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A Message from the President

Masako Ueda, Brown University



I would like to thank all the members who participated in our NAATC panel and business meeting at the annual meeting of the American Association for the

Advancement of Slavic Studies in November, 1997. I am pleased to report that the panel on Czech linguistics and language teaching was a success, covering a wide range of language issues relevant to all levels of language teaching. A summary of each paper is included in this issue. I would also like to announce that two more Vice Presidents have been elected: Susan Kresin (UCLA) and Neil Bermel (Sheffield University, UK).

As in the past several years, the panel began with opening remarks by Jan Starý, cultural attaché from the Czech Embassy in Washington, DC. This was perhaps the last time to see Mr. Starý in this function. We would like to express our sincere appreciation of Mr. Starý's commitment to represent the Czech Republic at our annual panels during the past years and hope that our ties to the embassy will continue to grow.

Upon talking with colleagues from other colleges and attending various panels and meetings, I was also pleasantly surprised that students and scholars in North America are becoming increasingly interested in the Czech language and culture. I hope that NAATC will be able to play an important role in nurturing and supporting Czech studies by way of several new initiatives which are mentioned below.

Two Panels on Linguistics and Literature in 1998

During our business meeting we made several changes in scheduling our annual meeting. Instead of one panel, NAATC will sponsor two panels followed by a business meeting in 1998. One panel is entitled "Czech Literature in Transition" chaired by Prof. Karen Von Kunes from Yale University and the other "Varieties of Czech" chaired by myself. The panels will be moved to the annual meeting of the American Association of Teachers of Slavic and East European Languages (AATSEEL) in San Francisco, CA, on 28-30 December, 1998.

As with all panels for AATSEEL meetings, abstracts should be sent to the following heads of the linguistics and literature sections by May 15, 1998:

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Detailed information can be obtained at the AATSEEL website: <http://clover.slavic.pitt.edu/~djb/aatseel.html> which includes guidelines for abstracts.

Membership Drive

NAATC is starting a membership drive this year. If you know people who are interested in Czech language and culture, please do encourage them to join NAATC. The membership application can be printed out from the NAATC homepage

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Some ways to integrate culture and grammar

Hope Subak-Sharpe
UCLA



Most language teachers would agree that culture should be a part of language teaching. Alice Omaggio Hadley (*Teaching Language in Context*, Heinle and Heinle, 1992) and

Claire Kramsch (*Context and Culture in Language Teaching*, Houghton and Mifflin, 1992), among others, have persuasively made this point. Exactly what categories of information constitute culture, however, is an open question. Does 'culture' mean customs and norms of behavior, literature and art, or something else entirely? Should we link grammar topics to cultural issues, as Patricia Chaput recently argued in her article "Culture in Grammar" (*SEEJ*, Fall 1997)? Can cultural material be used to reinforce grammar and vocabulary topics? These were some of the questions Susan Kresin, Filip Kašpar and I had to answer while working on our first-year Czech textbook. I also addressed them in my own Czech class.

In a first-year Czech course, students typically need to master a large body of grammatical information. Our aim was to match this grammar to relevant cultural contexts and develop teaching materials that use the grammar and vocabulary students are learning to give them useful information and insights into Czech culture. We first outlined the main features of the grammar topic, then identified a vocabulary topic that would work well with these features and matched that to a cultural context. For example, we decided to use the dative case with the topic of gift-giving, which naturally led us to a discussion of holidays and holiday customs. In my own class, in addition to having cultural materials from a textbook, I often bring in cultural artifacts. This allows students to

have real-life examples of the language they have been learning. In this case, I try to match the activity the students do with the artifact to the topics covered in class. To do so, I use a process that is the inverse of the one designed to match grammar topics to cultural themes. Starting with the cultural theme in the form of the artifact, I design activities using the grammar and vocabulary students have been learning.

We took it as a given that it was necessary to include information about etiquette, customs, the arts and history, and to present a varied body of information within these boundaries. We gave, for example, practical information about etiquette, such as dialogues illustrating the stylistic difference between formal and informal verb forms. In the

For example, we decided to use the dative case with the topic of gift-giving, which naturally led us to a discussion of holidays and holiday customs.

section on holidays we included traditional Czech holidays that most foreigners would be familiar with, such as New Year's Eve and

Christmas. We also wrote about less familiar traditions, such as the custom of visiting children dressed as Saint Nicholas, an angel and a devil on *Mikuláš*, and that of making willow switches on Easter. In this way we tried to cover the basics, give students some more unusual information, and hint at the vast body of information that they can find out more about.

Several formats work well to present cultural information: dialogues, cultural notes, pictures, charts, and sample letters. We wrote the cultural notes in Czech, for the most part. I have found that glossing unfamiliar constructions and vocabulary challenges the more advanced students and is manageable for weaker students. Following up readings, pictures and charts, with questions allows students to discuss the material in Czech. Questions that relate the material to their own lives and experiences encourage them to make connections between Czech culture and their own.

NAAFC would like to thank Katerina King (Krivinkova) (Harvard University) for her contribution through sales of her copies of the English-Czech dictionaries. Mnohokrát děkujieme!!!

