

Filozofická fakulta Univerzity Karlovy

Bakalářská práce

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Jak ten čas letí: Metafory spojené s vnímáním času v angličtině a češtině

How the Time Flies: Metaphors Associated with the Perception of Time in  
English and Czech

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I would like to thank my supervisor Mgr. Kateřina Vašků, Ph.D. for her patient guidance and valuable advice.

## **Abstract**

This thesis deals with the use of temporal conceptual metaphors in connection with the word *time / čas* in English and Czech. It focuses on the most frequent verbs which are associated with the word *time / čas* and on the corresponding metaphorical concepts into which these verb phrases can be categorised. In the theoretical part, the subject of metaphors is described and explained in general. The analytical part is based on corpus data from the British National Corpus and Czech National Corpus and focuses in more detail on individual metaphorical concepts and its diverse utilisation within the two languages.

## **Key words**

metaphor, time, conceptualisation, conceptual metaphor, cognitive linguistics, metaphorical concept, domain, contrastive analysis

## **Abstrakt**

Tato závěrečná práce se zabývá použitím konceptuálních metafor času v souvislosti se slovem *time / čas* v angličtině a v češtině. Soustředí se na nejčastější slovesa, která jsou spojena se slovem *time / čas* a na příslušné metaforické koncepty, do kterých tato můžeme slovesa rozřadit. V teoretické části je téma metafor obecně popsáno a vysvětleno. Analytická část je založena na korpusových datech z Britského národního korpusu a z Českého národního korpusu a detailněji se zaměřuje na jednotlivé metaforické koncepty a jejich různé užití v těchto dvou jazycích.

## **Klíčová slova**

metafora, čas, konceptualizace, konceptuální metafora, kognitivní lingvistika, metaforický koncept, doména, srovnávací analýza

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## List of Abbreviations

ČNK	Czech National Corpus
BNC	British National Corpus
CQL	Corpus Query Language
Freq	absolute frequency / number of hits
i.p.m.	relative frequency
S	subject
O	object
E...	English example
C...	Czech example
MO	TIME IS A MOVING OBJECT
ST	TIME IS STATIONARY AND WE MOVE THROUGH IT
M	TIME IS MONEY
LR	TIME IS A LIMITED RESOURCE
VC	TIME IS A VALUABLE COMMODITY
OC	other concepts of TIME
W	TIME IS WATER
F	TIME IS FOOD
C	TIME IS A CONTAINER
B	TIME IS A BEING
P	TIME IS A PLANT
IO	TIME IS AN INANIMATE OBJECT



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## 1. Introduction

The abstract conception of time in a language is very often conceptualised and expressed by metaphors. Metaphors refer to more concrete realities and adopt some expressions from them in order to depict the abstract temporal matter. Metaphors in general, including temporal metaphors, can be further divided and categorised into particular metaphorical concepts. These conceptual metaphors demonstrate the metaphorical structure of a language as well as the picture of the world as represented by the language users.

Metaphor, as a linguistic feature, is a subject to cognitive linguistics which examine metaphors not as ornaments but as a part of our cognitive processes and of our perception of the world. They are the means of our understanding of reality and to a certain extent, they facilitate our grasp of it. Metaphors help us to understand the similarities in the world around us and to cope with its abstract notions. The reason of this ability of theirs lies even further, in the field of semantics.

The aim of this thesis is to compare the use of temporal conceptual metaphors in connection with the word *time / čas* in English and in Czech. In the theoretical part of the thesis, I introduce the theory of metaphors in general. The focus is put on the source and target domains and on the relationship between them. I then examine the conceptual metaphors and the individual metaphorical concepts of time as they can be found in English and Czech. The theoretical research is based largely on the book *Metaphors We Live By* by Lakoff and Johnson as well as on further related studies.

In the analytical part of the thesis, the focus is on two types of verb phrases – phrases in which the word *time / čas* has a syntactic function of a subject followed by a finite verb, and phrases in which the noun functions as an object with a preceding verb in an infinitive form. I present specific examples of these temporal phrases with metaphorical meanings in context and offer corpora data and quantitative comparison of the two languages.

## 2. Theoretical Background

### 2.1 About Metaphors

*“The essence of metaphor is understanding and experiencing one kind of thing in terms of another.”* – Lakoff & Johnson

A metaphor is regularly perceived as something exceptional, a decorated outcome of an artistic mind, which can be found in poems, tales, and great novels. Yet, we encounter metaphors perpetually, almost ceaselessly; they are simpler than we think for we use them all the time. At the same time nonetheless, they conceal a complicated system of structures and concepts, both organising and organised by the everyday reality. One by one, I will examine particular aspects of metaphor to explain its nature and its role in both our language use and our lives.

