry for that* / *Je mu to líto*. The similar situation is with the verb *like*: *I don't like it* / *Nelíbí se mi to*. *He likes beer* / *Pivo mu chutná*.

Furthermore, many Czech idiomatical phrases with the dative must be translated using the other ways: *jde mu o...* / *he is concerned about*, *být k nevydržení* / *become unbearable*, *být spíše k pláči než k smíchu* / *to be more sad than funny*, *k havárii došlo* / *the accident took place*, *nedošlo k žádným velkým překvapením* / *there weren't any big surprises*, *být k mání* / *be available*, *přiznat se k něčemu* / *admit that* etc. (Janda & Clancy, 2006, p. 104 – 106).

2.4.5 Omission of the Czech Dative in English

Sometimes English simply does not express the Czech dative at all. The Czech dative pronoun "si" (only in some of its meanings) is a typical example. There are four verbs in Czech meaning "take a position" which require "si": *dřepnout si* / *squat*, *sednout si* / *sit down*, *lehnout si* / *lie down*, *stoupnout si* / *stand up*. English has no means of expressing it: *Dřepni si někde na bobek a přestaň otravovat!* / *Go squat somewhere and stop being a pest!*

There are many Czech verbs containing this non-translated “si”: *odpočinout si/rest, stěžovat si/complain, povzdechnout si/have a sigh, pospíšit si/hurry up, dovolit si/be able to afford etc.* (Janda & Clancy, 2006, p. 83 – 84).

Other examples of sentences where the Czech dative case is not expressed at all will be presented in the practical part of this thesis.

3 ANALYSIS

3.1 Sources and the method of research

Since the thesis focuses on the ways of expressing the Czech dative in English, the analysis of specific examples of that case and their English translations must be integral to it. Although many examples can be found in the works of reference, they cannot be sufficient to present the real language and how it works. For that reason, two works of contemporary literature and their English translations were chosen as the sources of excerpts.

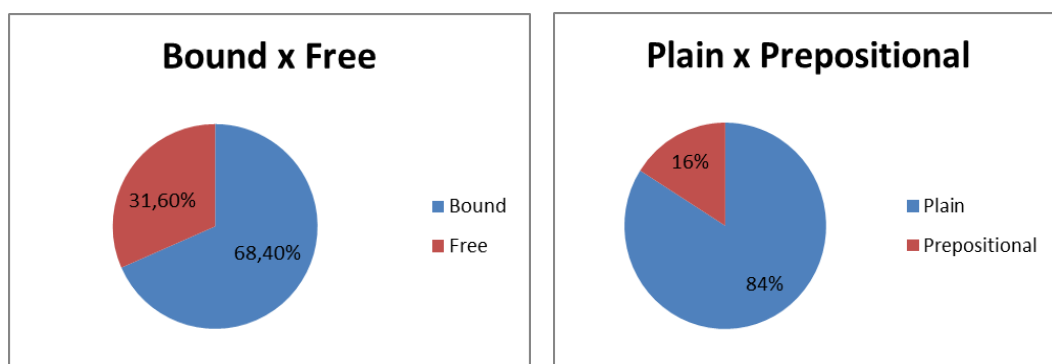
The first one is *Báječná léta pod psa* by Michal Viewegh and its translation by David Short called *Bliss was it in Bohemia*. The second one is *Žert* (The Joke) by Milan Kundera. As for its translation, no particular name of a translator is given in the 1992 edition, just the name of the publishing house. However, in the author's note at the end of the book you can find some interesting information about the history of the translation. In brief, Kundera was not satisfied with the previous translations, so he co-worked actively on this fifth (and the last, according to his own words) version. The books were chosen partly on the ground of my interest and partly on the ground of availability, as the choice of the Czech authors translated into English is not as wide as the English authors translated into Czech.

Regarding the content of the books, they both narrate the stories from lives of ordinary people and although Kundera's style is somewhat more complicated, I think the language of both books reflects the real language as it is commonly spoken quite well and serve as a rich source of various means of realization of the Czech dative case.

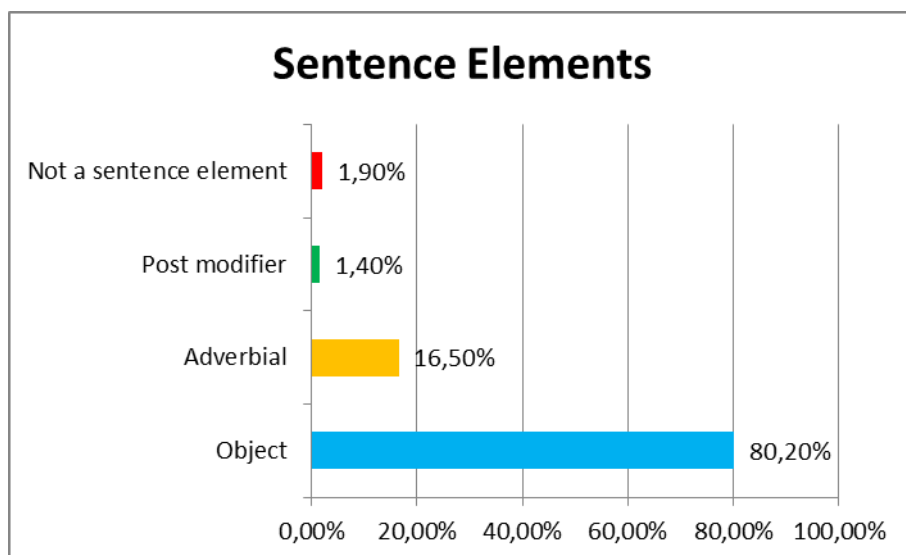
The excerpts were manually taken out of the books and then identified, classified and analyzed from different points of view, including grammatical forms, parts of speech, sentence elements, semantic roles and means of translation. 205 excerpts were taken out for the analysis. Some of them contain more than one word phrase in the dative, thus 212 examples of the Czech dative case and the same number of their English translations are provided in total. The complete list of excerpts can be found in the Appendix. The results of the analysis, provided with charts and illustrated with particular examples (in parentheses and numbered as in the appendix), will be presented in the following chapters.

3.2 The Analysis of the Czech Excerpts

At first, the Czech excerpts were analyzed to identify all the characteristics of the Czech dative case as described in the theoretical background. The aim was to detect whether the dative is bound or free, plain or prepositional, what sentence element it is and what is its semantic role. Two more characteristics were added – whether it is expressed by a pronoun or a noun, and whether it is animate or inanimate.

