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**UPLATNĚNÍ INFINITIVU A GERUNDIA V ANGLICKÉ
VĚTĚ**

BAKALÁŘSKÁ PRÁCE

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THE COMPETITION OF THE INFINITIVE AND
GERUND IN AN ENGLISH SENTENCE

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Plzeň 2020

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

V Plzni dne 22. dubna 2020

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Tereza Golčáková

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ABSTRACT

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The undergraduate thesis deals with use of the gerund and the infinitive in an English sentence. In the first part there are described both the infinitive and the gerund and their functions in English sentences. Furthermore there is a classification of verbs which may be complemented with the gerund and the infinitive. In a following subchapter there are analysed verbs which may be complemented with both the gerund and the infinitive and depending on the complementation may change their meaning. There are described in detail semantic changes of those verbs. The second part of the thesis, analysis, includes 200 excerpts containing verbs that combine with the gerund and the infinitive. The excerpts were gained from the book *Eleanor & Park* written by Rainbow Rowell in 2015. The results of analysis show that the infinitive (68%) occurs more frequently than the gerund (32%). Further research also proves that in the use of a verb complement the infinitive prevails over the gerund. The analysis confirms the hypothesis mentioned in the theoretical part.

Keywords: the gerund, the infinitive, verb complementation, analysis, sentence, syntax, syntactic function

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5. Excerpce příkladů zkoumaného jevu z děl současně anglicky psané literatury
6. Analýza excerpovaných příkladů daného jazykového jevu
7. Porovnání výsledků analýzy příkladů a vyvození závěrů
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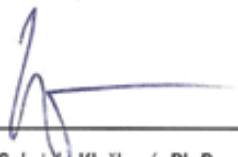
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INTRODUCTION

This thesis deals with the use of the gerund and the infinitive in an English sentence. I have chosen this topic because I would like to explore this field thoroughly. The goal of this thesis is to compare the frequency of the occurrence of the gerund and the infinitive, especially in verb complementation.

The thesis consists of two parts. *The Theoretical Background* offers a detailed description of both the gerund and the infinitive. There are analyzed syntactic functions which the gerund and the infinitive may have. Then there is a classification of verbs which may be complemented with the gerund and the infinitive. Since some of those verbs may be complemented with both there is a subchapter that deals with those verbs. There are described semantic differences of the verbs complementation with the gerund or the infinitive and possible changes of meaning of those verbs.

The second part of the thesis, *the Analysis*, is introduced by a subchapter *Methods of Research*. There is given the information about the source which was used for the analysis. The following chapter deals with results of the analysis and summarizes the occurrence of the infinitive and the gerund together with examples. There are also analysed those verbs which may be combine with both the gerund and the infinitive and depending on that change their meaning. Numbers are displayed in graphs to visualize the results. The actual analysis of the excerpts is placed in the appendix section. The thesis is ended with the *Conclusion* and *Summary* written in the Czech language.

1 THEORETICAL BACKGROUND

1.1 THE THEORETICAL DESCRIPTION OF THE INFINITIVE AND THE GERUND

1.1.1 INFINITIVE

The infinitive is defined as a non-finite form of a base form of a verb (Quirk, 1986). According to Alexander (1988) there are two types of the infinitive, the bare infinitive (e.g. *go*) and the to-infinitive (e.g. *to go*). Swan (1996) describes infinitives as forms of verbs that cannot express time of events or actions and usually refer to them more generally. Alexander (1988) in his book presents a table of forms of the infinitive:

Forms of the infinitive:

	active	passive
present infinitive:	(to) ask	(to) be asked
present progressive infinitive:	(to) be asking	
perfect or past infinitive:	(to) have asked	(to) have been asked
perfect/past progressive infinitive:	(to) have been asking	

(Alexander L.G., 1988, p. 299)

1.1.2 GERUND

Gerund is a traditional term for an 'ing' form of a verb. The common knowledge is that an '-ing' form is a form of a verb, where to the base form of a verb -ing is added while adjusting the spelling if necessary. Some grammarians describe two types of -ing forms according to their use and function. Alexander (1988) describes the -ing form as the gerund in situations where it behaves like a noun and a participle when it behaves like an adjective. Petrlíková (2006) divides the -ing form in three types. She distinguishes verbal noun, present participle and gerund, which differentiate in their morphological properties, syntactic functions and semantic conception. Regardless this delimitation Petrlíková (2006) mentions the fact that in some cases the forms of the -ing form may overlap. She describes the types of -ing forms as following:

VERBAL NOUN

Verbal nouns are described as -ing forms of a verb differentiating from the gerund according to the semantic criteria. "They lack verbal features, do not express predication,

and do not imply a subject.”(Petrlíková, 2006, p. 3). Kavka adds that verbal noun “*is accompanied with the article, it can have the plural, it is determined by the adjective as its attribute, it has its object complement (if it is based on the transitive verb)*” (Kavka, 1995, p. 123). He illustrates his definition on examples: “*She paid attention to the children’s comings and goings. You should improve your handwriting. You deserve a good talking-to.*” (Kavka, 1995, p. 123)

PRESENT PARTICIPLE

Present participle may be used when expressing a progressive or a perfective verbal category of aspect. Other functions of the present participle are the pre- and the post-modification of a noun (Petrlíková, 2006).

Examples of a present participle: “*Going down the street I met John.*” (Mathesius, p.148), “*Happening at war time, this thing would be a real disaster.*” (Mathesius, p. 149)

GERUND

Petrlíková (2006) describes the gerund as an –ing form that incorporates great number of nominal and verbal features. Because of the similarities in some of their functions and uses of the gerund and the present participle, most grammarians tend to label both of these forms as –ing forms.

Examples of the gerund: “*His being a doctor helped them to make friends with the neighbours quickly. You don’t mind my calling you Lisa?*” (Tarnyiková, 1993, p. 80).

However as Vachek (1974) points out “... some scholars go so far as to refuse to distinguish between the categories of the gerund and the present participle and recognize the existence of only one over-all category which they call the ing-form... or the ing-verbid.” (Vachek, 1974, p. 102).

1.2 SYNTACTIC ROLES OF THE GERUND AND THE INFINITIVE IN A SENTENCE STRUCTURE

Both infinitive and gerund may functions as various sentence members. What is important to say is that in most of those sentence roles they operate as condensers. In the following chapters there will be outlined the sentence roles which both infinitive and gerund may take. Then there is going to be characterized the term condensation.

1.2.1 CONDENSATION

Vachek (1974) characterizes condensation as a process in which a finite clause is substituted with a nominal element that conveys the same meaning. Nominal elements indulging in that process he denotes by the term “sentence condensers” and points out the three most important ones: the infinitive, the participle, and the gerund. Tarnyiková (1993) adds that thanks to condensation a sentence becomes more structurally compact.

1.2.2 SYNTACTIC ROLES OF THE BARE INFINITIVE

As there has been already mentioned the bare infinitive is a base form of a verb used without ‘to’ (Alexander, 1988). Vachek (1974) points out that this form of the infinitive occurs in a relatively small number of cases. According to Vachek the bare infinitive may be found “after the modal and auxiliary verbs, after the phrases I had/would rather, I had better and the like”. (Vachek, 1974, p. 100) To that list he also adds the verbs ‘dare’ and ‘need’, which according to him may be complemented with both the bare infinitive and the -to infinitive depending on the context.

Swan (1996) describes the cases where the bare infinitive appears similarly, yet he does so in more detail. According to Swan the bare infinitive is found after modal auxiliary verbs such as will, shall, would, should, can, could, may, might and must. He also adds that the bare infinitive is used after ‘had better’ and in some cases after the verbs ‘need’ and ‘dare’. He illustrates that on a few examples: “*You’d better see what she wants. She needn’t do the washing up. I daren’t go out at night.*” (Swan, 1996, p. 256). The bare infinitive also occurs after verbs ‘let’, ‘make’, ‘see’, ‘hear’, ‘feel’, ‘watch’ and ‘notice’. With these verbs the bare infinitive is preceded with an object. He states that this structure may be also used with verbs ‘help’, ‘have’ and ‘know’. “*Could you help (to) me unload the car? Have Mrs Hansen come in, please. I’ve never known him to pay for a drink.*” (Swan, 1996, p.256) Swan also states that the bare infinitive occurs when two infinitive structures are joined together. Then the second infinitive is frequently used without -to. This omission often occurs after “*and, or, except, but, than, as and like*” (Swan, 1996, p.257). According to Swan the bare infinitive may also be used when we “introduce questions and suggestions with why (not)” (Swan, 1996, p. 257) and after the verb do in “expressions like *All I did was, What I do is* etc.” (Swan, 1996, p 257).

1.2.3 SYNTACTIC ROLES OF THE INFINITIVE

Dušková (2003) classifies and specifies the syntactic role of the infinitive as following:

Subject

Infinitive functions as a subject in evaluating or identifying types of predication. In these structures predicate tends to be verbonominal (with evaluating adjectives or substantives) or denoting the meaning “mean”, e.g. “*To leave so early would be impolite.*” (Dušková, 2003, p. 542) An infinitive subject may be introduced in a sentence with a question word, e.g. “*It’s a problem where to find a substitute.*” (Dušková, 2003, p. 545)

Infinitive subject may be found in three different positions:

- A) initial position – “*To play with him was great fun.*” (Dušková, 2003, p. 542)
- B) extra position after anticipatory it and predicate – “*It was impossible for me to refuse.*” (Dušková, 2003, p. 544)
- C) position after the infinitive object that takes the position of a subject – “*The flat must have cost vast sums of money to furnish.*” (Dušková, 2003, p. 543)

(Dušková, 2003, 15.11)

“*To practice regularly is important. To wait for people who were late made him angry.*”

(Swan, 1996, p. 265)

Subject complement

Infinitive functions as a subject complement after copular verbs and fulfils the same function as an adjective or a predicate clause. Infinitive subject complement is found with verbs ‘be’, ‘seem’, ‘appear’, ‘happen’ and ‘chance’, e.g. “*His remarks seem to irritate her. I happened to be free on that day.*” (Dušková, 2003, p. 547) The infinitive as a subject complement also appears after adjectives ‘likely’, ‘sure’ and ‘certain’, e.g.: “*They are sure to come.*” (Dušková, 2003, p. 547). Apart from that it functions as a subject complement with verbs such as ‘believe’, ‘think’, ‘expect’, ‘report’, ‘know’, ‘suppose’, ‘show’, ‘find’, ‘say’, etc. Examples of such sentences are: “*The original manuscript is believed to have been destroyed. He was reported to have been killed in a motor accident. He is said to have many followers.*” (Dušková, 2003, p. 548)

(Dušková, 2003, 15.12)

Other examples of the infinitive in the function of subject complement are: *“Your task is to get across the river without being seen. It was my ambition to retire at thirty.”* (Swan, 1996, p. 265)

Object

Infinitive may also function as an object. In a sentence where the infinitive object takes an extra position, in the position of an object stand an anticipatory *it*. After ditransitive verbs infinitive functions as a direct object and functions as a command. Yet more frequently the infinitive functions as an indirect object or an object complement. (Dušková, 2003, 15.13)

Infinitive as an object is further analyzed in chapter 3.

Examples of sentences with the infinitive object: *“I like to read the paper at breakfast. She wants to dance.”* (Swan, 1996, p. 265)

Adjectival complement

Infinitive functions as an adjectival complement with adjectives that express attitude to an action. In a number of cases the infinitive as an adjectival complement may be substituted with prepositional noun phrase, gerundial phrase or subordinate clauses that begin with ‘that’. The infinitive functions as an adjectival complement of adjectives that may be intensified with intensifiers ‘too’ and ‘enough’. (Dušková, 2003, 15.15)

“I’m pleased to meet you. I was shocked to see how ill he was. You’re welcome to stay as long as you like.” (Swan, 1996, p. 259)

Modification of a noun

The infinitive may function as a post modifier of a substantive. In vast majority of cases as a post modifier it is preceded by a generic term, negative quantifier or an indefinite quantifier. In those cases most of the time active infinitive may be substituted with passive infinitive without a change in meaning. Attributive infinitive may furthermore appear after substantives with definite determiners (the, superlative, numbers). (Dušková, 2003)

“I told her about my decision to leave. I have no wish to change.” (Swan, 1996, p. 260)

Adverbial

The infinitive in a function of an adverbial tends to stand in a post verbal position. Most frequent adverbial function of the infinitive is denoting a purpose, e.g. *“He paused to look round.”* (Dušková, p. 561).. The infinitive following verbs of motion functions as an adverb

of goal, e.g.: “*He has gone to see his sister.*” (Dušková, p. 563). If the infinitive stands in an initial position it behaves as a sentence modifier and evaluates the sentence or functions as a transition phrase, e.g.: “To change the subject, what has become of that eccentric cousin of yours?” (Dušková, p. 563). An adverbial infinitive separated by commas may be regarded to as parenthesis and then it usually stands between a subject and a predicate, e.g.: “*The parcel, to judge from its shape, contains a book*” (Dušková, p. 563). The infinitive may also function as an adverbial of cause, condition, manner, comparison and extent.