The Question of a Czech reader

Charles E. Townsend
Princeton University



There are any number of readers which follow up and review the first year or so of Russian grammar, but no such situation obtains yet in Czech. There is one very good reader: Heim,

Meyerstein and Worth's *Readings in Czech*, Slavica, 1985 (henceforth *Heim*). The problem, though, is that *Heim* is just readings. The selection of texts is admirable; they are interesting and from many different areas, though a bit short on belletristic items. The glossary is quite good, and the glosses in the margins are mostly helpful, despite some inaccuracies. Many margin glossaries, of course, are a bandaid for the student's immediate problem and do not teach the grammar that will enable him/her to solve it when it appears in a different guise. We must realize and admit that a reader cannot really substitute for the review grammar or 'second-year' textbooks that are also lacking for Czech. But since a full-blown review grammar is unlikely to be written (too expensive for too small a readership), I would like to propose a sort of compromise: a reader that is heavily annotated, with pertinent grammatical information (perhaps even very short drills on the same page, which would obviate the above drawback in *Heim*). Where appropriate, there would also be references to back matter. The back matter would consist of carefully selected and structured grammatical (mostly inflectional and derivational) materials which might run 30 to 40 pages.

Selection of these materials obviously depends much on the compiler, and I admit to prejudice for a practical linguistic bent, which would include structural approaches to general (first-year) material most continuing students will not have encountered. My Slavica 1993 reader, with Julij Belchikov, *Russian Readings for Close Analysis*, is a

I would like to propose a sort of compromise: a reader that is heavily annotated, with pertinent grammatical information

supposedly third- or even fourth-year reader, yet it treats quite fully, among other things, consonant mutations, the one-stem verb system, verbs of motion and position, verbal aspects, transitivization, and noun stress. Some Czech materials would be similar, of course, but others would differ. Czech has no need for stress information, but vowel alternations, which are of limited importance in Russian, are crucial in Czech, where both quantitative and qualitative oppositions are common. Consonant alternations and vowel-zero alternations, which are just as important in Czech as in Russian, would also be included, as would a full one-stem treatment of verbs, which works better in Czech than in Russian. Derivational materials would include the most important nominal and adjectival suffixes: particularly those which are most clearly opposed, such as *-iště* vs. *-isko* for nouns and relational *-ní* vs. qualitative *-ný* for

adjectives. Tables would include Czech noun classes, which are far more difficult than their less complex Russian equivalents.

Still, readers are to teach people to read, and I have always believed that their emphasis should be not just on difficult grammar points, but especially on the many difficult lexical points, the 'small words,' which must be specifically taught and drilled if a student is to learn to read with any facility. Words like *vůbec* and *sice* can be learned only through contrastive analysis with English, which has multiword equivalents, and even they must be explained, and/or with Russian or German, if the student knows these languages, whose equivalents are closer: R *voobščě, pravda*, G *überhaupt, zwar*. *Vůbec*, for instance, is used when a decision is made to generalize a statement categorically, strongly stressed *in general* or *altogether* (as opposed to these words weakly stressed) and often correspond to *in the first place*. What must be taught about *sice* is that it anticipates adversative meaning and sometimes corresponds to English *to be sure* or *true*, in this sense. I have compiled a list of almost 300 such words, Czech with Russian, English, and German equivalents,

which could be included in a glossary or, better still, as a separate list in the back matter.

A considerable presence of these troublesome items, in my opinion, should be a primary factor in selection of texts for the reader, and this argues for substantial inclusion of scholarly prose. Particularly useful are philosophical, historical or political essays. Belletristic texts with masses of physical details, landscape descriptions or technical terms should be avoided, since these items do not generalize well and usually contain a low proportion of troublesome words. Such texts force students to look up in glossaries or dictionaries countless words that they will only rarely encounter later on. To take a Russian example, a passage from Dostoevsky's *Zapiski iz podpol'ja* is preferable to one from one of Turgenev's *Zapiski oxotnika*. *Heim* has an excellent collection of texts (Kafka, Dvořák, Beneš, Komenský, as well as Čapek and bellesristic items from Kundera and Škvorecký). A most successful text in *Heim* is Ludvík Vaculík's 1968 essay *Dva tisíce slov*, a document of great historical and political significance whose prose is quite difficult but manageable. Another advantage of scholarly prose and also of newspaper articles is the frequent use of gerunds, participles, and other more literary constructions, which modern communication-based

Czech courses often do not teach at all. Present gerunds like *soudě (podle)* and *(ne)mluvě o* have become fixed expression in Czech, while even *jsa* turns up fairly often. The *jenž* and *tentýž* paradigms are almost non-existent in spoken Czech, but one can hardly read prose of any sophistication without being able to recognize them.

A final point on our Czech reader (or any reader) is whether it should have a glossary. Most readers have glossaries and students are very grateful for them. But an important part of learning to read is learning to use a bilingual (and, eventually, a monolingual) dictionary, rather than having every intermediate or advanced word in a reader glossed and, most often, glossed specifically to the usage in the passage. I am not sure a general glossary of this sort is such a good idea. If there is copious in-text glossing and explanation (on the order of the above examples), I think a student can be asked to rely on a dictionary quite soon. There is at least one excellent Czech-English dictionary readily available (the latest Ivan Poldauf, *Velký česko-anglický slovník*, Hippocrene Books, 1996). The reader will soon enough be on his/her own, without the crutch of prepared glossaries, and the experience in using a regular dictionary will be crucial.

Orbis Books Prize for Czech and Slovak Studies 1997

Dr. Gregory Walker of Oxford University recently announced the winner of the 1996 Orbis Books Prize, offered in association with the British Association for Slavonic and East European Studies (BASEES), for an outstanding work of scholarship dealing with the former Czechoslovakia. The 1996 prize has been awarded to *Borders of Language and Identity in Teschen Silesia* by Kevin Hannan. Published in 1996 by Peter Lang Publishing of New York, *Borders of Language and Identity in Teschen Silesia* examines the interfacing of language, culture, and ethnic consciousness in the Silesian borderland where the territories of the Czech, Polish, and Slovak languages meet. Copies of the book are available from Peter Lang Publishing, 275 Seventh Ave., New York, NY 10001.