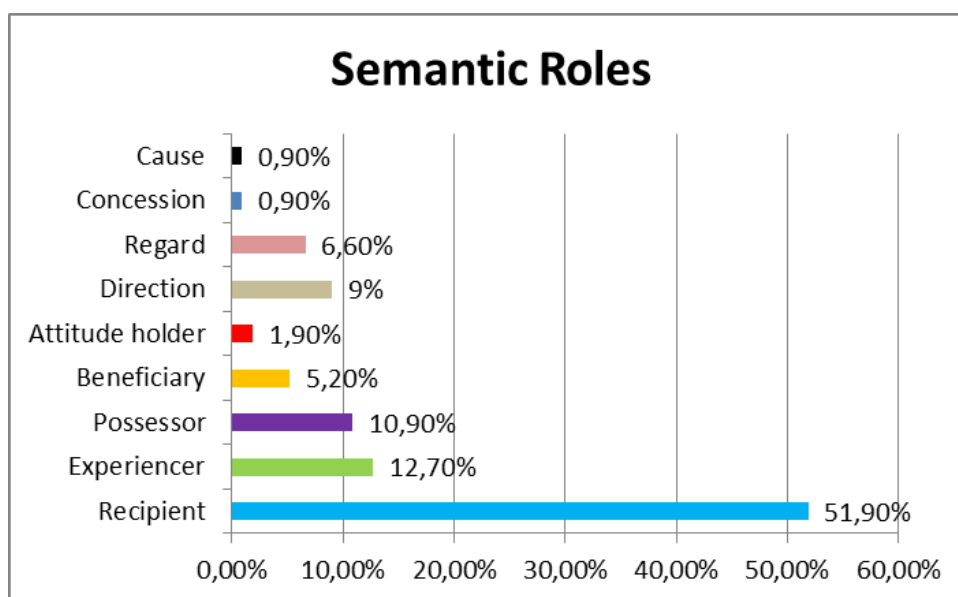


145 of 212 Czech datives are bound which means they are obligatory complementation of (or, in other words, are governed by) a verb (72 - *Volal jsi Františkovi?* 198 – *Markéta se mi stále vyhýbala*), a preposition (99 - *Zdvihl oči k diplomům a plaketám na zdi*, 158 - *tento týden se ke mně zase začal chovat jako kdysi dávno*), or an adjective (125 - *podobná vojáku se starodávnou helmou*). 67 of 212 datives are free which means they are only facultative complementation of a verb (52 – *Až mi něco přečteš!*). Vast majority (178 of 212) of the Czech datives are plain which means without prepositions (135 – *zdálo se mi, že...*, 174 - *a sama jsem manželovi nevěrná*). Only 34 Czech excerpts contain the examples of the prepositional dative (117 - *Kvidův otec byl vůči invektivám své ženy už dávno imunní*, 128 – *a pak jsem se k němu otočil zády*).



From the syntactical point of view, the Czech dative can be an object, an adverbial, a post modifier, or not a sentence element at all. The vast majority (170 of 212) of the Czech datives function as an object in a sentence (2 – *se trpělivě snažila **jejímu rozmaru** vyhovět a přislíbila **jí**, že...*, 127 – *protože se **mi** v mém rodišti udály věci dobré i zlé*). The second most frequent sentence element is an adverbial. Adverbials are the prepositional datives (13 – *který se konečně **k rodičce** prodral*, 74 – *Zeptal jsem se otce, proč mám jediným trhnutím zpřetrhat všechna citová pouta, která jsem si **vůči Praze** vytvořil*). Only 3 examples of the dative as a post modifier have been found amongst the Czech excerpts (124 – *Toto je moje poslední oběť **bohům** kariéry*, 175 – *ne z nenávisti **k nim***, 188 – *můj dobrý poměr **ke státu***).

4 examples of the ethical dative have been identified in the Czech excerpts. The ethical dative is not determined as a sentence element (68 – *“O tom svazákovi,” řekl dědeček s nezměrným pohrdáním, “**mi** radši nemluv.”*, 133 – *ted’ jsem už jen trnul, jestli se **mi** znovu neoženil*).



The identification of the semantic roles is essential for understanding the real meaning of the Czech dative – when and for what purpose it is used. The analysis has also shown that there is a certain connection between the semantic roles of the Czech dative and its translations into English (this will be explained later in this thesis). Since the classification and naming of the semantic roles slightly differs from author to author (see the theoretical background), for the purpose of this analysis the following names of the semantic roles will be used: a recipient (including the process of giving AND taking as well), an experiencer, a possessor (typically used with the body parts), a beneficiary, an attitude holder (i.e. the semantic role of the ethical dative), and the four semantic roles of adverbials – direction, regard, concession and cause. These are not all the existing semantic roles of the dative but only the ones identified in the 212 examples from the excerpts.

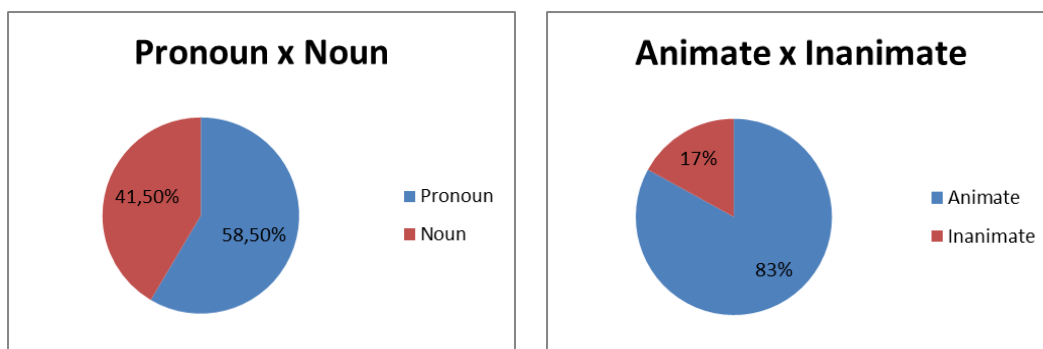
Approximately a half of all the examples (110 of 212) have the semantic role of a recipient (6 – *svému mladšímu bratrovi se po letech kupříkladu snažil namluvit, že...*, 34 – *já a můj psychiatr jsme jí to nikdy neodpustili*, 190 – *nebo se přímo vysmívat všem jejím názorům*). Thus, this is by far the most frequent role of the Czech dative.