(Dušková, 2003, 15.16)

Tarnyiková (1993) describes the syntactic functions of the infinitive similarly, yet less thoroughly: “The ModE infinitive can be found to occur in various syntactic functions, e.g. a subject (To know the main facts is sufficient), an attribute (time to go home), an object (She liked to teach but she hated to learn.), a nominal part of the predicate (To know her is to love her), in exclamations (To read a detective story at the age of seven!), in evaluative predications of the type The book was difficult to read. John was easy to please and in “apo koinou” constructions of the type I saw him come.” (Tarnyiková, 1993, pp. 73-74). She also provides a detail description of the “apo koinou” constructions, which she explains to be cases where two predications may overlap and thus a sentence member may take two different roles. She explains that on an example sentence “I saw him come.” (Tarnyiková, p. 74), where the word “him” may function as a subject of the bare infinitive “come” and at the same time as an object of the verb “saw”. Tarnyiková also adds that when the infinitive appears in a final clause, the infinitival construction may be ambiguous (have two different meaning) and a proper decoding is then dependent on the context. She explains that on an example: “*She was far away to consult*” (Tarnyiková, 1993, p. 74). She states that “in isolation it may mean either *She was far away to be able to consult somebody.* or *She was far away for somebody to consult her.*” (Tarnyiková, 1993, p. 74).

1.2.4 SYNTACTIC ROLES OF THE GERUND

Kavka (1995) summarizes the syntactic roles of the gerund as following: a subject, an object, an attribute and circumstantials.

Dušková (2003) on the other hand analyses the syntactic functions of gerund in better detail as following:

Subject

Gerund may function as a subject only with a specific group of verbs which comprises mainly verbs of mental and emotional states, such as: “*alarm, astonish, bewilder, depress, enrage, humiliate, surprise, trouble, upset and worry*” (Dušková, 2003, p. 571). In addition to that the gerund may function as subject with copular verbs. In the preverbal position the gerund subject is more frequent than the infinitive one. There are only a few cases when we can use gerundial or infinitive form of a verb in the role of a subject and preserve the same meaning. An example of that are sentences of general truth, e.g. “*Seeing is believing. / To see is to believe*” (Dušková, 2003, p. 571). Most of the time in the preverbal position the infinitive tends to present rather abstract and potential events while the gerund introduces more particular events. In the function of a subject another difference between the infinitive and the gerund is that the gerund is used for general actions and the infinitive for individual events. In colloquial English gerundial subject may be in an extraposition and then in the position of a subject stands the anticipatory it.

(Dušková, 2003, 15.21)

Examples of gerundial subject:

“*Putting it off won't make it easier.*” “*Yawning is impolite.*” “*Confiding in him was a mistake.*” (Dušková, 2003, p. 571)

Subject complement

As a subject complement the gerund may be in some cases introduced into a sentence by a preposition e.g.: “*The pain was almost past bearing.*” (Dušková, 2003, p. 573). Dušková points out that after the verb ‘be’ it is sometimes difficult to make a distinction between a subject complement and a progressive tense. Dušková shows that on a sentence “*Your putting up with his pranks is spoiling him.*” (Dušková, 2003, p. 572). As a subject complement the gerund may be introduced into a sentence with a preposition, e.g.: “*The pain was almost past bearing.*” (Dušková, 2003, 15.22)

Object

The gerund may function as a direct object and prepositional object. As an object it complements monotransitive, ditransitive and complex transitive verbs. (Dušková, 2003, 15.23) The gerund as a verb complement is further analyzed in chapter 3.

Adjectival complement

The gerund as an adjectival complement is frequently used with a preposition. (Dušková, 2003, 15.23.2)

“I was aghast at Bill’s hitting her. You were fortunate in winning his support.” (Dušková, 2003, p. 576)

Modification of a noun

The gerund may function as both a pre modifier and post modifier of a noun. Gerundial post modification is preceded with a preposition and it may be substituted with an infinitive or a subordinate clause. (Dušková, 2003, 15.24)

“chewing gum, copying machine, filling station, ironing board, swimming pool...” – examples of premodification (Dušková, 2003, p. 577)

“There are certain advantages of living alone. I haven’t the least intention of coming.” - examples of postmodification (Dušková, p. 578)

Adverbial

The gerund may function as an adverbial of time, manner (often after the preposition by), accompanying circumstances (after prepositions without, instead of, far from, apart from, in addition to, besides, etc.), purpose, goal, cause (after preposition for), result and means (with prepositions by, through, by means of, etc.). The vast majority of adverbial gerunds are introduced by a preposition. Adverbial gerund that is not preceded by a preposition follows verbs of motion and functions as an adverbial of goal. (Dušková, 2003, 15.25)

“On my entering the room all conversation stopped.” – time (Dušková, 2003, p. 578)

“By being careful about small sums our savings will grow.” – manner (Dušková, 2003, p. 579)

“He makes a living by teaching French and German.” – means (Dušková, 2003, p. 579)

“It serves you right for not heeding my warning.” – cause (Dušková, 2003, p. 579)

“I talked him into going with us.” – result (Dušková, 2003, p. 579)

“Without sharing the views you express may I ask why you express them?” – accompanying circumstances (Dušková, 2003, p. 579)

“Do you often go swimming?” – goal (Dušková, 2003, p. 578)

1.3 VERB COMPLEMENTATION WITH THE INFINITIVE OR THE GERUND

Verb complementation regards transitive verbs and copular verbs. In the “Cambridge Grammar of English” Carther and McCarthy (2006) define transitive verbs as following: “Some verbs, when used in the active voice, require further information to complete their meaning and are followed by objects.” (Carther, McCarthy, 2006, p. 505) Copular verbs on the other hand they describe to be those verbs that are complemented by predicative complements, those are verbs such as ‘be’, ‘seem’, ‘become’, ‘feel’, ‘remain’, ‘smell’ and ‘taste’. Quirk (1986) lists and further specifies four main types of verbal complementation:

- a) Copular (verbs followed by a subject complement or an adverbial)
- b) Monotransitive (verbs followed by a direct object)
- c) Complex transitive (verbs followed by a direct object + object complement or a direct object + an adverbial)
- d) Ditransitive (verbs followed by a direct object and an indirect object)

Quirk (1986) states that only three of those types require complementation by a non-finite clauses, it is the monotransitive, complex transitive and ditransitive. Yet according to Dušková(2003) there are a few copular verbs that require the infinitive to be complemented. She lists the verbs ‘be’, ‘seem’, ‘appear’, ‘happen’ and ‘chance’ and illustrates the complementation on the following examples.

“The house is to let. The deadline seems to be feasible. He appears to take little interest in such matters. I happened/chanced to be free on that day.” (Dušková, 2003, pp. 546-547)

The infinitive and the gerund complement verbs mainly in the form of a non-finite clause. Carter and McCarthy (2006) define non-finite clauses as clauses that include a lexical verb which does not express tense (non-finite verb).

1.3.1 COMPLEMENTATION OF MONOTRANSITIVE VERBS

Monotransitive verbs require a direct object to be completed. Quirk (1986) divides monotransitive verbs completed with the infinitive or the gerund in four groups:

- 1) monotransitive verbs complemented with a subjectless infinitive clause

Quirk specifies that *“in those cases the ‘understood’ subject of the infinitive clause is always the same as the subject of the superordinate clause.”* (Quirk, 1986, p. 1187)

Quirk classifies those verbs in semantically divided groups as followed:

- I. dread, hate, like, loathe, love, prefer
- II. begin, cease, commence, continue, start
- III. forget, remember, regret
- IV. choose, hope, intend, mean, need, plan, propose, wish, want
- V. deign, disdain, help, scorn, venture
- VI. ask, beg, decline, demand, offer, promise, refuse, swear, undertake, vow
- VII. affect, claim, profess
- VIII. afford, attempt, contrive, endeavor, fail, learn, manage, neglect, omit, try

(Quirk, 1986, p. 1187)

To this group belong also prepositional verbs that combine with the infinitive. However they are complemented with the infinitive when their preposition is omitted. Those are verbs such as:

long (for), ache (for), aim (for), aspire (to), burn (for), burst (for), /not/ care (about), clamour (for), itch (for), yearn (for), bother (about), condescend (to), delight (in), hesitate (about), agree (to, about, on), assent (to), consent (to), pretend (to), strive (for), seek (for), arrange (for), decide (on), resolve (on), prepare (for), serve (for)

(Quirk, 1986, p.1188)

2) monotransitive verbs complemented by a to infinitive clause with a subject

According to Quirk (1986) there are not many verbs in this group and they mainly express (not) wanting or liking. Verbs belonging to this group are for example: hate, like, love, desire, prefer, want, wish. There are also prepositional verbs belonging to this group, e.g.: ask for, call for, ache for, aim for, burn for, burst for, care for, clamour for, crave for, hope for, itch for, long for, plan for, prepare for, wait for, yearn for...

(Quirk, 1986, pp. 1193-1194)

3) monotransitive verbs complemented with a subjectless –ing participle clause

According to Quirk (1986) in the case of these verbs the subject of the proceeding verb is usually identical with the subject of the non-finite verb. The verbs belonging to this category are for example:

- I. (can't) bear, begrudge, detest, dislike, dread, enjoy
- II. cease, commence, continue, quit, resume, start, stop
- III. admit, avoid, confess, consider, deny, deserve, discourage, envisage, escape, forget, (can't) help, imagine, involve, justify, need, permit, propose, recall, recommend, remember, repent, require, risk, save, try

(Quirk, 1986, p. 1190)

There are also prepositional verbs belonging to this category. When combining with –ing clause they preserve their preposition. Such verbs are for example: bank on, decide on, play at, see about, count on, delight in, resort to, shrink from, arrange for, prepare for, serve for, arrange for, bother about etc. (Quirk, 1986, p. 1191)

4) monotransitive verbs complemented with a an –ing participle clause with subject

Verbs of this category are for example:

- I. (can't) bear, begrudge, detest, dislike, dread, (not) fancy, hate, like, loathe, love, (not) mind, miss, regret, relish, resent, (can't) stand
- II. start, stop
- III. discourage, envisage, forget, (can't) help, imagine, involve, justify, need, permit, recall, recommend, remember, rise, save, want

(Quirk, 1986, p. 1194)

1.3.2 COMPLEMENTATION OF COMPLEX TRANSITIVE VERBS

According to Quirk (1986, p. 1195) verbs of this category may appear in two sentence patterns:

- a) subject + verb + direct object + object complement = SVOC
- b) subject + verb + direct object + an adverbial = SVOA

Quirk (1986) further specifies that “The nonfinite clause in these patterns has no subject itself, but its implied subject is always preceding noun phrase, which is object of the superordinate clause.” (Quirk, 1986, p. 1202)

Quirk (1986) divides complex transitive verbs completed with the infinitive or the gerund in three groups:

- 1) verbs complemented with an object and to infinitive

- I. Public verbs referring to a speech act.: announce, declare, proclaim, pronounce, report, repute, rumour, say, tip
- II. Private verbs expressing belief: assume, believe, conceive, consider, expect, feel, find, imagine, know, presume, reckon, see, suppose, take, think, understand
- III. Verbs of intention: intend, mean
- IV. Causative verbs: appoint, elect, name, vote, cause, drive, force, get, lead, prompt
- V. Verbs of modal character: allow, authorize, compel, constrain, enable, entitle, equip, fit, oblige, permit, require
- VI. Influencing verbs: assist, bother, bribe, condemn, dare, defy, encourage, help, induce, inspire, press, summon

(Quirk, 1986, p. 1203)

2) verbs complemented with an object and bare infinitive

This group contains only a few verbs.

- I. Verbs of coercive meaning: have, let, make
- II. Perceptual verbs of seeing and hearing: feel, hear, notice, observe, overhear, see, watch,
- III. Help, know

(Quirk, 1986, p. 1205)

3) verbs complemented with an object and an –ing participle

- I. verbs of perception: feel, hear, notice, observe, overhear, perceive, see, smell, spot, spy, watch
- II. verbs of encounter: catch, discover, find, leave
- III. verbs of coercive meaning: have, get

(Quirk, 1986, p. 1206)

1.3.3 COMPLEMENTATION OF DITRANSITIVE VERBS

This type of complementation concerning non-finite clauses concerns only those infinitive ones. There are two non-finite types of ditransitive verbs complementation:

- 1) complementation with a wh – infinitive clause object

Includes verbs such as advise, ask, instruct, remind, show, teach, tell and warn.