NB: Hannan's book was reviewed in the last issue of **CZECH LANGUAGE NEWS**.

Renew your membership in NAATC!!!!

Teaching indefiniteness in Czech

George M. Cummins
Tulane University



Definites have an index of familiarity, indefinites lack this. Definites can be located somewhere: in discourse, its context, the world or the mind; indefinites cannot be.

(In)definiteness is a linguistic universal, but there are many languages with only one article, or none at all, like Czech. The category has to be submerged in the wider fields of word order, intonation, and lexical quantification. This paper is a voice crying in the wilderness for classroom attention to some of the basic mechanisms of word order (*aktuální větné členění*, or functional sentence perspective). Daneš teaches that ‘given ~ new’ - from left to right, also a universal ordering principle - is linked to ‘theme ~ rheme’ as well as to the *aktualizace* (as a gloss to this term maybe ‘bringing to prominence’ is better than ‘emphasis’). An example: ‘What did Jana say about Brno?’ *Říkala, že se do Brna vrátí* (normal literary order after enclitic); or *říkala, že do Brna se vrátí* (‘Brno’ is prominent, with implied contrast with some other town.) Study of word order would help students understand the structure of the ubiquitous transportation notice *Cestující jsou povinni se za jízdy držet*, much discussed in *Naše řeč*. This material, appropriate as early as the second year, also helps the student identify the status of a NP in the context of the utterance. *Cestující* is an indefinite generic NP. Czech does not distinguish definite and indefinite generics (but in spoken Czech: *ty auta pěkně znečišťujou to ovzduší*.) Generics and nonspecifics, as well as definites of all sorts - proper names, NP’s with determiners, pronouns - can occur bare (unmodified) in any sentence position. Bare specific indefinites, however, can’t be in first position unless intonation (or discourse background, or *some* signal) disambiguates them as indefinite; similarly, bare indefinites occur naturally in final position and don’t need to be marked by anything. This follows intuition and the behavior of

other articleless languages. In marked word order something different takes place. Indefinites that follow their predicates in existential sentences are thought to be derived from an underlying FIRST position, like Russell and Quine’s English example *There is a unicorn in the garden*. In Czech if the inverted NP cannot be readable as indefinite it must have a marker, and the default quantifier is *nějaký* ‘a, some; some kind of.’ Thus we have *přišel telegram* ‘a telegram has arrived’ with rhematic stress on the NP, but *uprostřed pokoje ležela ponožka* ‘there was a sock lying in the middle of the room,’ with no emphasis needed. The stative body-posture verb is probably the reason in this example, in combination with the nature of socks (inanimate; generally do not go places except in essays by Horníček). A post-posed animate agent would be confused with a definite unless it were marked, so we have *hledal tě tu nějaký chlapec* ‘There was a / some boy here looking for you.’

Zdeněk Hlavsa treated quantifiers in his 1975 book *Denotace objektu a její prostředky v současné češtině*, but they remain sorely neglected in our textbooks. *Jeden, jakýsi, nějaký* and *jakýkoli(v)* have a range of meaning which at its lower end converges with the indefinite article, as in spoken Czech *koupil jsem nějaký film* ‘I bought some film,’ *Mam sice nějakého přítele v Praze*, ‘Well I do have a friend in Prague [but...].’ Three of these form quantifier arrays: *kdośi, kdesi, kamsi, cosi, jakýsi*, etc. *Jeden* (which is unarrayed) as a numeral is a weak indefinite; as a quantifier with specifics it has a strong presupposition of speaker familiarity with its modified NP. While *-koli(v)* is only nonspecific, the other three quantifiers have a range of presupposed speaker familiarity with the entity in a specific NP; the widest range belongs to *nějaký*

Spoken Czech is developing a definite article out of a determiner, *ten*, and an indefinite article out of — no, not *jeden*, which is what we would expect if Czech were following English, German, and French. Instead it is *nějaký* which is emerging as a quasi-indefinite article. This is because only *nějaký* ranges across both specific and variable, like English *a* and *some*, the two lexical indefinite articles (hence the gloss ‘a; some (kind of).’

Speaker familiarity with *nějaký* is not presupposed, but neither is it ruled out (as in the 'friend in Prague' example above). Like English *some* with animates and inherent definites ('some [sort of] contraption,' 'some guy over there,' 'some Jack Williams is here'), *nějaký* may carry a subjective speaker assessment about either the discrete

boundaries of the NP in space or time or about his own relationship to the NP: *nějaký Novák* 'some Novák (I don't know [possibly: don't like?] him,' *koná se nějaký setkání* 'some kind of meeting [I don't know what it's all about] is going on.' Systematic presentation of the facts of usage of this very important quantifier is long overdue.

Back matter for a Czech reader

Laura A. Janda

University of North Carolina-Chapel Hill

The 'back matter' (i.e., grammatical reference materials) for the proposed Czech reader are to be derived from a Czech grammar that Charles Townsend and I have been commissioned to write for LINCOM EUROPA. When I first dove into this task, I thought it should be fairly straightforward, after all, Czech is an extremely well-documented language, so I thought (naively) that this would be more a job of compiling and editing than of actual researching and writing. However, on close analysis the explanations cited in standard grammars of Czech for many common phenomena are frequently non-existent, incomplete, contradictory, or even just plain wrong. Presenting a truthful, concise grammar that is reasonably comprehensive yet fits within the desired format of 100 pages or less turns out to be no mean task. There isn't even general agreement on what patterns are recognized as the main ones and where the exceptions begin.