The second most frequent semantic role is an experiencer (27 of 212). The experiences can be positive (33 – *nakonec se **ji** to skutečně povedlo*) or negative (61 – *začal se snažit, aby se **mu** po andulkách take stýskalo*). The semantic role of a possessor has the similar number of examples (23 of 212). The majority of them are connected to body parts but there are some other items possessed as well (63 – *oči **mu** plály*, 149 – *jak **mi** roztírají po kůži mýdlový krém*, 22 – *hnali nazpět, aby **jim** někdo nezasedl místa*).

The semantic role of a beneficiary has been identified in 11 of 212 examples (70 – *běžela **jim** otevřít*, 80 – *Když se chce převléknout, musím **jí** postavit bunkr z matrací*).

An attitude holder is a semantic role of the ethical dative. Four examples has been found (two examples are given in the Sentence Elements section, the other two left are 65 – *Nedělej mi z toho porno*, 100 – *Přihlaš se **mi** na ten VUML a já ti ten byt dám*).

The remaining four roles are the semantic roles of adverbials. The direction (or place) is the most frequent with 19 examples of 212 (18 – *pokynul **směrem ke koženému křeslu***, 134 – *šel jsem přímo **proti němu***). A bit less frequent is the semantic role of regard with 14 examples of 212 (81 – *Je to docela pěkná provinční dívka, jakkoli je plná naivních předsudků **vůči metaforickému vyjadřování o obezitě***, 66 – *v poměru **k zaparkovaným automobilům** se zdály chlapci hrozivě velké*). Two examples of concession (154 – *navzdory **hlasu***, 12 – *navzdory **svému odhodlání***) and two examples of cause (39 – *zřejmě **kvůli té tašce s masem**, co jsem mu ji měl hodit do kufru*, 186 – *už **kvůli Zdeničce***) have been identified.



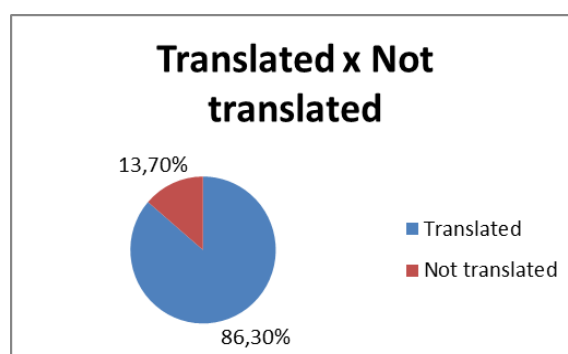
To complete the analysis of the basic characteristics of the Czech dative, the means of realization have been detected. 124 of 212 Czech datives are expressed by personal pronouns in the morphological form of the dative. 88 examples are realized by nouns or noun phrases.

The Czech dative case denotes the participants in the processes of giving, taking, experiencing, possessing etc. Not surprisingly, the vast majority (176 of 212) of the datives are animate, since the processes mentioned are much more likely to have human participants rather than inanimate ones.

3.3 The Analysis of the English Translations

The analysis of the English excerpts has been done in a different way than the analysis of the Czech excerpts. There are two main reasons for that. Firstly, the analysis cannot be carried out analogously to the analysis of the Czech datives, since not every dative translated into English remains the dative in English. In other words, different cases and different means are often used in the English translations and sometimes there is no translation at all. Secondly, the aim of this thesis is to present how the Czech dative can be translated into English and this should be the main point of the analysis of the English excerpts.

The first result of the analysis, shown in the chart, is that there are 29 examples of 212 Czech datives which are not translated into English at all. The Czech pronoun “si”, mentioned in the theoretical background is an example (*101 – A běž*



si tam hned zatopit, jinak ti tam popraskají trubky! / *Get along there right away and put the heating on, otherwise the pipes'll burst!*). Sometimes the context do not require to translate everything (24 – *babička je měla natolik ochočené, že mohla klidně nechávat otevřené okno, aniž by jí ulétly* / *Grandma had her budgerigars so well trained that she could leave the window open and they wouldn't fly away*). Sometimes the English language has completely different means of expressing something (104 – *Tak ke stolu!* / *Dinner!*, 178 – *Vůbec mi to nešlo* / *It just wasn't right*). As for the ethical dative, it is also not always translated, since there is no suitable equivalent in English (133 – *ted' jsem už jen trnul, jestli se mi znovu neoženil, protože to...* / *I was a little nervous; if he had remarried, it...*). In some cases, the Czech dative could be perfectly translated in my opinion but the translator simply chose not to do it for some reason (140 – *Pochválil jsem Kostkovi pokoj* / *I praised the setup*).

From the 212 examples of the Czech dative, 183 has been translated into English. While analyzing these, several ways of translating has been discovered, which follow some rules and can be divided into 10 groups. The description and examples for each follows, in the descending order according to frequency (with the exception of the last group, which is out of this order, but logically placed at the end).

1st group (18%) - no prepositions both in Czech and English, identical translations:

7 – věř **mi** / believe **me**

12 – aby **mladé mamince** předaly něco ze svých zkušeností / to give **the young mother** the benefit of their own experience

2nd group (15.8%) – the dative case in Czech – the nominative case (= the subject) in English:

50 – Jak myslíš, že se **mi** podařilo vystudovat? / How do you suppose **I** manage to get my degree?

157 – Vadit **jí** to nebude / **She** won't mind

3rd group (14.7%) – English translation in the form of possessive case:

21 – *vrádal se **jí** do hlasu jakýsi vyzývavě varovný tón / **her** voice was tinged with a kind of provocatively cautionary tone*

183 – *bušilo **mi** srdce / **my** heart was pounding*

4th group (12.6%) – no preposition in Czech – “to” in English, the same case:

44 – *Ona se bude klidně rekreovat zrovna v těch místech, kde nás navždy prodali **bolševikům!** / She actually fancies a holiday in the very place where they finally sold us **to the Bolshevik!***

77 – *bylo **mi** jasné / it was obvious **to me***

5th group (11.5%) – no prepositions both in Czech and English – different cases:

189 – *Snažil jsem se **jí** imponovat / I tried to impress **her** (accusative)*

41 – *to maso **mi** mimochodem něco připomíná / incidentally, that meat reminds **me** of something (accusative)*

6th group (6.6%) – identical prepositions both in Czech and English:

69 – *ke Kvidovu nemalému překvapení / to Kvido’s considerable surprise*

39 – *kvůli té tašce s masem / because of the bagful of meat*

7th group (6%) – different prepositions – different cases:

30 – *jak sklonil hlavu **k** červenobílému plovoucímu parníčku / as he bent his head over the little red-and-white steamer*

141 – *sedli jsme si pak **ke** stolku / then we sat up **at the table***

8th group (6%) – no preposition in Czech – preposition and different case in English:

60 – *Poněvač **nám** soudruh Brežněv vyhlásil válku! / ‘Cos Comrade Brezhnev has gone an’ declare war **on us!***

95 – *které **jí** byly trochu velké / they were slightly too big **for her***

9th group (0.6%) – no preposition in Czech – preposition (other than “to”) in English, the same case:

5 – *jak vzdoruje té obrovské černé tíze / holding out against the monstrous black burden*

10th group (8,2%) – other ways of translating:

85 – *Jaruška Macková se tomu smála / Jarka Macek found it funny*

119 – *ale oba se vyhýbali přílišnému vzpomínání na minulost / but both preferred not to think too much about the past*

3.4 The Connection between the Semantic Roles of the Czech Datives and their English Translations

In the last step of the analysis the semantic roles of the Czech datives and the ways of translation defined in the previous part were compared. This comparison has revealed that there is some connection between the semantic roles of the dative and its English translation. The connection lies in the fact that for each semantic role there is a way of translation (i.e. one or more groups from the previous chapter) that is used more often than the others.

The most obvious example is the Czech dative with the semantic role of a possessor. In the excerpts it is translated by only two of the ways described above, and 95% of all its examples are translated using the possessive case (i.e. 3rd group from the previous chapter).

For the dative in the role of an experiencer, the most frequent way of translating (68%) is using the nominative case (i.e. 2nd group). There are other ways of translating, nevertheless each of them used only in one or two examples.

The dative in the role of a receiver has the widest choice of translations, 8 groups of these described above. However, there are three of them which are used distinctively more often than the others. They are the identical translation with no prepositions (1st group), no prepositions but different cases (5th group), and no preposition in Czech but “to” in English (4th group) – 66% together.

Regarding the datives with the semantic roles typical for adverbials (direction, regard, cause, concession), the most common way of translating is using the

prepositions, either identical in both languages or different (6th and 7th group) – 74% together.

In the case of a beneficiary, finding any connection fails here, since there are five ways of translating (1st to 5th group), each of them used quite evenly.

4 CONCLUSIONS

The aim of this thesis was to clarify what the dative case is, for what purpose it is used and how it is translated into English. To accomplish this aim, first the theoretical background describing the Czech dative case and its expression in English was compiled. That part of the thesis, however, was not completely theoretical and offered many examples to help the reader to get a clearer view of the topic.

Then, the analysis of 205 excerpts from 2 Czech books of fiction and their English translations were done and thus information about the frequency of occurrence of particular forms, semantic roles or means of translation was provided.

The initial fact found out after the analysis is that the dative case is used very often, in both languages. It is given by the essence of the dative case – it reflects the human capacity to perceive, appreciate or react to the world around us. Thus, the vast majority of the datives are animate and the datives in the semantic roles of a receiver (giving and taking), an experiencer and a possessor are the most frequently used ones.

Regarding the translation of the Czech dative case into English, it is not easy to generalize and count on certain rules, since the dative can be translated by many different means. However, the analysis showed that there are some means which are more often used for particular semantic roles of the dative. For example, the dative in the role of a possessor is translated by using the possessive pronoun in most cases; an experiencer is very often translated by the nominative case (it becomes the subject of an English sentence); a receiver is usually translated identically to Czech, with no prepositions or using the preposition “to” (depending on its position in a sentence or on the valency of the English verb).

There are many cases when the Czech dative is translated by a completely different means or is not translated at all. The ethical dative, which is specific for the Czech language, has no equivalent in English. Some alternative means exist in English to express someone’s attitude or emotions but not each time.

What I personally gained from working on this thesis is definitely the improvement of my language skills, the broadening of my vocabulary and pleasant

reader's experience when reading Viewegh's *Bliss* was it in Bohemia. Last but not least, comparing the Czech and English versions of the books was very interesting, although it showed that English cannot always express all the language peculiarities of the Czech language.

REFERENCES

Dušková, L. et al. (2012). *Mluvnice současné angličtiny na pozadí češtiny* (4th ed.). Praha: Academia.

Dvořák, V. (2016). Dativ. In *Nový encyklopedický slovník češtiny*. Retrieved from <https://www.czechency.org/slovník/DATIV>

Havránek, B., & Jedlička, A. (1963). *Česká mluvnice*. Praha: Státní pedagogické nakladatelství.

Kundera, M. (1967). *Žert*. Praha: Československý spisovatel.

Kundera, M. (1994). *The Joke*. London: Faber & Faber.

Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A comprehensive grammar of the English language*. London: Longman.

Uličný, O., & Veselovská, L. (2016). Pád. In *Nový encyklopedický slovník češtiny*. Retrieved from <https://www.czechency.org/slovník/PÁD>

Viewegh, M. (2013). *Báječná léta pod psa*. Brno: Druhé město.

Viewegh, M. (2015). *Bliss was it in Bohemia* (D. Short, Trans.). London: Jantar Publishing. (Original work published 2013)

SUMMARY IN CZECH

Tato bakalářská práce se zaměřuje na popis českého dativu a způsobů jeho vyjádření v angličtině. Jejím cílem je charakterizovat český dativ z hlediska gramatického i sémantického, porovnat jeho použití v obou jazycích a dále poskytnout přehled prostředků, kterými bývá překládán do angličtiny.

Práce má dvě hlavní části, teoretický základ a praktickou část. Teoretická část popisuje formy českého dativu (volný/vázaný, předložkový/prostý), jeho realizaci větnými členy a jeho sémantické funkce. Také přináší přehled o typických způsobech jeho vyjádření v angličtině.

Praktickou část tvoří analýza 205 ukázek vybraných z dvou českých knih (M. Viewegh: *Báječná léta pod psa*, M. Kundera: *Žert*) a jejich anglických překladů. Předmětem analýzy je četnost jednotlivých forem a sémantických rolí českého dativu a prostředků použitých k jejich překladu do angličtiny. Výsledky jsou dokládány konkrétními příklady z ukázek a pro názornost doplněny přehlednými grafy.