According to semantic theories, words have fuzzy edges and for the majority of them “it is impossible to specify a hard-core meaning” (Aitchison, 1991: 163); although every word does have some typical characteristics and conditions of use<sup>1</sup>. Metaphor is thus “the use of a word with one or more of the ‘typicality conditions’ attached to it broken” (ibid.: 163). This enables the transmission of both the use and the meaning of a word and creates the foundation for figurative and metaphorical language.

#### 2.1.1 Poetic Metaphor

At the beginning, it is important to distinguish between the poetic metaphor, with which we so frequently encounter in poetry and other literary genres, and the metaphor which is examined by cognitive linguistics. In general, poetic metaphor is a literary device which has its basis in similarity and “asserts a resemblance between two entities” (Riemer, 2010: 246). They can be similar in terms of a sensory experience (visual, tangible, etc.) or in terms of an emotional impact. As a rhetorical trope, it dates back to the time of Aristotle who already explained that “[m]etaphor (...) involves the application to one thing of a name belonging to

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<sup>1</sup> Semantics goes on into the theory of prototypes which is not going to be further examined in this thesis, however interesting it is.

another” (Aitchison, 1991: 163). Metaphors in literature have also a special function – aesthetic or focusing – and they are employed consciously by the author. The language used for expressing the poetic metaphor is very often ornate and imaginative and it is thoroughly figurative as there is a clear division between the figurative and the literal meaning. For example, a phrase “*the holiday was a nightmare*” (Riemer, 2010: 246) does not mean that we literally *dreamt* about the holiday but rather that there were notable similarities between the two entities, such as horror or anxiety; hence we use this metaphor to describe the situation clearly. Even though metaphor has its basis in mutual correspondences, the two entities or objects must not be too similar – for example, the phrase “*cars are lorries*” (Aitchison, 1991: 165) would either be incomprehensible or it would not function as a metaphor at all. Similarly, the items must share at least some characteristics otherwise the statement would be very hard to interpret – for example “her cheeks were typewriters” (ibid.: 165).

What is mostly characteristic for poetic metaphors, however, is that they are completely unsystematic and essentially random. There are several issues that emerge from this aspect. First, these metaphors are frequently ambiguous and they often require to be provided with a certain context in order for us to interpret them straightforwardly. A phrase “*the mountain is a frog*” (Aitchison, 1991: 163) would not be easy to solve without, for instance, a visual material which would clarify whether the metaphor points out to the colour of the mountain or its shape or to something entirely different. Ambiguity often occurs in poems, the domain of poetic metaphors; although in such cases it might also be due to the intention of the author.

Second, the unsystematic nature of poetic metaphors causes them to exist rather as individual instances with narrow usage; e.g. we do not simply describe every green mountain as a frog. Moreover, it is not possible to categorise these metaphors into more general groups; if so, the categories would be truly broad and the distribution would probably have to be based on topics or themes according to the object described. In other words, poetic metaphors cannot be conceptualised as they lack any inner structure and system – that is the most significant difference compared to the conceptual metaphors.

### 2.1.2 Conceptual Metaphor

Metaphors are closely associated with our perception of the world. The way in which we perceive it, and how we structure it, constitutes the origin of metaphorical use of language. Our everyday life, how we live and act, is governed by metaphorical structuring and metaphorical concepts, whether we are conscious about them or not (and whether we like it or not), and it is therefore “fundamentally metaphorical in nature”, as Lakoff and Johnson suggest (Lakoff & Johnson, 2003: 4). The concepts “structure what we perceive, how we get around in the world, and how we relate to other people” (ibid.: 4), which sounds rather astonishing. However, as human beings and language users, we simply prefer to think within certain boundaries and examine the reality of the world by using structures and concepts for they make it easier for us to grasp the abstract ideas and non-material entities. Concepts structure our activities and our thinking because the thought processes themselves are predominantly metaphorical and conceptually structured. As linguistic expressions, metaphors are “possible precisely because there are metaphors in a person's conceptual system” (Lakoff & Johnson, 2003: 7).