In just about any and every text on Czech you find the following list of diphthongs: native *ou*, foreign *au*, *eu*. Charlie countered: what about diphthongs ending in *j*? Of course they are there too, and of course their status is somewhat different (*j* is a full-fledged phoneme; *ɯ* is not), but surely they are there - as far as I can make out, there are six diphthongs of this description: *aj*, *ij*, *ej*, *oj*, *uj*, and *ɯj*. How did we all get away with leaving these diphthongs out of the picture all these years?

Or take stress. That should be a real 'no-brainer,' right? We all tell our students that there is a light non-phonemic stress on the first syllable. But the first syllable of what? Most of us spend considerable time trying to initiate students into the mysteries of Czech enclitics, but once we've done auxiliaries, reflexives, and pronouns, do we go on to warn them that many prepositional phrases, dummy *to*, and adverbs also behave as stressless enclitics? And, worse yet, how many of us tell them about all those proclitics in the language? Wouldn't that be too embarrassing, after we told them to stress the first syllable, to then have to admit that there are stressless proclitics? Here is a model that I've pieced together showing what I think is the maximal projection of a phonological word and where it gets its stress:

{ a-type stressless word +
 b-type stressless word receiving stress +
 stress-bearing word, stressed on first syllable in absence of b +
 c-type stressless enclitics }

a = most conjunctions, *pan*, some adverbs, possessives, *všechen*, *ten* are stressless proclitics

b = monosyllabic prepositions and the pre-posed negative particle *ne-* do not bear their own stress, but receive the stress of the phonological word when present

c = stressless enclitics, in this order: auxiliary forms + *si* or *se* + dative short form pronouns + accusative short form pronouns + some prepositional phrases, adverbs, *to*

an example: a + b + stress-bearing word + c
 a nedala jsi mu ho

But I'm still wondering what happens when an enclitic gets stranded after a modifying clause, like in a sentence of the type: *Ten článek o Havlové nové ženě, který jsi mi vystříhl z novin, jsem už přečetla.* I'm assuming *jsem* and *už* are stressless, but are they enclitic to *z novin* or proclitic to *přečetla*? Or try this one: *V prvních letech našeho manželství, jsem se snažil rozumět všemu, co moje žena říkala.* Both *jsem se* and *co moje* sound proclitic to me...

And then of course those clitics are not always where they are supposed to be, are they? The following examples were culled from a ten-page excerpt from Karel Čapek's *Válka s mlouky*:

*Ale člověk nevydrží jenom se dívat.
Nechte to, já už ji přivážu.*

*"Se nedívím," vycedil starý pán.
Tak já mu pošlu doktora.*

We can't just ignore this phenomenon, but it's hard to find an appropriate way to address it either.

Let's move on to morphology. How many noun paradigms are there? Sova (1963) lists ten main paradigms in his table of declensions, noting, however, that two neuter types (*kuře* and *náměstí*) have been left out to simplify matters. Heim (1982) lists twelve main paradigms, but they are not the same twelve that Sova identifies; Heim recognizes the *hrdina* type, but omits the *kuře* type. Šaškova-Pierce (1995) presents 8 main paradigms. At the opposite extreme, the morphological tables in the back of the 1973 two-volume *česko-ruský slovník* identify no fewer than 263 nominal paradigms. So how many are there, and which are important? We will suggest the following system of 14 paradigms, which is most similar to that given Šmilauer's traditional *Nauka o českém jazyku* (1972):

Masculine					
Inanimate		Animate		Virile	
hard	soft	hard	soft	hard	soft
<i>rozbor</i>	<i>koš</i>	<i>bratr</i>	<i>malíř</i>	<i>přednosta</i>	<i>zachránce</i>

Feminine				Neuter			
ending in a V		ending in a C		regular		exceptional	
hard	soft	Gsg -e	Gsg -i	hard	soft	-í	-e
<i>moucha</i>	<i>práce</i>	<i>laň</i>	<i>vlast</i>	<i>město</i>	<i>letišťe</i>	<i>nábřeží</i>	<i>štěně</i>

This system highlights important generalizations, such as animacy and hard/soft correspondences, and serves as a point of departure for discussion of variations in endings.

If we move on to verbs, we see a similar problem, though not quite as vast. How many paradigms are there? We will propose a system that parallels the hard/soft pairings in the nominal system, with the superordinate parameter of long vs. short vowel desinences for the 1sg - 2pl forms, yielding four types:

	short		long	
	hard	soft	hard	soft
1sg	<i>-u</i>	<i>-i</i>	<i>-ám</i>	<i>-ím</i>
2sg	<i>-eš</i>	<i>-eš</i>	<i>-áš</i>	<i>-íš</i>
3sg	<i>-e</i>	<i>-e</i>	<i>-á</i>	<i>-í</i>
1pl	<i>-eme</i>	<i>-eme</i>	<i>-áme</i>	<i>-íme</i>
2pl	<i>-ete</i>	<i>-ete</i>	<i>-áte</i>	<i>-íte</i>
3pl	<i>-ou</i>	<i>-í</i>	<i>-ají</i>	<i>-ejí /-ějí /-í</i>

This system has the advantage of grouping together paradigms that truly seem to be associated. In the case of the paradigms with short vowel desinences, the distinction between hard and soft is being effaced in the spoken language. The issue of the 3pl ending for the long-soft paradigm will need to be addressed, but as Charlie has pointed out in other publications, this is indeed just one paradigm, and the parallel to the long-hard *-aji* ending makes the motive for the proliferation of *-ěji* transparent. Another advantage of this system of conjugations is that it can dovetail nicely with a one-stem treatment of the verbal system which will give structure to all other aspects of conjugation.