Zjištěné závěry jsou shrnuty a okomentovány v poslední části práce. Kompletní seznam ukázek vybraných z knih a jejich anglických překladů je umístěn v příloze.

APPENDIX

Báječná léta pod psa / Bliss was it in Bohemia

1) což **jí** ovšem na druhé straně nebránilo... (9)

though that didn't prevent **her** from... (1)

2) se trpělivě snažila **jejímu rozmaru** vyhovět a přislíbila jí, že (9)

(she) strove patiently to accommodate **her whim**, promising to... (2)

3) funě **jí** do obličeje (10)

panting straight into **her** face (3)

4) pes **jí** nyní svými předními tlapami doslova drtil křehké klíční kosti (10)

the dog's front paws were literally crushing **her** fragile collar bones (3)

5) jak vzdoruje **té obrovské černé tíze** (11)

holding out against **the monstrous black burden** (3)

6) **svému mladšímu bratrovi** se po letech kupříkladu snažil namluvit, že... (11)

he tried, for example, to convince **his younger brother** that... (4)

7) věř **mi** (12)

believe **me** (5)

8) **této své intimní ostýchavosti**... vděčila Kvidova matka za vleklé záněty...(13)

it was to **her utter diffidence**, ...that Kvido's mother owed protracted bouts (5)

9) přesto vydržela vzdorovat **Kvidovi** (13)

yet she did manage to put **Kvido** off (6)

10) unikl **Kvidově matce** první zmučený výkřik (13)

Kvido's mother let out her first cry of anguish (6)

11) a zároveň, jak tvrdila později, **jí** prý připadalo netaktní narušit beckettovskou atmosféru (13)

but also, as she would maintain later, it struck **her** as rather tactless to disturb the Beckett-induced atmosphere (6)

12) aby **mladé mamince** předaly něco ze svých zkušeností (14)

to give **the young mother** the benefit of their own experience (7)

13) který se konečně k **rodičce** prodral (14)

having finally forged a way through to **the mother-to-be** (7)

14) řekl po letech Kvido **redaktorovi** (14)

Kvido told **his editor** years later (7)

15) soudruzi už **dědečkovi** nestačili vyměnit směny (15)

t'Comrades didn't've time to change **Grandad's** shifts (8)

16) přinesl Zvára **Kvidovu otci** lístek do divadla (16)

Zvára brought **Kvido's father** a ticket for the theatre (9)

17) která **jim** představila svou společnici (16)

who introduced **them** to her companion (10)

18) pokynul směrem ke **koženému křeslu** (17)

he indicated **a leather armchair** (10)

19) takže byl **dědečkovi** nakonec mnohem sympatičtější než... (17)

Grandpa took to him more than he did to most of... (11)

20) řekl **mu** na rozloučenou úsečně (17)

he bade **him** almost casually as he left (11)

21) vkrádal se **jí** do hlasu jakýsi vyzývavě varovný tón (18)

her voice was tinged with a kind of provocatively cautionary tone (12)

22) hnali nazpět, aby **jim** nikdo nezasedl místo (19)

he had them careeing back to **their** seats in case someone took them (12)

23) **Kvidovi** dlouho trvalo, než pochopil (19)

it was a long time before **Kvido** understood (12)

24) babička je měla natolik ochočené, že mohla klidně nechávat otevřené okno, aniž by **jí** ulétly (19)

Grandma had her budgerigars so well trained that she could leave the window open and they wouldn't fly away (13)

25) když se k **nim** hlučně snesl některý z tisíců nuselských holubů (19)
only if **they** were joined noisily by one of the thousands of local pigeons (13)

26) usadily se **jí** na hlavě a na ramenou (19)
they would perch on **their protectress's** head and shoulders (13)

27) ptáci se k **němu** ihned slétli (20)
the birds immediately flew down (13)

28) kdykoli **mu** byl však hoch konečně svěřen... (20)
but whenever the boy was entrusted to **him** at last (14)

29) kdo **ti** to říkal? (21)
who told **you** that? (15)

30) jak sklonil hlavu k **červenobílému plovoucímu parníčku** (21)
as he bent his head over **the little red-and-white steamer** (15)

31) recitovala například **Kvidovi** často (21)
for example, she would often recite to **him** (15)

32) nemyslela si přirozeně, že by **Corneillovým veršům** nějak příliš rozuměl (21)
not assuming, of course, that he would have any comprehension of **Corneille's verse** (16)

33) nakonec se **jí** to skutečně povedlo (22)
and in the end, **she** succeeded (16)

34) já a můj psychiatr jsme **jí** to nikdy neodpustili (22)

my psychiatrist and I have never forgiven **her** (16)

35) darovala **mu** totiž mimo jiné staré rozbité rádio (22)

for she gave **him**, amongst the other things, a clapped-out old radio (16)

36) aniž se **mu** předtím v tomto směru kdokoliv sebeméně věnoval (22)

without any of those around **him** bothering about such things at all (17)

37) je proti **mně** zaujatý (24)

he's got it in for **me** (19)

38) ještě na dvoře autoškoly na mě křičel, že **mi** tu zkoušku nedá (24)

before we'd even left the driving school yard, he started shouting that he'd fail **me** (19)

39) zřejmě kvůli **té tašce s masem**, co jsem mu ji měl hodit do kufru (24)

probably because of **the bagful of meat** I was supposed to have popped in the boot (19)

40) řekl **redaktorovi** Kvido (25)

Kvido told his **editor** (20)

41) to maso **mi** mimochodem něco připomíná (25)

incidentally, that meat reminds **me** of something (20)

42) nýbrž že **jí** dokonce ještě zbyde právě tolik, aby... (25)

but that **she** had enough left over to be able to... (20)

43) oznámila na jaře roku tisíc devět set šedesát sedm babička **rodině** (25)

Grandma had told **the family** in the spring of 1967 (20)

44) Ona se bude klidně rekreovat zrovna v těch místech, kde nás navždy prodali **bolševikům?! (26)**

She actually fancies a holiday in the very place where they finally sold us to **the Bolshevik!! (20)**

45) **jeho otci** uklouzlo krátké uchechtnutí (27)

his father chuckled (22)

46) dala **Kvidovi** facku (27)

(she) slapped **him** across the face (22)

47) **Kvidovi** poklesly koutky úst (27)

Kvido winced (22)