- 2) complementation with a to – infinitive clause object

Includes verbs such as advise, ask, beg, beseech, challenge, command, counsel, detail, direct, enjoin, entreat, exhort, forbid, implore, incite, instruct, invite, order, persuade, pray, remind, request, recommend, teach, tell, urge.

1.3.4 VERBS WHICH MAY BE COMPLEMENTED WITH BOTH THE INFINITIVE AND THE GERUND

Quirk states that in constructions where both the infinitive and the gerund are possible as a verb complementation, it depends on the aspect or mood of the main verb. If there is required sense of “potentiality” for an action, then infinitive is used. Gerund, on the other hand, is used in cases where a sense of the actual “performance” of the action is required. He explains that on examples with the verb “to try”: “*She tried to bribe the jailor. She tried bribing the jailor.*” (Quirk, 1986, p. 1191). He explains that when used with the infinitive, the verb “try” expresses an attempt that was not managed. Yet when used with a gerund, the verb “try” implies that the action of bribing was finished, even though possibly without achieving the original set goal. Quirk divides these verbs in three groups: emotive, aspectual, and retrospective.

Emotive verbs which may combine with both the gerund and the infinitive are according to Quirk ‘dread’, ‘hate’, ‘like’, ‘loathe’ and ‘prefer’. All these verbs may be combined with both, yet some of them slightly change their mood or aspect when being used with either of them. The infinitive is preferred in hypothetical and nonfactual contexts such as: “*I hate to seem rude, but you’re blocking the view. Would you like to see my stamp collection?*” (Quirk, 1986, p. 1192). On the contrary, the gerund is preferred in constructions where the verb complementation refers to an action that has already happened or is bound to happen, e.g.: “*Brian loathed living in the country.*” (Quirk, 1986, p. 1192).

Quirk states that aspectual verbs that allow both constructions are verbs of beginning (‘begin’, ‘start’), continuing (‘continue’, ‘go on’, ‘keep on’) and ending (‘cease’, ‘stop’,

'finish'). In most of the cases, there is not a difference if an aspectual verb is used with the infinitive or the gerund. Yet, sometimes there is needed a contrast between the "potentiality", which is expressed by the infinitive and the "performance", which is expressed by the gerund, e.g.: "*He started to speak, but stopped because she objected. He started speaking, and kept on for more than an hour.*" (Quirk, 1986, p. 1192). There is also a tendency to use the gerund when multiple activities are involved, e.g.: "*He began to open /opening all the cupboards.*" (Quirk, 1986, p. 1192).

Retrospective verbs that combine with both the gerund and the infinitive change their meaning when being used with either of them are verbs. Verbs belonging to this group are 'forget', 'remember' and 'regret'. As Quirk states, there is "*a temporal (as well as in part modal) difference between the two constructions*" (Quirk, 1986, p. 1193.). When used with the infinitive, the verb suggests an action or event that is going to happen as a result of it. On the contrary, the gerund denotes an event or action preceding the time, which is determined by the main verb. Quirk illustrates that on examples of both constructions: "*I remembered to fill out the form. [I remembered that I was to fill out the form and then did so]*" versus "*I remembered filling out the form.[I remembered that I had filled out the form]*"(Quirk, 1986, p. 1193).

Kavka describes these verbs similarly. He suggests that there are some verbs that do not substantially change their meaning when being used with the infinitive or the gerund. Kavka states that those are mostly phasal verbs, mainly those that imply ingressivity and the terminative aspect. Yet he points out that as some scholars suggest "gerund and infinitive represent a binary opposition" (Kavka, 1995, p. 124). In that opposition, the infinitive is a marked member and the gerund an impersonal expression. He suggests that the infinitive is used for actions realized in an abstract way, actions which are "*imaginatively unreal*" (Kavka, 1995, p.124). On the contrary, the gerund is in that conception considered neutral and may be used for expressing both abstract and concrete actions.

Kavka suggests that the gerund is preferably used with the verbs that denote continuation and termination of an action. He also states that with verbs of beginning such as 'begin' and 'start' the infinitive is used when the speaker wants to "*point out to the original irreality of the action*" (Kavka, 1995, p. 124). He also explains that the participle 'to' with the infinitive was "*a preposition indicating primarily direction /physical sense/ and later also purposiveness /abstract sense/*" (Kavka, 1995, p. 125). He suggests that because of that

the infinitive is used to express an action pointing out to the future, an action in a moment of the utterance ‘irreal’.

Swan (1996) describes the verbs combining with both the gerund and the infinitive similarly. Nevertheless, he analyses thoroughly more verbs than Quirk and Kavka do. Swan also mentions the verb ‘mean’. He suggests that when used with the infinitive, the verb ‘mean’ expresses an intention, e.g. *“I don’t think she means to get married for the moment.”* (Swan, 1996, p. 276). On the contrary, when used with the gerund, the verb ‘mean’ is synonymous to the verb ‘involve’, e.g. *“If you want to pass the exam it will mean studying hard.”* (Swan, 1996, p. 276). Swan also describes a slight difference in the use of the gerund and the infinitive with the verbs “learn” and “teach”. He states that when they are combined with the gerund, they refer to lessons and subjects of study. Whereas when used with the infinitive, they imply a successful mastering of a skill. Swan also suggests that with the verbs ‘like’, ‘love’, ‘hate’ and ‘prefer’ there is sometimes a slight difference between the use of the gerund and the infinitive. He states that these verbs are mainly complemented with the infinitive when the speaker talks about his preferences and habits. To list of these verbs must also be added the verb ‘need’ which, according to Lester (2009), changes its meaning when used with the gerund or the infinitive. Lester states that when the verb ‘need’ is complemented with the infinitive, the meaning is ‘have to/must’. On the contrary, when used with the gerund, the meaning of the verb ‘need’ changes, and it is synonymous to the verb ‘require’. He shows that on two examples: *“The knives need sharpening.”* and *“Everybody needs to slow down a little.”* (Lester, 2009, p. 318).

2 ANALYSIS

2.1 METHOD OF RESEARCH

For the purpose of the practical part of this thesis I have chosen the book *Eleanor & Park*, written by Rainbow Rowell and published in 2013 by Orion Books. I have decided for this book since it is rich in verbs complemented with the infinitive and the gerund. From this book there were extracted 200 excerpts. Czech equivalents of those excerpts were obtained from the translation *Eleanor a Park*, translated by Jana Kunová. To every excerpt there is added a page reference in order to prove the originality of the excerpts.

These excerpts were divided in four categories according to the type of their complementation and further analyzed to provide answers to the research questions given in the Introduction chapter.

2.2 RESULTS OF THE ANALYSIS

The first result of the analysis is that there are significantly prevailing verbs complemented with the infinitive. The ratio of these verbs is 68%. The number of the verbs complemented with the gerund is approximately one half smaller, as can be seen in the graph below.

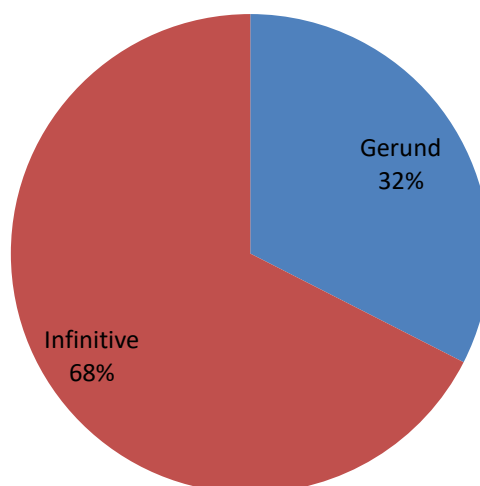


Figure 1: Verbs complementation

As has already been mentioned the verbs were divided in four groups depending on their complementation. The graph below shows in percentage the ratio of each of these groups. As can be seen the biggest group are the verbs which may be complemented with both the gerund and the infinitive without any change in meaning.

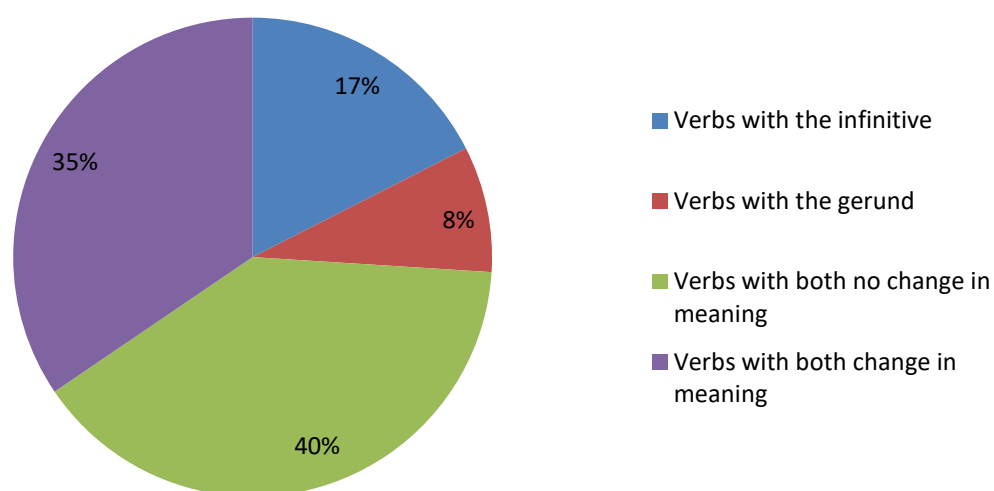


Figure 2: Verbs complementation

Each of these four groups of verbs is now going to be analyzed separately in more detail.

Verbs complemented with the infinitive

The first analysed section includes 35 sentences containing a verb complemented with the infinitive. All of those verbs may be complemented with the infinitive but cannot be complemented with the gerund. The ratio of the verbs in this section is displayed in the graph below. In this section, 23% of sentences contained the verb 'pretend', 20% the verb 'expect', 14% the verb 'manage', 14% the verb 'decide' and 8% the verb 'ask'. The remaining sentences included in small number verbs 'plan', 'swear', 'cause', 'hope', 'force', 'refuse' and 'agree'.

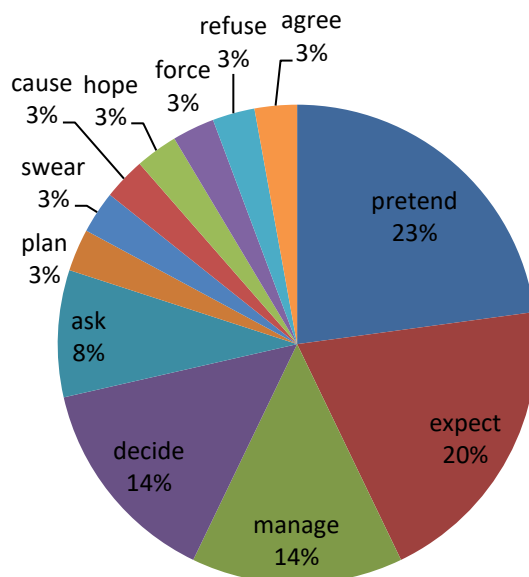


Figure 3: Verbs complemented with the infinitive

Verbs complemented with the gerund

The second section of excerpts includes sentences in which occur verbs complemented with the gerund. Verbs in this section cannot be complemented with the infinitive. As can be seen in the graph below, the vast majority of those sentences included the verb 'keep' (70%). The second most found was the verb 'stand' (12%) and then followed verbs 'risk', 'mind' and 'involve', all of which with the ratio of 6%.

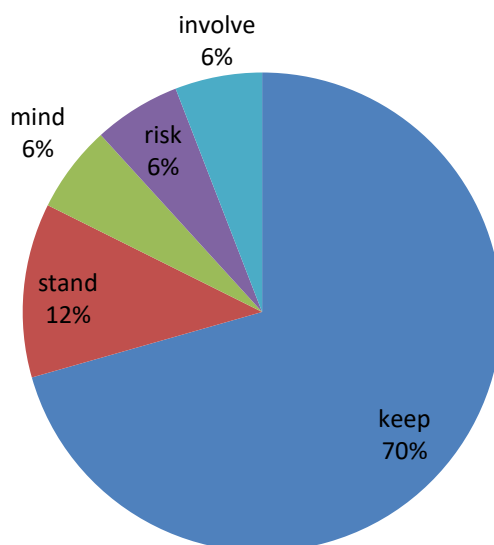


Figure 4: Verbs complemented with the gerund

Verbs complemented with both the gerund and infinitive with no change in meaning

In the third section, there are 79 sentences which contain a verb that may be complemented with both the gerund and the infinitive without any change in meaning. Some of these verbs are preferably used with either the gerund or the infinitive, but overall do not change their meaning with complemented with either. The majority of excerpts in this section contain the verb ‘want’ (39%). The second most found verb in the excerpts was the verb ‘start’ with 33%.