Of course I will want to devote considerable space to (hopefully) coherent accounts of case meaning and usage, and I'll devote the rest of this paper to an outline of the semantics and syntax of the genitive as an illustration.

GENITIVE: A SOURCE acts as an abstract overall schema for the genitive, variously elaborated by syntactic and lexical contexts. It should be stressed that the presentation of this diagram does not in any way suggest that speakers have this particular internal representation or that they think in pictograms, or the like. Its role is suggestive rather than definitional. It suggests that speakers have an abstract mental representation of the genitive, that the genitive entity (represented as a big circle marked with a G) is somehow cognitively prior to or more salient than (with priority and salience metaphorically implied by relative size) another entity (the little circle), and that this secondary item exists or maneuvers in or is in the immediate proximity of the genitive. Thus the genitive serves as a sort of mental address (locus, source, or destination) for something else. The meaning of this abstract schema is grounded in the universal human experiences of containers (metaphorically mapping onto the genitive entity the role of the body as a container and of other physical containers), movement along a path, and relative position.

All uses of the genitive ultimately derive from and make reference to this abstract schema. Each specific use, however, focuses on only some portions of the overall schema, which receive a more concrete interpretation. Thus we have a network of specific realizations related to each other and to the abstract schema.

GENITIVE: A SOURCE



(In this use, something is being removed from the genitive entity. This meaning of the genitive is always mediated by prepositions or genitive-governing verbs.)

prepositions: *z, s, od*

verbs:

<i>bát se</i>	be afraid of	<i>lekat se</i>	be frightened by
<i>obávat se</i>	be afraid of	<i>děsit se</i>	be terrified of
<i>hrozit se</i>	be horrified at	<i>štítit se</i>	shun, abhor
<i>stydět se</i>	be ashamed of	<i>ostýchat se</i>	be ashamed/shy of
<i>litovat</i>	regret	<i>nabažit se</i>	get sick & tired of
<i>vyvarovat se</i>	escape	<i>zdržet se</i>	refrain from
<i>vzdát se</i>	give up	<i>zřít se</i>	renounce
<i>pustit se</i>	let go of	<i>zbavit se</i>	get rid of
<i>zanechat</i>	relinquish	<i>pozbyt</i>	lose

GENITIVE: A WHOLE



(Think of this as the 'before' picture for GENITIVE: A SOURCE. It has two submeanings: belonging and quantification.)

belonging

possession - *dům mého strýce*

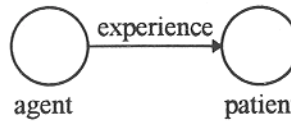
part-whole - *přízemí naší budovy*

metaphoric part-whole - *tajemství české mluvnice*

G as a set - *členové naší organizace*

G as an abstract quality - *človek nesmírného bohatství*

relations based on canonical event structure



(The canonical event structure sets up 'belonging' relationships between pairs of its components.)

experience belongs to agent - *strach dětí, blednutí dívky*

patient belongs to agent - *omyl našeho prezidenta*

agent belongs to experience - *člověk akce*

patient belongs to experience - *výsledek jednání*

agent belongs to patient - *spisovatel dětských románů*

experience belongs to patient - *ztráta dokladů*

ambiguous examples - *návštěva tety, cvičení hasičů, krádež dětí*

quantification

with quantifier - *počet chyb*

large amounts

- *tam bylo holek, najíst se (na- se verbs + pře- se verbs), na- verbs (napéct koláčů), verbs with si involving drinking alcohol liznout si, přihnout si*

small amounts - *chleba, sýra*

verbs of adding - *dodat, přidat*

GENITIVE: A REFERENCE



(Think of this as a midpoint in the GENITIVE: A SOURCE trajectory. This meaning is mediated by prepositions.)

prepositions - *u, vedle, kolem, okolo, blízko, nedaleko, za, bez, kromě*

negation (archaic) - *není divu, nemohl dechu popadnout*

GENITIVE: A TARGET



(Think of this as the GENITIVE: A SOURCE trajectory run in reverse; this meaning is likewise mediated by prepositions and verbs.)

preposition -- *do*

verbs -- *do- (se)* (get there by Xing) verbs

<i>dosáhnout</i>	achieve	<i>dobyť</i>	obtain
<i>zmocnit se</i>	seize possession of	<i>chopit se</i>	seize
<i>chytit se</i>	grab hold of	<i>dotknout se</i>	touch
<i>všimnout si</i>	notice	<i>dbát</i>	pay heed
<i>ptát se</i>	ask	<i>zastat se</i>	stand up for
<i>zúčastnit se</i>	participate in	<i>ujmout se</i>	take up (doing X)

KOSMAS Czechoslovak and Central European Journal

The Czechoslovak Society of Arts and Sciences (SVU) is pleased to announce the resumption of publication of its prestigious English periodical Kosmas, which was, before the Velvet Revolution, one of the principal forums for the academic community worldwide in things Czech and Slovak. Kosmas will continue its tradition of publishing scholarly articles written in a readable and readily intelligible way, in the humanities, social sciences, and arts and letters. It is the only scholarly journal in English that focuses primarily on the past and present experience of the people of the Czech Lands, Slovakia, and neighboring countries.

Editor: Bruce Garver, University of Nebraska-Omaha; Managing Editor: Layne Pierce, University of Nebraska-Lincoln; Book Review Editor: Mark Hrabik Samal, Oakland University; Assistant Editor: Daniel Miller, University of West Florida; Assistant Editor: Mila Saskova-Pierce, University of Nebraska-Lincoln.