48) neboť už i **jemu**, třebaže to nahlas nepřiznal, začínali všichni ti mladí básníci, dramatici a písňoví textaři, kteří jeho ženu nepřestávali chodit navštěvovat, lézt čím dál víc na nervy (27)

given that **he** too, though he never admitted it, was beginning to get fed up of the endless stream of poets, playwrights and lyrics writers who came to visit his wife (23)

49) stěžovala si **mu** na Kvida babička Věra (28)

Grandma Vera complained (23)

50) Jak myslíš, že se **mi** podařilo vystudovat? (29)

How do you suppose **I** managed to get my degree? (24)

51) pokoušel se **otci** časopis odejmout (29)

trying to take the journal away from **him** (24)

52) Až **mi** něco přečteš! (29)

Only after you read something to **me!** (24)

53) Ten však už delší dobu věnoval pozornost **kuchařskému počínání** tchýně (30)

He meanwhile had been more interested in **the culinary activities** of his mother-in-law (25)

54) Že **nám** prý lidi věřej, například (31)

That people trust **us**, for example (26)

55) Co jste **mu** to řekl? (31)

What did you say to **him?** (27)

56) Tak **mi** je pojd' najít, ty chytrá! (32)

Come and help **me** find them, since you're that clever! (28)

57) Uletěly **nám** Kačenky (33)

Our little sweeties have flown (29)

58) Kvido zvrátil hlavu ke **stropu** (33)

Kvido threw his head back **to look up at the ceiling** (29)

59) a jak usedají **babičce** do vlasů (33)

and perching on **his grandmother's** head (29)

60) Poněvač **nám** soudruh Brežněv vyhlásil válku! (33)

'Cos Comrade Brezhnev has gone an' declared war on **us!** (29)

61) začal se snažit, aby se **mu** po andulkách také stýskalo (33)

he tried to make **himself** miss the budgies as well (30)

62) pokaždé, když se některý z nastříhaných papírků s oznámením o ztrátě tří andulek ze Sezimovy ulice č.2 vzpouzel **přilepení** (34)

every time one of the scraps of paper announcing the loss of thee budgerigars from No.2 Sezimova St. declined **to remain in place** (30)

63) oči **mu** plály (34)

his eyes blazed (30)

64) jsem nepřikládal **téhle oblíbené dědečkově průpovídce** žádný vedlejší význam (34)

I hadn't fully appreciated the point of **this favourite saying of Grandpa's** (31)

65) Nedělej **mi** z toho porno. (34)

No porn **if you please.** (31)

66) v poměru k **zaparkovaným automobilům** se zdály chlapci hrozivě veliké (35)

compared to **the cars parked** around they seemed positively gigantic to the little boy (32)

67) Tak co **tomu** říkáš, siláku? (35)

So what do you think of **it**, tough guy? (32)

68) “O tom svazákovi,” řekl dědeček s nezměrným pohrdáním, “**mi** radši nemluv.” (36)

“I’d rather not hear,” grandpa said with utter scorn, “about that Young Commie.” (33)

69) Ke **Kvidovu nemalému překvapení** je v bytě v Sezimově ulici čekala kromě babičky Věry už celá kompletní rodina. (36)

To **Kvido’s considerable surprise**, they found waiting for them at the flat in Sezima Street not only Grandma Vera, but the entire family. (33)

70) běžela **jim** otevřít (36)

(she) had run to let **them** in (33)

71) vystrčil bradu směrem k **babičce** (36)

sticking his chin out in the direction of **grandma Líba** (33)

72) Volal jsi **Františkovi**? (37)

Have you called **Frank**? (34)

73) Všichni **mi** promiňte. (38)

All of you, **I**’m sorry. (35)

74) Zeptal jsem se otce, proč mám jediným trhnutím zpřetrhat všechna citová pouta, která jsem si vůči **Praze** vytvořil. (39)

I asked Father why I was expected to break at one go all the emotional ties I’ve found to **Prague**. (36)

75) Jestli prý miluji Bruncvíka, umožní **mi** ho o víkendech navštěvovat. (39)

If I was really fond of Brucvík, he'd arrange for **me** to go and see him at weekends. (37)

76) Připadalo **mi**, že se mi vysmívá. (39)

It felt as if he was having me on. (37)

77) bylo **mi** jasné (40)

it was obvious to **me** (37)

78) vlezl jsem si k **ní** pod peřinu (41)

I crept under the duvet to join **her** (39)

79) Někdy se ptám, zde je vůbec schopen být **matce i mně** oporou (41)

Sometimes I wonder if he's at all up to supporting **Mother and me** (39)

80) Když se chce převléknout, musím **jí** postavit bunkr z matrací. (42)

When she wants to get changed, I build **her** a bunker of mattresses (39)

81) Je to docela pěkná provinční dívka, jakkoli je plná naivních předsudků vůči **metaforickému vyjadřování** o obezitě. (42)

She's quite a nice girl, if provincial, and full of naïve prejudiced against **metaphorical expressions** concerning obesity. (40)

82) Zapískal jsem **jí** na uvítanou „Sen lásky“, ale ona přiskočila a vyhodila **mi** píšťalku z okna (42)

I played “Love's Dream” on my whistle to welcome **her**, but she just leapt at me and tossed the whistle out of the window. (40)

83) Řekl jsem, že to v tomto smyslu **učitelce Hájkové** zítra upřesním (45)

I said I would explain things properly to **Miss Hájek** tomorrow (43)

84) a tak jsem šel poslušně komunikovat s Jaruškou Mackovou, abych udělal **učitelce** radost (46)

so I obediently went to do some communicating with Jarka Macek, just to make **her** happy (44)

85) Jaruška Macková se **tomu** smála (46)

Jarka Macek found **it** funny (44)

86) sedli si zády k **teplometu** (47)

they sat down with their backs to **the electric fire** (45)

87) půjdu napsat **dědečkovi** (47)

I'm going to write to **Grandpa** (46)

88) Tento předpoklad **jí** samozřejmě umožňoval zdánlivě racionálně vysvětlovat Pacovu pozdější tramskou vášeň (48)

This assumption obviously provided **her** with an apparently rational explanation for Paco's later passion for camping out with the boys (47)

89) Ale dala jsi tenkrát přednost **doktoru Libíčkoví** (49)

But you preferred to see **Dr Libíček** (48)

90) Kvidova matka si všimla, že se **jí** vlhce lesknou oči (49)

Kvido's mother noted the damp glint in **her** eyes (49)