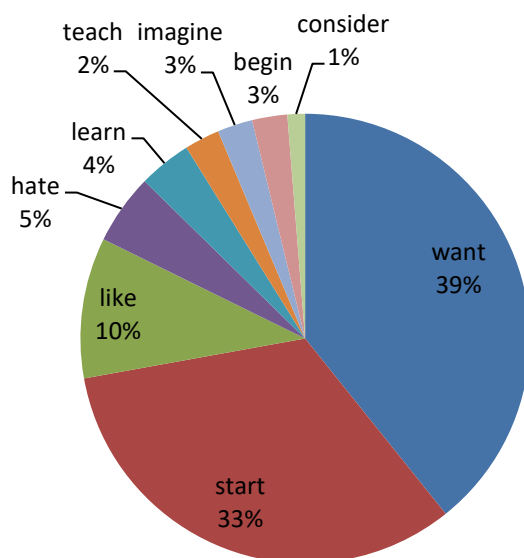


Figure 5: Verbs complemented with both the gerund and the infinitive with no change in meaning

Verbs complemented with both the gerund and the infinitive with change in meaning

The fourth section of the excerpts contains 69 excerpts all of which include verbs that change their meaning when being complemented with the gerund or the infinitive. The vast majority of sentences in this section contain the verb ‘try’. (37%).

There were found 29 cases of the verb ‘try’ complemented with the infinitive. When complemented with the infinitive, the main verb ‘try’ has the same meaning as the verb ‘attempt’, e.g. to attempt to achieve something which is considered to be difficult. (Swan, 1996) Those are for example these excerpts:

*‘He’s **trying to make** peace, Eleanor. You promised that you’d try, too.’ (137)*

In this excerpt, mother is explaining to her daughter that her step-father is attempting to make peace with her, even though they do not like each other.

*Park had spent all day **trying to think** of how to get away from the new girl. (138)*

*Eleanor was so surprised, **she tried to hand** it back, but he’d already turned away. (150)*

In the excerpts, there may be found only one case of the verb ‘try’ complemented with gerund. When being complemented with the gerund the meaning of the verb ‘try’ is ‘to test an activity, experiment to see if there will be a good result of that action’.

*Eleanor **tried knocking** on the door. ‘Mom! Let me back in. I haven’t even taken a bath yet.’ (147)*

The second most frequent verb of this section is the verb ‘stop’. Overall there were found 16 sentences with the verb ‘stop’. Fourteen of them include the verb ‘stop’ complemented with the gerund. When used with the gerund, the verb ‘stop’ means ‘to finish doing something, to finish an activity’.

*‘**Stop asking** that,’ she said angrily. (180)*

*Park **stopped drawing** and sat up straight. (142)*

*Maybe when he **stopped caring** about her altogether, he’d stopped caring about that, too. (p. 175)*

There were found only two cases in which the verb ‘stop’ is complemented with the infinitive. In those cases, the verb means ‘to stop in order to do something else’.

(Alexander, 1988)

*Park **stopped to give** him half a hug, then went into the kitchen and hugged his grandma. (184)*

*Park ran into his room, then **stopped to catch** his breath before he picked up the phone. (178)*

Eight sentences in this section contain the verb ‘need’. In all of these eight excerpts the verb ‘need’ is complemented with the infinitive and means ‘must, have to’. When complemented with the gerund, the verb ‘need’ is a synonym of the verb ‘require’. (Lester, 2009) Sentences, where the verb ‘need’ is complemented with the infinitive, are for example:

*‘Can I use your phone?’ she asked. ‘I **need to call** the police.’ (150)*

*‘I don’t care,’ Eleanor said. ‘I just **need to get out** of here. I haven’t been anywhere but school in two months. Plus, he said he’d pay me.’ (172)*

Another verbs found in this section are the verbs ‘remember’ and ‘forget’. Both of these verbs relate to memory. Quirk (1986) classifies them as ‘retrospective verbs’. When complemented with the infinitive, these verbs refer to an event, action which takes place

after the main verb. On the contrary, when complemented with the gerund, these verbs refer to past. (Swan, 1996) There were found 6 sentences with the verb ‘remember’ complemented with the gerund. Those are for example:

*When her alarm went off the next morning, Eleanor couldn't **remember having fallen** to sleep. (155)*

*She could **remember him sounding** angry with her only once. (181)*

There was found only one case of the verb ‘remember’ complemented with the infinitive. That is:

*The only women he could actually picture naked were the women in the magazines his dad every once in a while **remembered to hide** under his bed. (199)*

The verb ‘forget’ was found in three sentences. In all of them, the verb was complemented with the infinitive.

*He'd overslept, then **forgotten to grab** the stack of comics he'd set out for her the night before. (151)*

*She was so distracted in gym class, she actually **forgot not to try**. (171)*

*'It's ... just that I **forgot to buy** pumpkin,' her mother said. (195)*

This section also comprises the verb ‘mean’. When being complemented with the infinitive, its meaning is ‘intend’. On the contrary when used with the gerund the meaning is ‘involve, include’. (Swan, 1996) In the excerpts there are two cases of complementation with the infinitive and two with the gerund.

*But he hadn't **meant to tell** her like that. (183)*

*'Did you kiss her?' Eleanor **hadn't meant to ask** that. (198)*

*I **meant talking**.' He wasn't sure what he meant. (194)*

*Which **meant walking** between him and the TV. (200)*

The verb which ratio in this section is the smallest is the verb ‘regret’. In the excerpts, there is only one sentence where the verb regret appears and it is complemented with the gerund (below). When being complemented with the gerund, the verb refers to past, it means ‘to feel bad or sorry about having done something in the past’. Complemented with the infinitive, the verb refers to the future and the speaker usually uses it to introduce a situation he feels sorry about. (Swan, 1996)

*He **regretted saying** it. (182)*

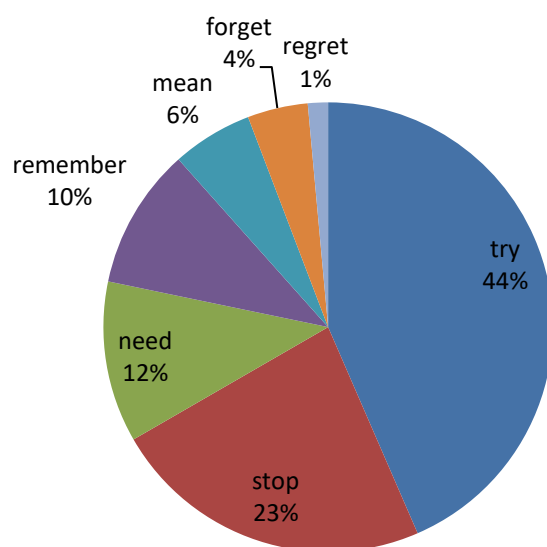


Figure 6: Verbs complemented with the gerund and the infinitive with change in meaning

In the fourth section 62 of the overall 69 verbs have been complemented with the infinitive and only 7 with the gerund.

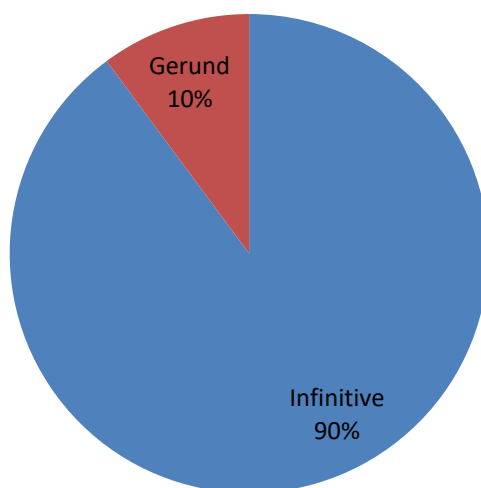


Figure 7: Complementation with the infinitive or the gerund

3 CONCLUSIONS

Even though the number of excerpts studied in the 'Analysis' chapter is not significantly high (200), the research questions given in the 'Introduction' chapter seem to be clearly answered.

The first question was if there prevails the use of the gerund or the infinitive in verb complementation. The second question was focused on the verbs which may be complemented with both the gerund and the infinitive and change their meaning. The aim was to see if more of these verbs tend to be complemented with the infinitive or the gerund and to see if the changes in meaning correspond with the hypothesis mentioned in the theoretical part.

To answer the first question, the number of the verbs complemented with the infinitive were compared to the number of the verbs complemented with the gerund. The result showed that prevailing is complementation with the infinitive (in 68% of excerpts).

In order to answer the second question, the verbs which combine with both the gerund and the infinitive and change their meaning had to be divided from the rest of the verbs. In order to do that properly, there had to be used the knowledge gained from the reference books. It was crucial since there are verbs that also combine with both the gerund and the infinitive, yet do not change their meaning. The analysis showed that the vast majority of these verbs were complemented with the infinitive. Thorough study of the meaning of these verbs confirmed that the infinitive is preferably used when the main verb is referring to future, unreal events, and potentiality, whereas the gerund is used for referring to the past events and actual performance.

In conclusion, it was made clear that the findings of the paper correspond to the hypothesis mentioned in the theoretical part. The suggestion for further research might be to analyse more resources to compare more data and analyse the small semantic differences the gerund and the infinitive in verb complementation. This suggestion might be developed in the author's diploma thesis.

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APPENDIX**A. Verbs complemented with the infinitive**

1. Before he'd even **decided to do** it, Park scooted toward the window. (p. 9)
Meaning: Before he'd even made a conscious choice to do it
Translation: Než se vůbec vědomě rozhodl, že to udělá, odsedl si k okýnku. (p. 13)

2. Richie **pretended not to hear**. (p. 16)
Meaning: He acted so that it looked like he cannot hear
Translation: Richie dělal, jako že neslyší. (p. 21)

3. Which Eleanor **decided not to mention**. (p. 17)
Meaning: She made a conscious choice not to mention something
Translation: Eleanor se rozhodla, že si tenhle postřeh nechá pro sebe. (p. 21)

4. Park **planned to choose** a poem that rhymed, so it would be easier to memorize. (p. 22)
Meaning: He had an intention to choose a poem that rhymed
Translation: Park měl v úmyslu vybrat si básničku, která se rýmuje, aby se mu líp pamatovala. (p. 26)

5. Eleanor had **pretended not to notice** the bruises on her mom's wrist. (p. 26)
Meaning: Eleanor acted in a way so that her mother wouldn't know she noticed her bruises
Translation: Eleanor dělala, že nevidí modřiny na jejím zápěstí. (p. 30)

6. Park's dad had **decided to be** a fascist about Park's driver's license; he'd announced last night that Park had to learn to drive a stick first. (p. 30)
Meaning: Park's dad made a conscious choice to act in a certain way
Translation: Táta Parkovi fašounsky zkomplikoval situaci kolem řidičáku – včera večer mu oznámil, že se nejdřív musí naučit řídit s ručním řazením. (p. 34)

7. She never turned on the TV or **asked to use** the phone. (p. 36)

- Meaning: She never spoke in order to be allowed to use the phone
 Translation: Nikdy si nezapnula televizi ani se nedovolila, jestli si smí zatelefonovat. (p. 40)
8. He was holding a comic called *Watchmen*, and it looked so ugly that Eleanor **decided not to bother** eavesdropping. (p. 39)
 Meaning: She made a conscious choice not to bother eavesdropping
 Translation: Držel komiks, který se jmenoval *Watchmen* a vypadal ošklivě, a tak se rozhodla, že mu přes rameno číst nebude. (p. 43)
9. He looked like he **expected to catch** some middle-of-the-night hijinks, but when he saw that it was only Eleanor and that she was just reading, he grunted and told her to turn out the light so the little kids could sleep. (p. 41)
 Meaning: He looked as if he thought or believed to catch them doing some mischief
 Translation: Tvářil se, jako by čekal, že je načapá při nějaké noční lumpárně, ale když zjistil, že to si jen Eleanor čte, zavrčel, ať zhasne a nechá malý spát. (p. 46)
10. Every *once* in a while – when Richie **managed to take** a bath, put on decent clothes and stay sober all on the same day – Eleanor could *sort* of see why her mom might have thought he was handsome. (p. 42)
 Meaning: When Richie successfully did all those things
 Translation: Jednou za uherský rok – když se Richie vykoupal, vzal si na sebe něco slušného a zůstal střízlivý, to vše v jeden den – dokázala Eleanor jakž takž pochopit, proč by mámě mohl připadat přitažlivý. (p. 46)
11. ‘Are you so cold? So cool?’ He was standing over her desk, **pretending to plead** with her. (p. 44)
 Meaning: He was acting in a way so it looked like as if he was pleading with her
 Translation: „To jste tak chladná? Tak necitelná?“ Stál u její lavice a dělal, jako že se jí snaží přesvědčit. (p. 48)
12. That’s what seemed weird now, Park thought; they walked the same way every day, her locker was just down the hall from his – how had they **managed to go** their separate ways every morning? (p. 52)