The editors welcome submissions of articles

and reviews on Czech, Slovak, and Central European history, arts, letters, politics, economic development, and the history of science and technology. Also solicited are articles about Slovak and Czech immigrants and their descendants abroad. Articles should be sent to the Editor: Bruce Garver, Dept. of History, University of Nebraska-Omaha, Omaha, NE 68182-0213. Phone (402)554-4824; fax (402)554-2794; email <bgarver@unomaha.edu>.

One year subscriptions to Kosmas are \$22 for SVU members, \$27 for other individuals, and \$30 for institutions. Regarding subscriptions, contact Mr. Layne Pierce, Managing Editor, Dept. of Modern Languages and Literatures, University of Nebraska-Lincoln, Lincoln, NE 68588-0315. Phone (402)472-1336; fax (402)472-0327; email <mzs@unlinfo.unl.edu>.

Persons interested in joining SVU should contact Miloslav Rechcigl, President SVU, 1703 Mark Lane, Rockville, MD 20852. Phone/fax (301)881-7222; email <rechcigl@aol.com>.

Student Awards for 1998 Dr. Joseph Hasek Award

The Czechoslovak Society of Arts and Sciences is announcing a competition for the 1998 student awards. The names of the winners will be announced in the Society's newsletter.

The main purpose of the Society's awards is to generate and encourage scholarly interest in Czech and Slovak affairs among university students living outside the Czech and Slovak republics. There will be one prize for the best undergraduate and one for the best graduate study dealing with some aspect of Czech and/or Slovak history, politics or culture. The winners will receive the \$200 Dr. Joseph Hasek award, a year's membership in the Society, which includes a year's subscription to the Society's newsletter(s), and a certificate of merit.

The following rules apply:

1. The paper must be submitted by the professor in whose class it was presented and accompanied by his/her recommendation.
2. The study must have been written for an undergraduate or graduate course during the academic year 1996-97. Chapters of theses or dissertations are excluded.
3. The deadline for submission is **June 1, 1998**.
4. The essay should be submitted in triplicate to Professor Vera Borkovec, 12013 Kemp Mill Road, Silver Spring, MD 20902. It must be type-written, double-spaced and submitted in Czech, Slovak or any of the major Western languages (English, French or German).
5. The Student Awards Committee which will judge the quality of the submitted essays consists of Prof. Ivo Feierabend (San Diego State University), Prof. Josef Anderle (University of North Carolina) and Chair, Prof. Vera Borkovec (The American University).
6. Submitted papers will not be returned.

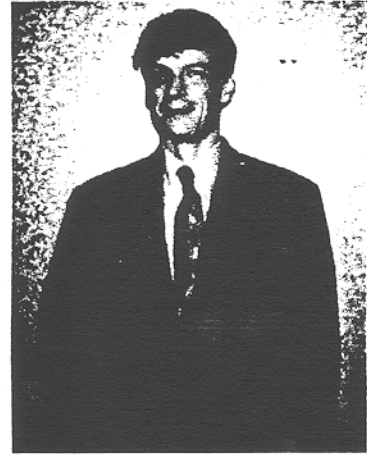


l-r Laura Janda, Karen von Kunes, Charles Townsend and Katya King



Neil Bermel reading his "Beyond Beginners' Czech: A Manifesto for Intermediate Courses"

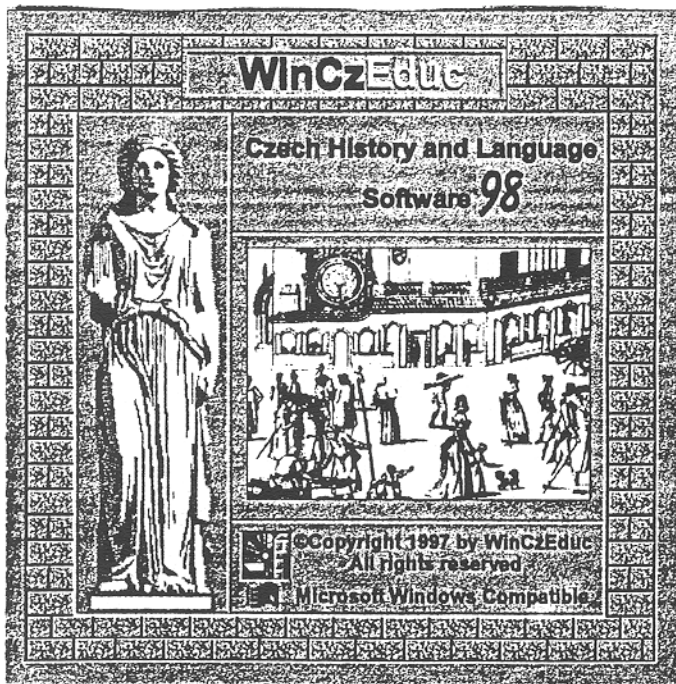
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Some recent publications

Libuše Zorin-Obrusníková. *Czech-English Idioms and Figurative Expression*. Prague: Jednota tlumočnicků a překladatelů, 1997. (Available from JTP, Senovážné nám. 23, 112 82 Praha 1; tel./fax (02)24142312, tel. (02)24142527.)