91) Křik **nám** nepomůže. (52)

Shouting won't help. (52)

92) Porad' **mi** jednu jedinou věc (54)

Tell **me** one single thing (55)

93) a proti **soupeři** musíme uplatňovat taktiku (55)

and with **competitors** you have to employ tactics (55)

94) Přečtu **vám**... (56)

Let me read to **you** (57)

95) které **jí** byly trochu velké (58)

they were slightly too big for **her** (58)

96) uvařila **mu** čaj (58)

(she) made **him** some tea (59)

97) Mohl bych, prosím, z vašeho okna krátce zamávat **své matce**? (60)

Would you mind if I gave a quick wave to **my mother**? (61)

98) **Mávání** přikládala naše rodina odjakživa velmi hluboký význam. (60)

Waving always played an important part in our family life. (61)

99) Zdvihl oči k **diplomům a plaketám** na zdi (65)

He looked up at **all the awards** on the wall (67)

100) Přihlaš se **mi** na ten VUML a já **ti** ten byt dám (67)

Get yourself onto an evening course in Marxism-Leninism and I'll let **you** have that flat (69)

101) A běž **si** tam hned zatopit, jinak **ti** tam popraskají trubky! (67)

Get along there right away and put the heating on, otherwise the pipes'll burst! (69)

102) Teprve teď **mu** Šperkova zpráva začínala docházet (67)

Only now was Šperk's news beginning to sink in. (70)

103) Prodám **ti** štěně. (68)

I'll sell **you** a puppy. (70)

104) Tak ke **stolu!** (72)

Dinner! (76)

105) **Jemu** nenalévejte! (72)

Don't pour **him** any! (76)

106) Všichni se nedůvěřivě sklonili ke **svým sklenkám** (73)

All the rest bent with some distract over **their glasses** (78)

107) Čest **rudé vlajce!** (76)

Hail to **the Red Flag!** (81)

108) Jenže **otcovi** se to hodilo do krámu (77)

Except it suited **Father's** plans (82)

109) A tak **mi** nebránil, to je totiž to správné slovo, prostě **mi** pouze nebránili (78)

And so he didn't try to prevent it – and that's the very word for it, they simply didn't try to prevent **me** from doing it (82)

110) **Vám** to bude znít nesmyslně, ale... (78)

It might sound stupid to **you**, but... (83)

111) Byl **Šperkovi** sice skutečně vděčný... (78)

While he was genuinely grateful to **Šperk**... (83)

112) Dal **ti** snad toto své přání nějakou formou najevo? (79)

Has he found some way of getting his wish across to **you**? (84)

113) Když Kvidův otec zaplatil **Šperkovi** tři tisíce korun, ... (81)

Having paid **Šperk** the three thousand crowns (86)

114) Celou cestu od Šperka nazpět domů si říkal, že by měl **fence** vymyslet nějaké úplně jiné, měkčí a mazlivější jméno (81)

All the way back from Šperk's place he was thinking about having a different, softer, more tender name for **the animal**. (87)

115) Cesta **mu** rychle uběhla (81)

The journey was quickly behind **him** (87)

116) jak to zase vyhovovalo **jeho vlastní povaze** (84)

which was better suited to **his own character** (90)

117) Kvidův otec byl ovšem vůči **invektivám své ženy** už dávno imunní (84)

However, Kvido's father had long been immune to **his wife's invective** (90)

118) zcela lhostejná jak k **jeho víře**, tak k **ostnům** (85)

indifferent both to **his confidence and the spikes** (91)

119) ale oba se vyhýbali **přílišnému vzpomínání** na minulost (86)

but both preferred not **to think too much** about the past (92)

120) Všichni tři se **tomu** zasmáli (88)

All three had a good laugh. (95)

121) **Kvidovi** zhotovil jakousi praktickou knihovničku (90)

for **Kvido** he made simple, practical bookcase (97)

122) Bůh je **mi** svědkem (95)

God is **my** witness (102)

123) Tu **vám** neodpustím (95)

I'm not forgiving **you** for that (103)

124) To je moje poslední oběť **bohům** kariéry (97)

It's my last sacrifice to **the gods** of careers (105)

Žert / The Joke

125) podobná **vojáku** se starodávnou helmou (1)

like **a soldier** in an ancient helmet (3)

126) Zbylo **mi** tu jen pár známých či kamarádů (1)

I ... had almost no friends or acquaintances left here (3)

127) protože se **mi** v mém rodišti zdály věci dobré i zlé (1)

I had had both good and bad experiences (3)

128) a pak jsem se k **němu** otočil zády (1)

turning my back on **it** (3)

129) vrátný **mi** podal klíč (1)

the porter handed **me** a key (3)

130) bylo rozumět **každému jejich slovu** (2)

I could understand **their every word** (4)

131) i když se **mi** do toho vůbec nechtělo (2)

much as **I** disliked it (4)

132) dostane-li se **mu** příležitost oplatit mi službu službou (2)

to repay one good turn with another (4)

133) teď jsem už jen trnul, jestli se **mi** znovu neoženil, protože to... (2)

I was a little nervous; if he had remarried, it... (5)

134) Šel jsem přímo proti **němu** (3)

I... headed straight towards **him** (5)

135) Zdálo se **mi**, že... (3)

I had the feeling... (5)

136) Bylo **mi** najednou nepříjemné, že... (3)

Suddenly **I** felt bad that (5)

137) není dobře **člověku** samotnému (3)

it's no good living alone (5)

138) oplatil **mi** otázku (3)

he countered (6)

139) a brzo jsme došli ke **skupině** novostaveb (3)

we came to **a group** of new buildings (6)

140) pochválil jsem **Kostkovi** pokoj (4)

I praised the setup (6)

141) Sedli jsme si pak ke **stolku** (4)

Then we sat down at **the table** (7)

142) umožní **mi** provést jednu krásnou destrukci (4)

it will help **me** to achieve a beautiful demolition (7)

143) bylo **mi** dobře v přítomnosti starého známého (5)

(**I** was) feeling good to be with an old friend (8)

144) a proto po chvíli odbočil od filosofování k **běžným starostem** (5)

so he allowed himself to turn from philosophizing to **more mundane affairs** (8)

145) zajistím **vám** protekční holení (5)

I'll see that **you** get a special shave (8)

146) nebránil jsem se **Kostkově péči** (5)

I accepted **Kostka's patronage** (8)