- Meaning: How had they succeeded in going separate ways
 Translation: Parka napadlo, že divné vlastně bylo právě to – každý den chodili stejnou cestou, ona měla skříňku na stejné chodbě, akorát na opačném konci, jak se jim vlastně povedlo chodit každý jinudy? (p. 56)
13. She figures out you don't like her, she's miserable and guess who's standing right there, **asking her to slow dance?**' (pp. 63-64)
 Meaning: Inviting to a slow dance
 Translation: Jí dojde, že se ti nelíbí, bude smutná a hádej, kdo před ní najednou stojí a chce si zatančit ploužák?“ (p. 67)
14. 'They're a metaphor for acceptance; they've **sworn to protect** a world that hates and fears them.' (p. 65)
 Meaning: They've made a promise to protect a world
 Translation: „Představujou metaforu pro přijetí odlišnosti, dali slib, že budou chránit svět, kterej je nenávidí a má z nich strach.“ (p. 68)
15. He didn't know who he'd **expected to come** to the door. (p. 66)
 Meaning: Who he thought or believed to come
 Translation: Netušil, koho za těmi dveřmi čekal. (p. 69)
16. Because, if they were always there, how did she **manage to turn** the doorknobs without fainting? (p. 74)
 Meaning: How did she successfully turn the doorknobs
 Translation: Protože jestli tam jsou pořád, jak dokáže třeba jen zmáčknout kliku a neomdlít při tom? (p. 77)
17. Mr Stessman **pretended to fall** against the chalkboard when he walked in. (pp. 85-86)
 Meaning: He acted so that it looked like he really fell against the chalkboard
 Translation: Když přišel do třídy pan Stessman, dělal, jako že se musí opřít o tabuli. (p. 89)
18. Whatever perversion **caused him to like** her was his problem. (p. 86)

- Meaning: Whatever perversion made it happen that he liked her
Translation: Ať už ji má rád z jakéhokoli úchylného důvodu, je to jeho problém. (p. 89)
19. 'I'm **expecting you to take** me someplace nice,' she said softly. (p. 97)
Meaning: She believes he will take her someplace nice
Translation: „Čekám, že mě vezmeš do nějakýho nóbl podniku,“ odvětila tiše. (p. 100)
20. She'd **hoped to catch** Park before he got on the bus, but she must have missed him. (p. 97)
Meaning: She wanted to catch him
Translation: Doufala, že ještě chytí Parka, než nastoupí do autobusu, ale asi se minuli. (p. 101)
21. Eleanor had an answer for everything – but she still **managed to evade** most of Park's questions. (p. 108)
Meaning: She succeeded in evading his questions
Translation: Eleanor měla na všechno odpověď – a zároveň se jí dařilo vyhnout většině Parkových otázek. (p. 111)
22. When her sort-of stepbrother fell asleep around nine, she **asked Park to call her back** in fifteen minutes, so she could put the kid to bed. (p. 108)
Meaning: She made a request for him to call her back
Translation: Když její něco jako nevlastní bráška kolem deváté usnul, poprosila Parka, aby jí za patnáct minut zavolal zpátky, a šla malýho uložit do postele. (p. 111)
23. Park **pretended to read** the newspaper. (p. 120)
Meaning: He acted in a way so that it looked like he was reading a newspaper
Translation: Park dělal, jako že si čte noviny. (p. 122)

24. She never felt like she belonged anywhere, except for when she was lying on her bed, **pretending to be** somewhere else. (p. 130)
Meaning: She was acting as if she was somewhere else
Translation: Nikdy nezažila pocit, že někam patří, leda když ležela na svojí posteli a předstírala, že je někde jinde. (p. 132)
25. She **forced herself to stay** in her seat until it stopped, and to calmly walk forward. (p. 133)
Meaning: She made herself stay in her seat
Translation: Přinutila se zůstat sedět, dokud úplně nezastavili, a pak vystoupit pomalu a s klidem. (p. 135)
26. Park hadn't **expected his mom to like** Eleanor, not right away – but he hadn't expected her to reject her, either. (p. 147)
Meaning: He didn't think his mom would like Eleanor
Translation: Park nečekal, že mámě se bude Eleanor líbit, ne hned od začátku, ale taky nečekal, že bude takhle nesmlouvavě proti. (p. 149)
27. She might even **refuse to come** over ... (p. 162)
Meaning: She might not accept to come over
Translation: Možná by nakonec odmítla přijít... (p. 164)
28. It was at least twice as nice as seeing him somewhere she **expected him to be**. (p. 164)
Meaning: Somewhere she thought he might be
Translation: Bylo to přinejmenším dvakrát tak báječné jako vidět ho někde, kde ho čekala. (p. 166)
29. 'I've never **pretended to know** anything about girls,' he answered. (p. 166)
Meaning: He's never acted in a way so that it looked like as if he knew anything about girls
Translation: „Nikdy jsem netvrdil, že se v holkách vyznám,“ odvětil. (p. 168)

30. But she **agreed to come** back tomorrow – if his parents said it was okay, which they did. (p. 169)
 Meaning: She accepted an offer/suggestion
 Translation: Ale řekla, že zítra přijde zas – jestli to jeho rodiče dovolí, což dovolili. (p. 171)
31. Park was the last person she **expected to see** standing there. (p. 196)
 Meaning: Who she thought/believed to see standing there
 Translation: Park byl ten poslední, koho čekala, že tam uvidí. (p. 196)
32. Her mom left the room, and Eleanor **pretended to go back** to sleep. (p. 198)
 Meaning: She acted so that it looked like she went back to sleep
 Translation: Máma odešla a Eleanor předstírala, že zas usnula. (p. 199)
33. She was home all day, every day by herself, but Park **decided not to mention** it. (p. 269)
 Meaning: He made a conscious choice not to mention it
 Translation: Trávila sama doma celé dny, jak je rok dlouhý, ale Park se rozhodl, že to nebude řešit. (p. 272)
34. She'd never **expected to have** a love scene straight out of a Judy Blume book. (p. 280)
 Meaning: She never thought/believed to have that
 Translation: Vůbec nečekala, že prožije milostnou scénu jak z dívčího románu. (p. 282)
35. She **managed to swing** onto her bed without stepping on anybody, but she landed on the cat. (p. 282)
 Meaning: She successfully swant onto her bed
 Translation: Podařilo se jí vydrápat na svoji palandu, aniž na někoho šlápla, jenže přistála na kocourovi. (p. 284)

B. Verbs complemented with the gerund

36. The girl **kept moving**. (p. 8)
Meaning: She continued moving
Translation: Holka šla dál. (p. 12)
37. Steve had let it go this morning, but he wouldn't **keep letting** it go ... (p. 14)
Meaning: He wouldn't continue on letting it go
Translation: Dneska ráno to Steve nechal být, ale to nevydrží věčně... (p. 18)
38. She **kept meaning to write** letters to her friends from her old school. (p. 26)
Meaning: She continued on having an intention to write them letters
Translation: Pořád se chystala, že napíše kamarádům z bývalé školy. (p. 30)
39. He **kept getting** this feeling that she was looking at him, but whenever he looked over at her, her face was down. (p. 33)
Meaning: He was repeatedly getting that feeling
Translation: Každou chvíli se ho zmocnil pocit, že se na něj kouká, ale vždycky když po ní střílel pohledem, měla skloněnou hlavu. (p. 37)
40. She wouldn't even **mind watching** him now, it would give her something to do – but Maisie didn't want Eleanor's help. (p. 35)
Meaning: She wouldn't feel annoyed to watch him
Translation: Teď by ho pohlídala docela ráda, aspoň by měla něco na práci, ale Maisie o její pomoc nestála. (p. 39)
41. All through the speech, she **kept squeezing** the fattest part of Eleanor's arm. (p. 54)
Meaning: She went on squeezing
Během té přednášky bez ustání mačkala nejsádelnatější část její paže. (p. 58)
42. The batteries started to die at 1:00 a.m., but Eleanor **kept listening** for another hour until the voices slowed to a stop. (p. 57)
Meaning: She continued listening
Translation: Baterky začaly docházet kolem jedné ráno, ale Eleanor poslouchala ještě hodinu, dokud stále pomalejší hlasy úplně neumlkly. (p. 60)

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43. The pick-up **kept dying**. (p. 78)
Meaning: It was repeatedly dying
Translation: Pick-up pořád chcípal. (p. 81)
44. His dad shouted his name, but Park **kept walking**. (p. 80)
Meaning: He continued walking without stopping
Translation: Táta zahulákal jeho jméno, ale on šel dál. (p. 83)
45. Their dad couldn't **stand having** them even for a few days. (p. 96)
Meaning: He wouldn't manage to have them because it would be unpleasant for him
Translation: Táta s nimi nedokázal vydržet ani pár dnů v kuse. (p. 100)
46. But he couldn't focus on the game – he **kept looking** up at the back of Eleanor's house. (p. 101)
Meaning: He was repeatedly looking up at the house
Translation: Ale nemohl se soustředit na hru, pořád se ohlížel na zadní zeď Eleanořina domu. (p. 104)
47. He **kept making** her feel like it was safe to smile. (p. 116)
Meaning: He continued making
Translation: S ním měla pořád pocit, že se jí nic nestane, když se bude usmívat. (p. 118)
48. She **kept squeezing** his hand. (p. 162)
Meaning: She continued squeezing his hand
Translation: Pořád mu mačkala ruku. (pp. 164-165)
49. But, instead, she **kept thinking** about how nice it must be to live in a house like this one. (p. 168)
Meaning: She continued thinking
Translation: Místo toho myslela jen na to, jak to musí být fajn, bydlet v takovémhle domě. (p. 170)

50. She'd already told him that as awesome as last night was – and they both agreed it was awesome – she couldn't **risk sneaking out** again. (p. 199)

Meaning: Attempt to sneak out even if she expected a bad result

Translation: Už mu vysvětlila, že včerejší noc sice byla báječná – na tom se oba shodli – ale podruhé už nebude žádné plížení z domu riskovat. (p. 199)

51. Park tilted his head. 'That would **involve going** into my room.' (p. 236)

Meaning: It would mean going into his room

Translation: Park naklonil hlavu ke straně. „To bysme ale museli jít ke mně do pokoje.“ (p. 237)

52. When she finally got out of the truck, it was because she didn't think she could **stand touching** and untouching him again. (p. 313)

Meaning: Manage to touch and untouch him without feeling unpleasant

Translation: Když konečně vystoupila z auta, bylo to proto, že už by dál nevydržela dotýkat se ho a pak se ho nedotýkat. (p. 314)

C. Verbs complemented with the gerund and the infinitive with no change in meaning

53. Once he **started driving** to school, he could listen to whatever he wanted or nothing at all, *and* he'd get to sleep in an extra twenty minutes. (p. 5)

He began the activity of driving

Meaning: Translation: Až bude do školy jezdit autem, bude si moct poslouchat, co bude chtít, nebo třeba vůbec nic, a navíc si bude moct dvacet minut přispat. (p. 9)

54. The girl **started moving** toward the back of the bus. (p. 8)

Meaning: She began the activity of moving

Translation: Holka popošla dál do autobusu. (p. 12)

55. Steve **started laughing**. (p. 8)

Meaning: He began the activity of laughing

Translation: Steve se rozesmál. (p. 12)