Susan Kresin
UCLA

This manual is a compilation of 6047 idioms and slang expressions, arranged in alphabetical order by the first word of the expression. Although the English is far from idiomatic, translators from Czech into English may find it useful for a first approximation of English equivalents, particularly if meanings are confirmed in the four-volume Academy dictionary of idioms, *Slovník české frazeologie a idiomatiky* (published in 1983-1994). Perhaps the most useful part of the manual is the 37-page index of key words, in which the idioms are arranged alphabetically. This section could be used not only by translators, but also in intermediate or advanced language classes. For example, many idioms with synonymous meanings have the same verbal prefix. The distinction between *vy-* and *v-* is clearly illustrated in idioms like *vštlpít si do paměti* and *vymazat z paměti*. Another vivid illustration of the meaning of a prefix is given under the heading *opilství: na* indicates quantity in the words *nadrátovaný*, *nachmelelý*, *nalžnutý* and *namazaný*. As this list shows, the manual includes not only idioms, but also individual words of slang, unfortunately without any stylistic commentary. Idiomatic expressions can also be used to show aspects of culture. For example, students may find it intriguing that Czech has 40 commonly used expressions based on the word *čert*. These expressions could be given to students as part of a discussion of the holiday *Mikuláš* and the meaning of *čert* (versus *dábel*) in Czech culture. Teachers writing dialogues may wish to enliven them by consulting the sections entitled *Citoslovce* and *Zvolání*, which give extensive lists of exclamations. In my experience, students tend to enjoy learning language-specific exclamations and idioms: they are a lively illustration of the mentality

and culture behind a language - and just plain fun. Despite its painfully obvious limitations, *Czech-English Idioms and Figurative Expression* provides a useful compilation of the most commonly used expressions, and can be a valuable supplement for language courses.

Jiří Kučera (†) and Jiří Zeman, *Výslovnost a skloňování cizích osobních jmen v češtině: anglická osobní jména*. Hradec Králové: Gaudeamus, 1998, 143 pp. ISBN 80-7041-482-0. (Review copy supplied by author.)

David Short
University of London

This volume consists of a general theoretical introduction to the problems of alien personal names in Czech (pp. 5-9); a more narrowly focused account of the pronunciation and declension of English names in Czech (pp. 10-30) — both by the second named author; a dictionary of pronunciation [of English names] by both authors (pp. 31-129; this is of course a Czech dictionary of 'Czech' names, so items beginning with *ch-* are listed after those beginning with *h-*); a survey of the pronunciation and declension of, and possessive adjective-formation from, selected forenames, separately for male and female names (pp. 130-35); and a summary in English (pp. 136-41). The cover of the book lacks the sub-title, thus the actual content becomes clearer from the title page. It is refined further when the dictionary is reached: it consists (as had the examples in the theoretical sections) solely of the names of 1100 English (and Irish, Scottish and Welsh) writers, specifically those that can be retrieved from sundry literary and other handbooks and encyclopedias, the recent media, new translations of works by previously unknown British authors, dubbed films, etc. The final refinement to the content comes on the last page of text (in the summary), where we learn that only Celtic writers writing in English are included.

The complexities of the issues involved, especially the four-way relationships between two writing systems and two phonological systems, are

lucidly laid out in the opening essays, with comprehensive treatment of 'th' and the mid-vowel transcribed as [ɛ]. These sections also deal with the conflicting 'ideal' solutions to the problems in individual cases as presented in a range of earlier guides through this particular minefield for the Czech reader and with the conflict between forms that have been stabilised and the sometimes arguably preferable alternatives. This discussion is conducted in terms of the Czechicized (*počeštěná*) or Czech (*česká*) form of adopted solutions. The fruit of the discussion, the dictionary, is necessarily a compromise, though the undersigned would sometimes have liked the compromise to have gone a different way. For example, the persistent use by Czechs of a pronunciation /roubrt/ for *Robert* (*passim*) — categorised as 'Czechicized', as against the 'Czech' pronunciation [robert] — is here sustained, even though [roubrt] has absolutely no merit from the English perspective. The additional suggestion (p.20) that one Czech variant — again the recommended one — for *Horace* is [horejs] leads one to conjecture that some early Czech theorist thought that the prevalent diphthongal pronunciation of English vowels in the sequence CVCe, as in *robe* or *race*, must also apply in *Robert* and *Horace*. Yet there is plainly no evidence for this in English-speakers. It is then a pity that this book, which plainly seeks to serve as a guide, did not, even cautiously, suggest that a revision is due in some areas.

This reviewer remains puzzled (having expressed many misgivings when shown a version of the manuscript of the theoretical section some years ago) by some of the alleged alternative pronunciations of certain names (a fact which, where true, does indeed complicate matters for Czech). For instance, I am not aware of the pronunciation of *Linklater* as [linkletr], least of all in the case of Eric (NB not Erik, as on p.11, though correct in the dictionary) Linklater. Similarly, the only *Pepys* I have encountered is Samuel and I have never heard him referred to otherwise than as [píps], yet the dictionary gives the alleged alternative [pepis]. The alleged alternative [hejzlit]

Similarly, the only Pepys I have encountered is Samuel and I have never heard him referred to otherwise than as [píps], yet the dictionary gives the alleged alternative [pepis].

for *Hazlitt* is fortunately not recognised. The final (Czechicized) selection of [óldous] and [grehem] for *Aldous* (Huxley) and *Graham* (numerous), when the authors are clearly familiar with the actual English pronunciation (pp. 18 and 19), seems no less regrettable.

There seems to be an inconsistency rather than a compromise in the final recommendations for, say, *Blackburn* and *MacDonald*. For the former we find Eng. [blækɓə:n] and Czechicized [blegbérn] in the discussion (p.18), but Czech (?) [blekbérn] in the dictionary, and for the latter Eng. [mækdonəld] and Czechicized [megdonalt], this being adopted in the dictionary; the voice assimilation of [k] to [g] before either [b] or [d] is surely equally likely, not to say unavoidable.