The language of conceptual metaphors is also figurative, as metaphors in general simply cannot be literal. Nevertheless, they are much more thoroughly hidden within the language than the poetic metaphors. Since we come across them so frequently and since they are so deeply embedded within our language, we are not attentive to them and we use them automatically and unknowingly. The reason for this is not accidental – conceptual metaphors are culturally bounded and so we encounter them as soon as we start to learn our mother language. Every speech community has a different set of specific cultural connotations based on its picture of the world (Vaňková, 1999). These perceptions form the linguistic means to describe this world and establish the foundations for metaphorical structuring and conceptualisation. The majority of metaphorical concepts is universal but there will be more diverse concepts nonetheless.

## 2.2 Types of Metaphors

In their book *Metaphors We Live By*, Lakoff and Johnson establish three basic types (or categories) of metaphors: structural, orientational, and ontological metaphors. Their classification is based on metaphorical structuring of the metaphorical concepts as they explain that “the human conceptual system is metaphorically structured and defined” (Lakoff & Johnson, 2003: 7). What is also necessary for their division is the emphasis on the cultural conditioning when structuring and classifying metaphors: “[t]he most fundamental values in a culture will be coherent with the metaphorical structure of the most fundamental concepts in the culture” (ibid.: 23). The authors’ typological proposition shows the different methods and possibilities of mental representation of metaphors which can function in terms of structures, spatial ideas, or entities.

### 2.2.1 Structural Metaphors

Structural metaphors allow us to comprehend one concept – perhaps more precisely one aspect of the concept – in terms of another (Lakoff & Johnson, 2003: 10); the concept is therefore also metaphorically structured in terms of the other. Metaphorical concepts are systematic and so the language we use to talk about the concepts is also systematic (ibid.: 8). Systematic way of thinking and talking about a concept is based in our conceptual network and metaphorical structuring. Lakoff and Johnson propose that “[s]ince metaphorical expressions in our language are tied to metaphorical concepts in a systematic way, we can use metaphorical linguistic expressions to study the nature of metaphorical concepts and to gain an understanding of the metaphorical nature of our activities” (ibid.: 8).

Lakoff and Johnson introduce the concept ARGUMENT to analyse structural metaphors. They chose the conceptual metaphor ARGUMENT IS WAR to point out the aspect of battling, one of the dominant characters of a quarrel:

ARGUMENT IS WAR

Your claims are *indefensible*.

He *attacked* my argument.

I *demolished* his argument.

You disagree? Okay, *shoot!*  
If *you* use that *strategy*, he'll *wipe you out*.

(Lakoff & Johnson, 2003: 5)

It is apparent that arguing is in many ways similar to war. We have an opponent, we plan strategies, we attack and defend, and at the end, we either win or lose – even though arguments are (mostly) verbal and not physical, their structure and course of action is thus coincident with wars in many ways. It is true, nonetheless, that by focusing on one aspect of a concept, other aspects of the concept will necessarily get hidden (ibid.: 10). For example, argument can also be understood as a cooperative action in which both sides give each other their time<sup>2</sup> to reach a mutual understanding. Though “in the midst of a heated argument” we may easily focus only on the battling aspect and forget about cooperation (ibid.: 10). Furthermore, as structural metaphors are culturally bounded, ARGUMENT IS WAR may correspond to our viewpoint but it would not be universal as some other cultures may perceive it as something significantly different<sup>3</sup>.

### 2.2.2 Orientational Metaphors

Orientational metaphors organise a whole system of concepts with respect to one another (Lakoff & Johnson, 2003: 15) and they are closely connected with spatial orientation. They “provide an extraordinarily rich basis for understanding concepts in orientational terms” (ibid.: 26). Lakoff & Johnson underline the function of human body in creating the orientational metaphors and its relationship with the physical environment. Spatial metaphorical orientations are founded on our physical and cultural experience; hence they are not arbitrary (ibid.: 15) and can therefore vary in different societies and environments. For example the spatial perception of future and past – in some cultures the future is in front of us, whereas in others it is in back (ibid.: 15).

Orientational metaphors are based mostly on the polar opposition of the physical reality – up – down, right – left, in – out, etc. It is important to remark that

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<sup>2</sup> This would correspond to the conceptual metaphor TIME IS A VALUABLE COMMODITY which be, however, discussed in further chapters.