56. He looked back at the girl; it looked like she was **starting to cry**. (p. 8)
Meaning: She was beginning the activity of crying
Translation: Vypadalo to, že začíná brečet. (p. 13)
57. She pulled it out of the way and **started to say sorry** – but it was that stupid Asian kid, and he frowned when he saw that it was her. (p. 11)
Meaning: She began to apologize
Translation: Dala ho z cesty a začala se omlouvat – ale byl to ten blbej asijskej kluk, a jakmile ji poznal, zamračil se. (p. 16)
58. He didn't **want to force** himself on somebody else. (p. 13)
Meaning: He had no wish to force himself on somebody else
Translation: Nechtěl se nikomu vnucovat. (p. 17)
59. And he almost **hated to think** about leaving the weird new girl at the back of the bus by herself. (p. 13)
Meaning: He didn't like to think
Translation: Navíc se mu dost nelíbilo, že by měl tu novou divnou holku nechat vzadu v autobuse samotnou. (p. 17)
60. When it was clear that he wasn't – he almost never was – she **started to read**. (p. 14)
Meaning: She began the activity of reading
Translation: Jakmile pochopila, že nedělá – on si srandu nedělal skoro nikdy – začala číst. (p. 18)
61. 'You get the top bunk,' he said, 'and Ben has to sleep on the floor with me. Mom already told us, and **Ben started to cry**.' (p. 17)
Meaning: He began the activity of crying
Translation: „Dostaneš horní postel,“ prohlásil, „a Ben musí spát se mnou na zemi. Máma nám to řekla a on se rozbřečel.“ (p. 21)

62. ‘I have something to show you,’ her mom said, covering the soup, ‘but I didn’t **want to do** it in front of the little kids. (p. 18)
 Meaning: She had no wish to do it in front of the little kids
 Translation: „Chci ti něco ukázat,“ řekla jí máma a přikryla hrnec pokličkou, „ale nechtěla jsem před malejma. Pojd’ se mnou.“ (p. 23)
63. ‘The little kids will be home in twenty minutes or so,’ she said, ‘and we’ll eat dinner around 4:30. **I like to have** everything settled before Richie comes home.’ (p. 19)
 Meaning: She enjoys having everything settled
 Translation: „Malý budou doma tak za dvacet minut,“ řekla, „a jídlo bude kolem půl pátý. Radši mívám všecko odbytý, než Richie přijde domů.“ (p. 23)
64. What were they going to do when it got cold – and when it **started getting** dark early? (p. 26)
 Meaning: When it began getting dark early
 Translation: Co budou dělat, až bude moc zima a začne se brzo stmívat? (p. 30)
65. ‘Mom **wants you to leave** the door open,’ Maisie said, ‘for the breeze.’ (p. 26)
 Meaning: Mom has a wish so that Eleanor left the door open
 Translation: „Máma chce, abys nezavírala dveře,“ řekla Maisie, „aby to tu větralo.“ (p. 30)
66. She didn’t **want Maisie to see** the colored pencils and clean paper. (p. 27)
 She had no wish for Maisie to see the colored pencils and clean paper
 Translation: Nechtěla, aby Maisie viděla pastelky a čisté papíry. (p. 31)
67. Maisie put the cat back on Eleanor’s bed. ‘**It likes to sleep** up there,’ she said. (p. 28)
 Meaning: It enjoys sleeping up there
 Translation: Ted’ Maisie dala kocoura zpátky na Eleanořinu postel. „On tam rád spí.“ (p. 32)

68. Park's dad had decided to be a fascist about Park's driver's license; he'd announced last night that Park had **to learn to drive** a stick first. (p. 30)
Meaning: Park had to gain a skill of driving a stick first
Translation: Táta Parkovi fašounsky zkomplikoval situaci kolem řidičáku – včera večer mu oznámil, že se nejdřív musí naučit řídit s ručním řazením. (p. 34)
69. If you don't **want people to look at you**, Park had thought at the time, don't wear fishing lures in your hair. (p. 30)
Meaning: If you don't wish for people to look at you
Translation: Jestli někdo nechce, aby na něj lidi civěli, napadlo ho tehdy, neměl by nosit ve vlasech rybářský mušky. (p. 34)
70. He looked like somebody who didn't **want to cry**. (p. 37)
Meaning: Who had no wish to cry
Translation: Vypadal jako někdo, kdo se snaží nerozbrečet. (p. 41)
71. For some reason, she didn't **want to read** in front of him. (p. 41)
Meaning: She had no wish to read in front of him
Translation: Z nějakého důvodu je nechtěla číst před ním. (p. 45)
72. She didn't **want to have** to look at Richie again. (p. 42)
Meaning: She had no desire to have to look at him again
Translation: Nechtěla už Richieho vidět. (p. 46)
73. Today they were supposed to be discussing *Romeo and Juliet*, but nobody **wanted to talk**. (p. 44)
Meaning: Nobody wished to talk
Translation: Dneska měli probírat *Romea a Julii*, ale nikomu se nechtělo mluvit. (p. 48)
74. If Shakespeare **wanted you to believe** they were in love, he wouldn't tell you in almost the very first scene that Romeo was hung up on Rosaline ... (p. 44)
Meaning: If he had a wish for them to believe

Translation: Kdyby nás Shakespeare chtěl přesvědčit, že jsou do sebe zamilovaný, neřekl by nám skoro hned v první scéně, že Romeo byl celej štajf do Rosaliny... (pp. 48-49)

75. Park **hated talking** in class. (p. 45)

Meaning: He didn't like/enjoy talking in class

Translation: Park hrozně nerad mluvil v hodinách. (p.49)

76. 'Because ...' he said quietly, looking at his desk, 'because people **want to remember** what it's like to be young? And in love?' (p. 45)

Meaning: People wish to remember

Translation: „Protože...“ zamumlal a upřel pohled na lavici, „protože lidi si chtějí pamatovat, jaké to je být mladý? A zamilovaný?“ (p. 49)

77. Her mom grabbed her by the wrists. '**I like to hear** you sing,' she said. (p. 47)

Meaning: She enjoys her singing

Translation: Ta ji chytila za zápěstí. „Mně se líbí, když si zpíváš,“ řekla. (p. 51)

78. Now, all she could think about was what they were going to do if the baby actually **started to cry**. (p. 49)

Meaning: If the baby began the activity of crying

Translation: Teď myslela jen na to, co si počnou, jestli se malej rozbřečí. (p. 53)

79. Park **wanted to look** at her face, but he couldn't. 51

Meaning: He had a wish to look at her face

Translation: Park se jí chtěl podívat do tváře, ale nemohl. (p. 55)

80. Paul was the one who'd **taught Eleanor to say** 'Asian' and not 'oriental.' (p. 53)

Meaning: Paul trained her to say 'Asian' and not 'oriental'

Translation: To Paul ji poučil, že má říkat „Asiat“ a ne prostě jen „Číňan“. (p. 57)

81. It was all over in a few minutes anyway because nobody **wanted to be** late to lunch. (p. 55)

Meaning: Nobody wished to be late

- Translation: Za pár minut to stejně rozpustily, protože žádná nechtěla přijít pozdě na oběd a většina se potřebovala převléknout a učesat. (p. 59)
82. They walked over to Eleanor and **started pulling** pads off the wall. (p. 55)
Meaning: She began the activity of pulling
Translation: Šly k Eleanor a začaly strhávat vložky ze zdi. (p. 59)
83. ‘I don’t **want to break** it,’ she said. (p. 56)
Meaning: She had no wish to break it
Translation: „Nerada bych ho rozbila.“ (p. 60)
84. ‘I don’t **want to use** up the batteries.’ (p. 56)
Meaning: She had no wish to use them up
Translation: „Nechci ti vyplácet baterky.“ (p. 60)
85. The batteries **started to die** at 1:00 a.m., but Eleanor kept listening for another hour until the voices slowed to a stop. (p. 57)
Meaning: They began to die
Translation: Baterky začaly docházet kolem jedné ráno, ale Eleanor poslouchala ještě hodinu, dokud stále pomalejší hlasy úplně neumlkly. (p. 60)
86. She **started to worry** that maybe she wouldn’t say anything, that she wouldn’t even thank him... (p. 59)
Meaning: She began to worry
Translation: Začínala se bát, že neřekne nic, že mu ani nepoděkuje... (p. 62)
87. ‘I didn’t **want to waste** the batteries,’ she said. (p. 59)
Meaning: She had no wish to waste them
Translation: „Nechtěla jsem vyplácet baterky.“ (p. 62)
88. She didn’t **want to run**, period. (p. 62)
Meaning: She had no wish to run
Translation: Nechtěla běhat vůbec, a tečka. (p. 66)

89. ‘Well, I’m probably not going to **start skipping** class now just because of gymnastics,’ Eleanor said, hopping to pull up her jeans. (p. 63)
 Meaning: Begin skipping
 Translation: „No, přece nezačnu kvůli gymnastice chodit za školu,“ odpověděla Eleanor a hopsala na místě, aby dostala nahoru džíny. (p. 63)
90. ‘What? I don’t **want to go** to homecoming with Kim. I don’t even like her. I mean, you know... You like her.’ (p. 63)
 Meaning: He had no wish to go
 Translation: „Cože? Já nechci na slavnost s Kim. Ani se mi nelíbí. Teda jako, vždyť víc... líbí se *tobě*.“ (p. 67)
91. When they got to the last page, all Park **wanted to do** was sit and talk about it. (pp. 67-68)
 Meaning: He had a wish to do
 Translation: Když otočili poslední stránku, Park ze všeho nejvíc chtěl sedět dál a povídat si o tom. (p. 70)
92. ‘Sort of.’ She really **didn’t want to talk** to Park about Richie. (p. 71)
 Meaning: She had no wish to talk
 Translation: Vážně se s Parkem nechtěla o Richiem bavit. (p. 74)
93. And then he’d **started laughing** and pulled at one of her curls. (p. 77)
 Meaning: He began laughing
 Translation: Pak se rozesmál a zatahal jí za kadeř. (p. 80)
94. She’d **started to write** him a letter – she’d started it a million times – but that seemed like such a seventh- grade thing to do. (p. 77-78)
 Meaning: She began the activity of writing
 Translation: Začala mu psát dopis – začala ho asi tak milionkrát – ale přišlo jí to jak trapárna z druhého stupně. (p. 81)
95. The only thing that she didn’t **like to think** about, about Park, was what he could possibly see in her. (p. 78)

- Meaning: She didn't enjoy thinking about
 Translation: V souvislosti s Parkem nerada myslela na jedinou věc. Co na ní vidí on. (p. 81)
96. 'Goddamn Park, I don't know what to do with you. We've been working on this for a year. I **taught your brother to drive** in two weeks.' (p. 79)
 Meaning: He trained his brother in an activity of driving
 Translation: „Proboha živýho, Parku, já už nevím, co s tebou. Makáme na tom rok. Tvýho bratra jsem naučil řídit za dva týdny.“ (p. 82)
97. Park just **wanted to see** her face. (p. 80)
 Meaning: He had a wish to see her face
 Translation: Chtěl jen vidět její tvář. (p. 83)
98. 'Donna **wants me to go** to some wedding,' he said, 'and I told her you would probably watch Matt.'(p. 84)
 Meaning: She wished for him to go
 Translation: „Donna chce, abych s ní šel na nějakou svatbu,“ pokračoval, „tak jsem jí řekl, že bys určitě pohlídala Matta.“ (p. 87)
99. Mouse had **started to cry**, and Maise got mad and stormed out. (p. 88)
 Meaning: He began the activity of crying
 Translation: Myšák se rozbřečel, Maisie našťvaně vystřelila pryč. (p. 91)
100. What food? Eleanor **wanted to ask**. (p. 89)
 Meaning: She had a wish to ask
 Translation: Jaký jídlo, zeptala by se nejradši Eleanor. (p. 92)
101. He **started laughing**. (p. 89)
 Meaning: He began the activity of laughing
 Translation: Rozesmál se. (p. 92)
102. She grabbed Park's pen and **started scribbling** it out. (p. 90)
 Meaning: She began the activity of scribbling

- Translation: Chňapla Parkovu propisku a začala to přeškrťávat. (p. 93)
103. All morning long, he'd **wanted to punch** something. (p. 93)
 Meaning: He had a wish to punch
 Translation: Celé dopoledne měl chuť do něčeho praštit. (p. 96)
104. 'I feel like...' He **started laughing** and looked away. (p. 95)
 Meaning: He began the activity of laughing
 Translation: Rozesmál se a odvrátil pohled. (p. 98)
105. She was **starting to worry** that he wasn't coming at all – he could've gone to the wrong high school or changed his mind –when he honked for her. (pp. 97-98)
 Meaning: She was beginning to worry
 Translation: Už se začínala bát, že vůbec nedorazí – mohl třeba jet k jiné střední škole nebo si to rozmyslet – když na ni zatroubil. (p. 101)
106. She couldn't wait for her dad to leave so that she could **start eating** everything. (p. 99)
 Meaning: Begin the activity of eating
 Translation: Nemohla se dočkat, až táta vypadne a ona to bude moct *všecko* sníst. (p. 102)
107. She didn't **want him to hear** her cry. (p. 111)
 Meaning: She had no wish for him to hear her cry
 Translation: Nechtěla, aby ji slyšel brečet. (p. 114)
108. 'Eleanor,' he said, just because he **liked saying** it, 'why do you like me?' (p. 113)
 Meaning: He enjoyed the activity of saying it
 Translation: „Eleanor,“ začal, prostě proto, že to rád říkal, „proč mě máš ráda?“ (p. 116)
109. He couldn't **imagine her living** anywhere but here. (p. 121)
 Meaning: He couldn't think of a reality where she lived somewhere else