One matter not discussed at all is the interpretation of certain English syllables as containing a long vowel. I would suggest there is no serious need, in Czech terms, and little if any justification even from the English perspective, for the syllables marked for length in the following sample: *Wood* as [vút], *Holbrook* as [holbrúk], *Danie* as [dený], *Christie* as [kristý], *Matthew* as [metjú], *Munro* as [mánrou].

The book's purpose is not only to attempt to bring some order into the pronunciation of English names in Czech, in which it generally succeeds despite an Englishman's misgivings about many individual items, but also to provide a rational assignment of the many types of English names to appropriate declensional paradigms (pp.20-26). The relevant conclusions (again some of them open to debate) are incorporated in the dictionary by inclusion of suggested genitive-case forms of each name listed. Attention is also paid to the treatment of the surnames of females and the declension of female given names (pp.27-28). Related to these morphological issues is discussion (and incorporation in the dictionary) of suitable forms of possessive adjectives.

The underlying problems of the subject tackled in this book are, if not infinite, certainly of considerable magnitude. Many of them can be illustrated by a single simple name: *Robert Howard* is [roubrt havárt], which is (in part unavoidably!) so

far removed that few Englishmen would recognise instantly who is being discussed. The inclusion of the names of writers from the three Celtic nations raises other questions. There is clearly no problem in including [r] in the Czech version of Scottish names where the Scot would pronounce it (unlike the southern English standard taken as the basis of the discussion overall). By the same token, I would have felt initial Irish *O'* better rendered by [o] than the consistently suggested [ou], and Welsh *Morgan* and *Parry* rendered as [morgan] and [pari] rather

than [morgen] and [peri]. There are, of course, instances where the southern Englishman would not wish to be dogmatic, since in individual cases he might well not know what is appropriate. For example, there is no reference in the discussion of *Padraic* (p.21) to a pronunciation [porig] as opposed to the [pádrik] given, where even the latter seems to be an approximation to an Irish, rather than an English pronunciation. The reader, like the authors, must be grateful that no *Llewellyn* entered the corpus.

President's Message continued

(<http://www.unc.edu/campus/signs/naatc>) under "Membership Application". Copies of **CZECH LANGUAGE NEWS** will be sent to various Czech-American organizations, Czech Studies organizations, and Slavic Departments in the United States.

I would also like to remind present members that it is time to renew your membership!

NAATC and Technology

Our NAATC homepage has been expanding. It currently includes links to the Czechoslovak Society of Arts and Sciences (SVU), the AATSEEL homepage, pictures, and a map of the Czech Republic. Our homepage will soon have a detailed list of Czech language programs in North America. You may have noticed that NAATC now has a logo! It took several months of hard work for Jill Pommrehn to finish it. If you have not seen it, it is up on our homepage. Many thanks to Jan Starý for

making an internet link from the Washington Embassy to the NAATC homepage under "Useful Links on the Net"

<<http://www.czech.cz/washington/press/pre-links.htm>>.

In addition to our NAATC homepage and the member organization page within the website of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), our organization has an email account that has been highly effective in disseminating information to members. If you have not given us your email address, please do so to join the email list. Also, if you have information that you would like to share with the other members of NAATC, please send it to naatc@unc.edu.

I look forward to your submission of papers and seeing you in San Francisco!

Solicitation for Participation in the NCOLCLT's MENTOR TEACHER PROGRAM

The National Council of Organizations of Less Commonly Taught Languages (NCOLCTL) invites teachers of the Less Commonly Taught Languages (LCTLs) to participate in the Mentor Teacher Program. Both experienced LCTL teachers as well as novice teachers and those who have not had the opportunity to undergo formal teacher training and would like to engage in a regular pedagogical exchange with an experienced teacher of their LCTL are encouraged to participate in this pilot program.

In this pilot program, the mentee, a novice teacher, is paired with a seasoned mentor teacher who advises the mentee on pedagogical and linguistic questions, provides information on materials availability and their pedagogical merit, on curriculum design, testing strategies, etc. The mentor teacher may also serve as the mentee's professional counselor. The exchange with the mentor teacher may remain confidential, if so requested by the mentee.

If you are a LCTL teacher and would like to participate in the Mentor Teacher Program either as a *mentee* or as a *mentor teacher*, please contact Dr. Barbara Mozdzierz at mozdzierz@gwis2.circ.gwu.edu, tel/ (202) 994-0930, fax (202) 994-0171, or via regular mail at Dept. of Germanic & Slavic, The George Washington University, 2130 H Street, NW, Washington, DC, 20052. Please specify the LCTL you (plan to) teach, where and for how long you have taught, and whether you wish to be a mentor teacher or a mentee.

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The North American Association of Teachers of Czech is not restricted to language teachers and is open to any interested member. Thank you for your interest in NAATC.

Regardless of where you renew your membership, please send your membership information to Chapel Hill, as the Chapel Hill Center maintains the webpages and the mailing lists.

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THE NEWS is an open exchange of information and ideas, and the editor welcomes ideas and submissions for inclusion in the next issue.

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Submissions

CZECH LANGUAGE NEWS welcomes submissions of articles, comments, letters to the editor, advertisements, etc. The contributions can be written either in English or in Czech, and should include the name of the author and his/her affiliation. Please include a diskette with your submission to save us time with retyping. The size of the diskette should be 3.5" and both IBM and Macintosh format are accepted. Please indicate on the diskette label type of the operating system and word processor you are using. You can contact the editor at the address/phone/fax shown on the left or send an e-mail message to:
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