<sup>3</sup> Lakoff and Johnson (2003, p. 6) present the example of a concept ARGUMENT IS DANCE.

these polarities are also culturally determined and are connected to spatial notions of each culture. The distinction between cultural and physical bases is not always straightforward because every culture chooses from its own experiential set and assign importance to different concepts. Physical basis is interconnected with cultural coherence – as Lakoff and Johnson explain: “[t]he most fundamental values in a culture will be coherent with the metaphorical structure of the most fundamental concepts in the culture” (Lakoff & Johnson, 2003: 23).

To demonstrate orientational metaphors, the up – down metaphors will be taken as an example (ibid.: 15-17). According to the research of Lakoff and Johnson and their study of William Nagy’s work on spatialisation metaphors (1974), each metaphorical concept proceeds from a concrete physical and cultural experience.

a) HAPPY IS UP – SAD IS DOWN

I’m feeling *up*. – I’m feeling *down*.

My spirits *rose*. – He *fell* into depression.

The physical basis of this concept lies in the posture of the body which can be either upright or stooping. Lakoff and Johnson explain that “[d]rooping posture typically goes along with sadness and depression, erect posture with a positive emotional state” (Lakoff & Johnson, 2003: 16).

b) GOOD IS UP – BAD IS DOWN

Things are looking *up*. – Things are at an all-time *low*.

We hit a *peak* last year, but it’s been *downhill* ever since.

This metaphorical concept is similar to example a) as these two are connected in terms of their experiential basis. Happiness is predominantly considered to be a good thing, while sadness is understood as bad. Thus happiness, health, or life constitute a physical basis for personal well-being and so the things that principally characterise what is good for a person are all UP (Lakoff & Johnson, 2003: 16).

Oriental metaphors are internally systematic, in other words, each spatialisation metaphor comprise a coherent system. For example, as it was explained in point b), UP orientation refers to general well-being. This implies metaphorical concepts such as HAPPY IS UP, HEALTH IS UP or ALIVE IS UP (Lakoff



& Johnson, 2003: 19), which together create a systematic group of positive concepts. Coherence of metaphors is crucial for both mental metaphorical structuring and language use since it prevents metaphors to occur as “isolated and random cases” (ibid.: 18).

### 2.2.3 Ontological Metaphors

Unlike orientational metaphors, ontological metaphors do not have a basis in spatial structure but rather in our abstract experiences. The meaning of these metaphors, as well as their function, is that they enable the experiences to be conceptualised as entities and substances so that they can therefore be referred to, categorised, grouped, and quantified (Lakoff & Johnson, 2003: 26). Ontological metaphors contain experiences such as events, emotions, ideas, in other words, everything that is beyond the rational perception of the world and its physical content. Thanks to their conceptualising as material entities and substances, “[o]ntological metaphors (...) are necessary for even attempting to deal rationally with our experiences” (ibid.: 27). They are an integral part of our mental processes and as language users we perceive them as natural and self-evident (ibid.: 29); not only because they are so embedded in the language but also because they are so characteristic for each culture and its depiction of the world.

Lakoff and Johnson expose the metaphor THE MIND IS AN ENTITY and how it is further elaborated. They divide this metaphor into THE MIND IS A MACHINE and THE MIND IS A BRITTLE OBJECT. Both types may seem relatively similar however, each of them refers to different kind of mental experience. The examples of these metaphors are as follows:

a) THE MIND IS A MACHINE

My mind just isn't *operating* today.

I'm *a little rusty* today.

Boy, the *wheels are turning* now!

b) THE MIND IS A BRITTLE OBJECT

Her ego is very *fragile*.

His mind *snapped*.

I'm *going to pieces*.

(Lakoff & Johnson, 2003: 28-29)

The mental experience of the MACHINE metaphor is focused primarily on the capacity of the mind, on its internal mechanism, operating condition, or a level of efficiency (Lakoff & Johnson, 2003: 29); whereas the BRITTLE OBJECT metaphor is more limited as it focuses only on one's psychological strength (ibid.: 29). Nevertheless, there are some experiences which can be described by both of the metaphors. For example:

He broke down. (THE MIND IS A MACHINE)

He cracked up. (THE MIND IS A BRITTLE OBJECT)

(Lakoff & Johnson, 2003: 29)

As mentioned above, there is a noticeable similarity between the two examples in that they relate to the same mental experience. Yet, they do not focus on the same aspect of it (Lakoff & Johnson, 2003: 29). If we imagine two specific material objects, for instance a computer (MACHINE) and a glass (BRITTLE OBJECT), and the manner of them breaking, we would probably see a huge difference between the two processes. The computer would perhaps only cease to function, as it is not likely that it would literally break into smaller parts. The glass, on the other hand, would shatter into pieces, often very sharp and dangerous. Hence, the MACHINE metaphor is primarily used when referring to someone whose psychological state stops him from functioning; the BRITTLE OBJECT metaphor is thus used for someone who is acting wild or violent (ibid.: 29).