- Translation: Nedokázal si představit, že někdy žila jinde než tady. (p. 123)
110. She didn't **want anyone to hear**. (p. 124)
 Meaning: She had no wish for anyone to hear
 Translation: Nechtěla, aby to někdo slyšel. (p. 126)
111. She **liked smiling** and small talk and eye contact ... All things Eleanor sucked at. (p. 125)
 Meaning: She enjoyed the activity of smiling
 Translation: Líbilo se jí, když se lidi usmívali, uměli prohodit pár zdvořilostí, dívali se vám do očí... Přesně v tomhle všem Eleanor zrovna nevynikala. (p. 127)
112. 'I **hate meeting** new people,' she whispered. (p. 127)
 Meaning: She doesn't enjoy the activity of meeting
 Translation: „Hrozně nerada se seznamuju s lidma,“ zašeptala. (p. 130)
113. 'Stay a little longer,' he said. 'Don't you **want to meet** my dad?' (p. 128)
 Meaning: Have a wish to meet his dad
 Translation: „Zůstaň ještě,“ řekl. „Nechceš se vidět s mým tátou?“ (p. 130)
114. It didn't seem like **he wanted to look** at her; he handed her some comic books, then turned away. (p. 131)
 Meaning: He had a wish to look at her
 Translation: Vypadalo to, že se na ni nechce vůbec podívat. Podal jí pár komiksů, pak se odvrátil. (p. 133)
115. 'This fight doesn't change that. You can't **start kicking** people every time someone thinks I'm weird or ugly ... Promise me you won't try. Promise me that you'll try not to care.' (p. 140)
 Meaning: Begin an activity of kicking
 Translation: „Ta rvačka na tom nic nezmění. Nemůžeš kopat do lidí pokaždý, když někomu budu připadat divná nebo ošklivá... Slib mi, že se nebudeš o nic snažit. Že si toho nebudeš všímat.“ (p. 142)

116. 'It was pretty fantastic,' Eleanor said on the way to school, a few days after he came back. 'Where did you **learn to do that?**' (p. 143)
Meaning: To obtain a knowledge of a skill
Translation: „Byla to teda docela parádicka,“ prohlásila Eleanor cestou do školy pár dní po tom, co se vrátil. „Kde ses to naučil?“ (p. 145)
117. All five of them had **learned to cry** without making any noise. (p. 149)
Meaning: Had to obtain a skill to cry without making any noise
Translation: Všech pět se naučilo brečet úplně potichoučku. (p. 151)
118. Someone stepped on the baby and he **started to cry**. (p. 151)
Meaning: Began the activity of crying
Translation: Někdo šlápl na malýho a ten se rozbrečel. (p. 153)
119. She took Eleanor's arm and **started walking** quickly toward the neighbour's house (p. 157)
Meaning: Began the activity of walking
Translation: Vzala Eleanor za ruku a rychle ji vedla k sousedům. (p. 160)
120. 'I'm **beginning to think** you shouldn't have started reading comics with a book that completely deconstructs the last fifty years of the genre,' he said. (p. 166)
Meaning: He was starting to think
Translation: „Začínám mít pocit, žes neměla do světa komiksu vstoupit skrze něco, co kompletně dekonstruuje posledních padesát let vývoje žánru,“ řekl. (p. 168)
121. 'I'm beginning to think you shouldn't have **started reading** comics with a book that completely deconstructs the last fifty years of the genre,' he said. (p. 166)
Meaning: Begin the activity of reading comics
Translation: „Začínám mít pocit, žes neměla do světa komiksu vstoupit skrze něco, co kompletně dekonstruuje posledních padesát let vývoje žánru,“ řekl. (p. 168)
122. When she saw Park standing at the bus stop on Monday morning, she **started giggling**. (p. 173)
Meaning: She began the activity of giggling

- Translation: Když v pondělí ráno uviděla Parka na zastávce, rozjihňala se. (p. 175)
123. His mom looked at Park with a face he was **beginning to recognize**. (p. 181)
 Meaning: A face he was starting to recognize
 Translation: Máma se na něj podívala s výrazem, který začínal spolehlivě poznávat. (p. 183)
124. She wasn't exactly eavesdropping – all her mom's friends **liked having** Eleanor around. (p. 210)
 Meaning: They enjoyed having her around
 Ne že by poslouchala přímo potají – všechny máminy kamarádky byly rády, že tam Eleanor je. (p. 210)
125. 'Especially if he **hates to dance!**' (p. 210)
 Meaning: If he doesn't like to do the activity of dancing
 Translation: „Zvlášť těm, co neradi tancují!“ (p. 210)
126. She'd **considered taking** a shower in the locker room at school, but that might even be more dangerous: Tina et al. (p. 211)
 Meaning: She had thought about taking a shower...
 Translation: Zvažovala, jestli se nemá začít sprchovat ve škole v šatně, ale to mohlo být ještě riskantnější vzhledem k Tině a spol. (p. 211)
127. 'I don't want your mom to see me like this. I don't **want to hurt** her feelings.' (p. 221)
 Meaning: She had no wish to hurt her feelings
 Translation: „Nechci, aby mě tvoje máma takhle viděla. Nechci ji urazit.“ (p. 221)
128. 'I'm not proposing,' he said. 'I'm just saying ... I love you. And I can't **imagine stopping** ...' (p. 243)
 Meaning: He cannot think of a future where he would stop
 Translation: „Nežádám tě o ruku,“ prohlásil. „Akorát říkám... Miluju tě. A nedokážu si představit, že někdy přestanu...“ (p. 243)

129. He **wanted to drive** Eleanor somewhere. (p. 264)

Meaning: He had a wish to drive her somewhere

Translation: Chtěl někam jet s Eleanor. (p. 264)

130. Because he **wanted to see** Eleanor in a pretty dress. (p. 274)

Meaning: He had a wish to see her in a pretty dress

Translation: Protože chtěl vidět Eleanor v krásných šatech. (p. 276)

131. He **didn't like to think** about the notes. (p. 299)

Meaning: He didn't enjoy thinking

Translation: Nerad na ty vzkazy myslel. (p. 300)

D. Verbs complemented with the gerund and the infinitive with change in meaning

132. He'd **stopped trying** to bring her back. (p. 1)

Meaning: He finished trying

Translation: Už se ji nesnažil přivést zpět. (p. 5)

133. He'd stopped **trying to bring** her back. (p. 1)

Meaning: He had stopped with his attempts to bring her back

Translation: Už se ji nesnažil přivést zpět. (p. 5)

134. 'I'll teach you all about human growth and development. What do you **need to know?**' (p. 6)

Meaning: What do you have to/must know

Translation: „Já tě vo biologii člověka všechno naučím, co potřebuješ vědět?“ (p. 10)

135. When Park's dad heard, he said, 'Somebody **needs to teach** that Murphy kid how to make a fist.' (p. 6)

Meaning: Somebody has to teach

Translation: Když to slyšel Parkův táta, řekl: „Někdo by měl toho Murphyovic kluka naučit, jak se správně zatíná pěst.“ (p. 10)

136. Park **tried to turn the volume up** on his Walkman, but it was already all the way up. (p. 8)
Meaning: He attempted to turn the volume up
Translation: Park si chtěl ještě víc zesílit walkmana, ale už ho měl na maximum. (p. 13)
137. 'He's **trying to make** peace, Eleanor. You promised that you'd try, too.' (p. 11)
Meaning: He is attempting to make peace
Translation: „On se s tebou snaží usmířit, Eleanor. Slíbilas, že se budeš taky snažit.“ (p. 15)
138. Park had spent all day **trying to think** of how to get away from the new girl. (p. 13)
Meaning: He had spent all day attempting to think
Translation: Park celý den přemýšlel, jak by se té nové holky zbavil. (p. 17)
139. Because people like Steve and Mikey and Tina existed, too, and they **needed to be fed**. (p. 14)
Meaning: They had to be fed
Translation: Protože na světě jsou i lidi jako Steve, Mikey a Tina a potřebují nějakou kořist. (p. 18)
140. Thank God she didn't **try to talk** to him. (p. 15)
Meaning: She didn't attempt to talk
Translation: Naštěstí na něj vůbec nepromluvila. (p. 19)
141. Eleanor **tried to get** everything into a neat stack, all the report cards and school pictures and letters from pen pals. (p. 19)
Meaning: She attempted to get everything into a neat stack
Translation: Eleanor se to všechno pokusila srovnat do úhledné hraničky, vysvědčení, školní fotky, korespondenci od kamarádů na dopisování. (pp. 23-24)

142. Park **stopped drawing** and sat up straight. (p. 21)
Meaning: He finished the activity of drawing
Translation: Park si přestal kreslit a narovnal se. (p. 25)
143. He was **trying to eat** dinner alone in his room, but his little brother wouldn't let him. (p. 24)
Meaning: He was attempting to eat dinner alone
Translation: Chtěl si sníst večeři o samotě u sebe v pokoji, ale mladší brácha Josh ho nenechal. (p. 28)
144. Except she said it, 'In hee-ya!' Because she was apparently never going to **stop sounding** like she just got here yesterday from Korea. (p. 25)
Meaning: She was never going to finish to sound like....
Translation: Akorát že ona říkala „Tadííí!“ Vypadalo to, že nikdy nepřestane mluvit, jako kdyby dorazila z Koreje teprve včera. (p. 29)
145. But his mom **tried so hard to fit in** in every other way ... (p. 25)
Meaning: She attempted to fit in
Translation: Ale ve všem jiném se tolik snažila zapadnout... (p. 29)
146. 'Why not Kim? You think **I need to aim** lower?' (p. 30)
Meaning: He has to/must aim lower
Translation: „Proč ne? Myslíš, že bych měl mířit níž?“ (p. 34)
147. Eleanor **tried knocking** on the door. 'Mom! Let me back in. I haven't even taken a bath yet.' (p. 34)
Meaning: She tested the activity of knocking to see if it will work
Translation: Pokusila se zaklepat na dveře. „Mami! Pust' mě dovnitř. Ještě jsem se ani nevykoupala.“ (p. 38)
148. 'God. You too? Why do you guys call him that?' **She tried not to sound** angry. (p. 35)
Meaning: She attempted not to sound angry

- Translation: „Proboha. Ty taky? Proč mu všichni tak říkáte?“ Snažila se, aby to neznělo našťvaně. (p. 38)
149. Eleanor **tried to be** even less trouble. (p. 36)
 Meaning: She attempted to be
 Translation: Eleanor se snažila být na obtíž ještě méně. (p. 40)
150. Eleanor was so surprised, **she tried to hand** it back, but he'd already turned away. (p. 39)
 Meaning: She attempted to hand it back
 Translation: Eleanor byla tak zaskočená, že se mu ho pokusila vrazit zpátky, ale on už se od ní odvrátil. (p. 43)
151. He'd overslept, then **forgotten to grab** the stack of comics he'd set out for her the night before. (p. 43)
 Meaning: He didn't remember to grab it
 Translation: Zaspal a pak v tom spěchu zapomněl vzít štos komiksů, které si večer přichystal. (p. 47)
152. 'Yeah,' she said, looking around the bus. 'I'm **trying to impress** the locals.' (p. 43)
 Meaning: She is attempting to impress
 Translation: „Jo,“ řekla a rozhlédla se po autobuse. „Snažím se na místní udělat dojem.“ (p. 47)
153. Eleanor got dressed quickly and **tried to squeeze** past her mother. (p. 47)
 Meaning: She attempted to squeeze
 Translation: Eleanor se rychle oblékla a pokusila se proklouznout kolem mámy. (p. 51)
154. Even he seemed to realize that **trying to make** this stop would only ever make it worse. (p. 49)
 Meaning: That attempting to make this stop

Translation: Jako by i jemu už došlo, že kdyby se to snažil zarazit, jenom by všechno ještě zhoršil. (p. 53)