147) cosi **jí** zašeptal (5)

he whispered something in **her** ear (8)

148) prsty, které **mi** zasouvaly za límec košile bílou plachtu (6)

fingers tucking the white cloth into **my** shirt collar (9)

149) jak **mi** roztírají po kůži mýdlový krém (6)

smearing soap over **my** skin (9)

150) že jsem bezbranná oběť a jsem dán **ženě**, která brousí břitvu, docela napospas (6)

that I was a defenseless victim entirely at the mercy of **the woman** who had sharpened the razor (9)

151) a protože se **mi** mé tělo rozplývalo v prostoru (6)

and because **my** body had dissolved in space (9)

152) jako by patřila **její starší sestře** (6)

an older sister's face (9)

153) Za tu dobu **jí** čas vtiskl na její pravou tvář klamnou masku (6)

During that period, time had superimposed a mask on her true face (9)

154) navzdory **hlasu** (6)

in spite of **the voice** (9)

155) chtěl jsem věřit raději **rukám** (7)

I wanted to believe **her hands** (10)

156) vysoušela **mi** tvář (7)

(she) dried **my** face (10)

157) vadit **jí** to nebude (7)

she won't mind (10)

158) tento týden se ke **mně** zase začal chovat jako kdysi dávno (8)

this week he was his old self again (15)

159) a proto se **mi** tolik líbil Ludvík (8)

that's why **I** like Ludvik so much (15)

160) to bych ani nemohla dnes **nikomu** říct (8)

I could never tell **anyone** today (16)

161) nestačilo **mu** nikdy útočit jen na rozum (9)

he was never satisfied with reaching the mind alone (16)

162) Měla jsem strach, aby **mi** ruku nepustil (9)

I was affraid he'd let go (17)

163) když už bylo **Zdeničce** pět let (9)

when **little Zdena** was five (17)

164) opisovala jsem **mu** ve volném čase referáty (9)

in my free time I copied out the talks he gave... (17)

165) a najednou **mi** po letech vyčte, že... (9)

and now, years later, he complains about... (17)

166) nevím, co **mu** tam říkali (10)

I have no idea what they said to **him** there (18)

167) Pavel se **mi** dlouho vyhýbal (10)

Pavel kept out of **my** way for a long time (18)

168) Třásla se **mi** kolena (10)

My knees trembled (18)

169) chce se **mi** dnes smát (10)

it makes **me** laugh (18)

170) Vždyť co **mi** nakonec zbylo v mém životě? (10)

What else do **I** have to live for? (19)

171) a zase **mu** všichni tleskali (11)

and again they all applauded **him** (20)

172) vždyť jaký je to komunista, když lže **straně** (11)

what kind of Communist could he be if he lied to **the Party** (20)

173) pomstili se **mi** tehdy jaksepatří (11)

and did they take it out on **me** for that (20)

174) a sama jsem **manželovi** nevěrná (11)

when I myself was unfaithful to **my husband** (21)

175) ne z nenávisti k **nim** (12)

it wasn't hate that made me do what I did (21)

176) **lidem** se opravdu má nechat svoboda a nikdo nemá právo se **jim** plést do jejich soukromí (12)

people should be free to do as they please and no one has the right to go sticking his nose into **their** private lives (21)

177) a ať **mi** nikdo neříká, že ho milovala (12)

and don't try to tell **me** she loved him (21)

178) vůbec **mi** to nešlo (13)

it just wasn't right (23)

179) měla jsem alespoň záminku **mu** zatelefonovat (13)

it gave me an excuse to phone **him** (23)

180) dával **mi** najevo od počátku... (13)

he'd made it clear from the start... (23)

181) není to žádný skleníkový intelektuál, jací jsou **mi** protivní (13)

he wasn't one of those intellectual types **I** dislike (23)

182) nemohla jsem věřit **svým uším** (13)

I couldn't believe **my ears** (23)

183) Bušilo **mi** srdce (13)

My heart was pounding (24)

184) dech se **mi** pomalu uklidňoval (14)

I got **my** breath back (24)

185) Nejsem cynická vůči **svému manželství** (14)

I'm not cynical about **my marriage** (25)

186) už kvůli **Zdeničce** (14)

if only for **little Zdena's** sake (25)

187) stál jsem tu na mostě jako člověk vystavený **kulometné palbě** (15)

I stood there on the bridge like a man exposed to **machine-gun fire** (29)

188) můj dobrý poměr ke **státu** (16)

my loyalty to **the State** (32)

189) Snažil jsem se **jí** imponovat (17)

I tried to impress **her** (33)

190) nebo se přímo vysmívat **všem jejím názorům** (18)

or just poking fun at **her opinions** (34)

191) ale stávalo se, že nerozuměla **anekdotě**, kterou **jí** vyprávěli kolegové (18)

but she would often fail to understand **a joke** told by a fellow student (34)

192) cizí ženský hlas v telefonu **mi** oznámil (19)

an unfamiliar woman's voice informed **me** (35)

193) dveře **mi** otevřel předseda výboru (19)

I was let in by the chairman of the Party University Committee (36)

194) Můžeme **ti** to připomenout (20)

We'll be glad to refresh **your** memory (37)

195) Požádali mne, abych **jim** odevzdal klíče od místnosti (21)

They asked me to give **them** the keys to my office (38)

196) že má ke **mně** veškeré sympatie (22)

he would be sympathetic (40)

197) aby **Markétce** nezkazili její radost z poznání (23)

to keep from spoiling **Marketa's** pleasure at learning something new (41)

198) Markéta se **mi** stále vyhýbala (24)

Marketa continued to avoid **me** (42)

199) že **mi** nic není svaté (25)

that nothing was sacred to **me** (43)

200) Řekl **jí**, že se **jí** nechce míchat do soukromí (26)

He told **her** he did not intend to interfere in **her** private affairs (44)

201) Tohle se prý **Markétě** po několika týdnech rozleželo v hlavě (26)

For weeks thereafter, she told me, his words kept running around in **her** head (44)

202) oddala by se **mi** nyní nepochybně (26)

she was all ready to give herself to **me** (45)

203) i já jsem stál tváří v tvář **revoluci** (27)

I also stood before **the Revolution** (46)

204) musím **mu** jít za svědka (28)

he immediately asked me to be **his** best man (47)

205) Nemohl jsem to **starému kamarádovi** odmítnout (28)

I couldn't refuse **an old friend** (47)