155. When her alarm went off the next morning, Eleanor couldn't **remember having fallen** to sleep. (p. 49)

Meaning: She wasn't able to recall a memory of falling asleep

Translation: Když Eleanor ráno zazvonil budík, nepamatovala si, že vůbec usnula. (p. 53)

156. She **tried to give** him the tape, but he didn't take it. (p. 51)

Meaning: She attempted to give him the tape

Translation: Snažila se mu kazetu strčit zpátky, ale on si ji nevzal. (p. 56)

157. And then Eleanor could **stop sneaking** into the bathroom after lunch to rub her teeth with salt. (p. 54)

Meaning: She could finish sneaking

Translation: A ona by se pak mohla přestat po obědě plížit do umývárny a drhnout si zuby solí. (p. 58)

158. It was going to hurt like crazy **trying to tear** the rubber band out, but at least it was staying for now. (p. 58)

Meaning: Attempting to tear the rubber band out

Translation: Bude to šíleně bolet, až ji potom bude vyndávat, ale aspoň to teď drželo. (p. 61)

159. Then she looked over at Park – and **stopped frowning**. (p. 64)

Meaning: She finished the activity of frowning

Translation: Potom se podívala na Parka – a přestala se mračit. (p. 67)

160. That he would **stop talking** to her as suddenly as he'd started... (p. 64)

Meaning: Finish the activity of talking

Translation: Že stejně náhle, jako se s ní bavit začal, se s ní taky bavit přestane... (p. 67)

161. So far, they hadn't **stopped talking**. (p. 64)
Meaning: They hadn't finished the activity of talking
Translation: Zatím se to nestalo. (p. 67)
162. 'Are you **trying to think** of an empowered X-woman?' Eleanor asked. (p. 65)
Meaning: Are you attempting to think
Translation: „Snažíš se přijít s nějakou opravdu emancipovanou X ženou?“ (p. 68)
163. 'No, I didn't mean that. I mean... I think I **need to reread** it.' (p. 71)
Meaning: She has to/must reread it
Translation: „Ne, tak jsem to nemyslela. Myslím... asi si to potřebuju přečíst ještě jednou.“ (p. 74)
164. She **tried to remember** what kind of animals paralyzed their prey before they ate them. (p. 73)
Meaning: She attempted to remember
Translation: Snažila se vylovit z paměti, které zvířecí druhy paralyzují svou kořist, než ji sežerou...(p. 76)
165. She **tried to turn** it into some kind of flower. (p. 76)
Meaning: She attempted to turn it
Translation: Pokusila se to přemalovat na kytičku nebo tak něco. (p. 79)
166. He was probably being so quiet because he was **trying not to say** it out loud. (p. 80)
Meaning: He was attempting not to say
Translation: Nejspíš je tak zticha, protože se snaží ovládnout a neříct to nahlas. (p. 83)
167. Eleanor had known that for so long, she couldn't even **remember figuring it out**. (p. 83)
Meaning: She couldn't recall a memory of figuring it out

- Translation: To Eleanor věděla už tak dlouho, že si ani nepamatovala, kdy na to přišla. (p. 87)
168. Her dad has a voice like someone on TV, somebody who would **try to sell** you record compilations. (pp. 83-84)
 Meaning: Somebody who would attempt to sell
 Translation: Táta měl podobný hlas jako lidi v televizi, ti, co se vám snaží prodat všelijaké kompilace. (p. 87)
169. ‘Could you **stop being** the worst friend in the world for, like, five minutes?’ (p. 85)
 Meaning: Finish the activity of being
 Translation: „Mohl bys na pět minut přestat být nejhorší kámoš na světě?“ (p. 88)
170. ‘**Stop saying** her name like that.’ (p. 85)
 Meaning: Finish the activity of saying
 Translation: „Přestaň pořád opakovat její jméno.“ (p. 88)
171. She was so distracted in gym class, she actually **forgot not to try**. (p. 86)
 Meaning: She didn’t remember not to try
 Translation: Na těláku byla tak mimo, že se omylem začala snažit. (p. 89)
172. ‘I don’t care,’ Eleanor said. ‘I just **need to get out** of here. I haven’t been anywhere but school in two months. Plus, he said he’d pay me.’ (p. 88)
 Meaning: I must/have to get out of here
 Translation: „Mně na něm nezáleží,“ odpověděla Eleanor. „Prostě odsud potřebuju vypadnout. Dva měsíce jsem nebyla nikde jinde než ve škole. Navíc mi to prej zaplatí.“ (p. 92)
173. Park **tried to remember** the first time he saw her. (p. 92)
 Meaning: He attempted to remember
 Translation: Park se snažil rozpomenout, jaké to bylo, když ji uviděl poprvé. (p. 95)

174. He **remembered thinking** that it was bad enough that she looked the way she did... (p. 92)
Meaning: He could recall a memory of thinking
Translation: Tenkrát si pomyslel, že si o to říká... (p. 95)
175. Maybe when he **stopped caring** about her altogether, he'd stopped caring about that, too. (p. 96)
Meaning: When he finished the activity of caring
Translation: Třeba to přestal řešit, když mu teď na ní už vůbec nezáleží. (p. 99)
176. She could **remember her dad putting on** records – Jimi Hendrix and Deep Purple and Jethro Tull – when his friends came over and stayed late into the night. (p. 100)
Meaning: She could recall a memory of her dad putting on records
Translation: Pamatovala si, jak táta vždycky pouštěl Jimiho Hendrixe, Deep Purple a Jethro Tull, když k nim přišli jeho kámoši a zůstali až do noci. (p. 103)
177. Eleanor could **remember lying** on her stomach on an old Persian rug, drinking grape juice out of a jelly jar, being extra quiet because her baby brother was asleep in the next room – and studying each record, one by one. (p. 100)
Meaning: She could recall a memory of lying on her stomach
Translation: Vzpomínala si, jak ležela na břicho na starém perském koberci, pila ze sklenice od marmelády hroznovou šťávu a byla hrozně moc potichu, protože vedle spal její malý bráška, a jednu po druhé studovala desky. (p. 103)
178. Park ran into his room, then **stopped to catch** his breath before he picked up the phone. (p. 104)
Meaning: He stopped in his steps so that he could catch a breath
Translation: Park vystřelil do pokoje, zastavil se a popadal dech, než zvedne sluchátko. (p. 107)
179. Are you **trying to give** me a nickname?' (p. 110)
Meaning: Are you attempting to give me a nickname
Translation: „Snažíš se pro mě vymyslet zdobnělinu?“ (p. 113)

180. 'Stop asking that,' she said angrily. (p. 111)
Meaning: Finish the activity of asking
Translation: „Přestaň se takhle ptát,“ řekla rozzlobeně. (p. 113)
181. She could **remember him sounding** angry with her only once. (p. 112)
Meaning: She could recall a memory of him sounding angry
Translation: Vybavovala si jen jeden moment, kdy zněl našťvaně. (p. 114)
182. He **regretted saying** it. (p. 119)
Meaning: He felt bad about having said it
Translation: Mrzelo ho, že to řekl. (p. 121)
183. But he hadn't **meant to tell** her like that. (p. 119)
Meaning: He had no intention to tell her like that
Translation: Ale takhle jí to říct nechtěl. (p. 121)
184. Park **stopped to give** him half a hug, then went into the kitchen and hugged his grandma. (p. 120)
Meaning: He stopped in his steps so that he could give him a half hug
Translation: Park se u něj zastavil, jednoruč ho objal, pak šel do kuchyně a obouruč objal babičku. (p. 122)
185. He put his hand on her knee instead, and that felt so good, so new, he **stopped thinking** about his mom for a few minutes. (p. 125)
Meaning: He finished the activity of thinking
Translation: Místo toho jí položil dlaň na koleno a to byl tak skvělý pocit, tak nový, že na mámu chvíli úplně přestal myslet. (p. 127)
186. His dad **tried to put** his hand on her shoulder, but she shook him off. (p. 137)
Meaning: He attempted to put his hand...
Translation: Táta jí položil ruku na rameno, ale ona ho setřásla. (p. 139)

187. She wondered if he **was still trying to break up** with her. (p. 140)
vIf he was still attempting to break up with her
Translation: Napadlo ji, jestli se s ní pořád snaží rozejít. (p. 142)
188. Whenever her mom found money, she **tried to spend** it on things Richie would never notice. (p. 141)
Meaning: She attempted to spend it
Translation: Vždycky když máma našla peníze, snažila se za ně nakoupit věci, kterých si Richie nevšimne. (p. 143)
189. His mother looked agitated. ‘You’re grounded until you **stop thinking** about that trouble girl.’ (p. 146)
Meaning: Until he finishes the activity of thinking
„Budeš sedět doma, dokud nepustíš z hlavy tu problémovou holku.“ (p. 148)
190. ‘Can I use your phone?’ she asked. ‘I **need to call** the police.’ (p. 150)
Meaning: She has to/must call the police
Translation: „Můžu si od vás zatelefonovat?“ zeptala se. „Potřebuju zavolat policii.“ (p. 152)
191. Eleanor **tried to come** with her, but she was too scared to stand up. (p. 157)
Meaning: She attempted to come with her
Translation: Eleanor chtěla slézt, ale strachy se nemohla ani postavit. (p. 159)
192. Eleanor **tried to write** a letter to Park. (p. 163)
Meaning: She attempted to write a letter
Translation: Eleanor se pokusila napsat dopis Parkovi. (p. 165)
193. ‘Seriously?’ She **tried to open** it again. (p. 177)
Meaning: She attempted to open it again
Translation: „Jseš normální?“ Snažila se ji zas otevřít. (p. 179)
194. ‘I **meant talking.**’ He wasn’t sure what he meant. (p. 178)
Meaning: He thought about talking

- Translation: „Myslel jsem povídat si.“ Sám přesně nevěděl, co myslí. (p. 179)
195. ‘It’s ... just that I **forgot to buy** pumpkin,’ her mother said. (p. 203)
Meaning: She didn’t remember to buy pumpkin
Translation: „To je... já jsem zapomněla koupit dýni,“ řekla máma. (p. 203)
196. Park **stopped playing** to look at her. (p. 208)
Meaning: He finished the activity of playing
Translation: Park přestal hrát a zůstal na ni koukat. (p. 208)
197. ‘Because if it is Tina,’ he said – you could tell that he still didn’t believe that it was, ‘you **need to tell** somebody.’ (p. 241)
Meaning: You have to/must tell somebody
Translation: „Protože jestli to dělá Tina,“ řekl – bylo na něm vidět, že tomu pořád nevěří, „musíš to někomu říct.“ (p. 241)
198. ‘Did you kiss her?’ Eleanor **hadn’t meant to ask** that. (p. 241)
Meaning: She had no intention to ask
Translation: „Líbal ses s ní?“ Na to se Eleanor vůbec ptát nechtěla. (p. 241)
199. The only women he could actually picture naked were the women in the magazines his dad every once in a while **remembered to hide** under his bed. (p. 250)
Meaning: He didn’t forget to hide them
Translation: Nahé si vlastně dokázal představit jen ty ženské z časopisů, které si táta čas od času povinně schoval pod postel. (p. 250)
200. Which **meant walking** between him and the TV. (p. 261)
Meaning: Which involved walking
Translation: Což znamenalo projít mezi ním a televizí. (p. 260)

SUMMARY IN CZECH

Tato práce pojednává o neurčitých slovesných tvarech infinitivu a gerundiu. Práce se skládá ze dvou hlavních bloků, teoretického a praktického. Cílem teoretické části bylo definovat tyto slovesné tvary a popsat syntaktické funkce, které mohou plnit. Dále se v teoretické části nachází detailní klasifikace sloves, které se s těmito slovesnými tvary kombinují. K této klasifikaci bylo nutné doplnit kapitolu o slovesech, které se mohou kombinovat i s infinitivem i s gerundiem. U některých těchto sloves dochází ke změně významu podle toho, jestli jsou doplněny infinitivem či gerundiem. Tyto změny jsou v kapitole rovněž popsány. K vypracování teoretické části jsem použila odbornou literaturu zaměřenou na gramatiku Anglického jazyka.

V praktické části jsem pracovala s originálním anglickým textem, ze kterého jsem vybrala 200 příkladů vět, jež obsahují slovesa, která se kombinují s infinitivem a gerundiem. Pro účely mé analýzy jsem použila i oficiální překlad anglického díla dostupný v ČR. U příkladů jsem uvedla jejich význam. Analýza jednotlivých příkladů je součástí appendixu. V praktické části jsem se zabývala vyhodnocením výsledků, jejich shrnutím a grafickým zobrazením.