Another important ontological metaphor is the CONTAINER metaphor. The concept of a container is a result of our perception of the world and of our inclination to impose boundaries. We have a physical body which separates us from our surroundings and therefore we “experience the rest of the world as outside us” (Lakoff & Johnson, 2003: 30). This in – out orientation (of a container with an inside and an outside) is employed on the abstract experiences, providing them with boundaries within which they can be metaphorically conceptualised. Lakoff and Johnson list the concepts as follows: “[e]vents and actions are conceptualized as objects, activities as substances, states as containers” (ibid.: 31).

This division can be illustrated for example on the event of *a concert*. A concert is an event which can be conceptualised and materialised as an entity, as an OBJECT. Besides, it falls within the CONTAINER metaphor since it has concrete boundaries – a concert customarily starts at a particular hour and ends when the

musicians stop playing and according to the length of the compositions performed; the concert therefore exists in space and time. A concert is thus a CONTAINER OBJECT, it has its participants – musicians and audience – who are its OBJECTS. The beginning and the end of the concert are themselves METAPHORICAL OBJECTS which enclose the METAPHORICAL SUBSTANCE, the activity that is the content of the event – in the case of *a concert* it would be the music played and heard therein. A concert, or any other event<sup>4</sup>, is viewed as a container as it *contains* activities and actions which in turn constitute the event; remarkably enough, we perceive this metaphor of a concert filled with music in the same way as we recognise for instance an actual glass filled with water (CONTAINER OBJECT – CONTAINER SUBSTANCE).

The most obvious ontological metaphors are those that personify the physical object into a person, a certain human being. Personification “allows us to comprehend a wide variety of experiences with nonhuman entities in terms of human motivations, characteristics, and activities” (Lakoff & Johnson, 2003: 34). Those metaphors are always person-centred and “allow us to make sense of phenomena in the world in human terms” which we can understand “on the basis of our own motivations, goals, actions, and characteristics” (ibid.: 35).

For example:

*This fact argues* against the standard theories.

*The experiment gave birth* to a new physical theory.

*Cancer finally caught up* with him.

*Life has cheated* me. (Lakoff & Johnson, 2003: 34)

The concepts do not always have to be personified as a rather generic person but they can be more specific, as is the case of a metaphor INFLATION IS ADVERSARY in which the negative character is already included<sup>5</sup>:

Our biggest *enemy* right now *is* inflation.

The dollar *has been destroyed* by inflation.

Inflation *has robbed* me of my savings. (Lakoff & Johnson, 2003: 34)

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<sup>4</sup> Note: In their work, Lakoff and Johnson propose an example of *a race* to illustrate the concepts of the CONTAINER metaphor. Their explanation was modified in order to use a different example to demonstrate the theoretical terms. (Lakoff and Johnson, 2003: 31-32)

<sup>5</sup> Similarly, we would find a metaphor with an opposite character, for example ADVICE IS BENEFACTOR – Your *advice* truly *helped* me. Your *advice* *opened* my eyes. etc.

## 2.3 Metaphorical Domains

As it was discussed in previous chapters, metaphors are based on similarities and work with figurative sense of words and thus they help us understand and describe abstract notions of the world. The language used to express them is a result of the correspondences and associations between the two metaphorical objects. The system of metaphorical language is internally structured in terms of domains which stand for concrete concepts. Conceptual metaphors have a ‘source domain’ and a ‘target domain’ between which a transmission takes place – “[t]he job of the metaphor is to provide relational structure to an abstract domain by importing it (by analogy) from a more concrete domain” (Boroditsky, 2000: 3). Moreover, metaphors “are used for organizing information within abstract domains” and “provide relational structure to those domains where the structure may not be obvious from world experience” (ibid.: 3). The abstract domains therefore use the language from the concrete domains in order to describe the immaterial notions and ideas.

The system of domains is sometimes called metaphorical mapping – a particular source-to-target mapping – which reveal the systematically structured relationship between the domains (ibid.: 2). Some linguistic theories also propose two distinct types of metaphorical mapping based on “their degree of experiential grounding” (Evans, 2005: 57)<sup>6</sup>. The first type, PRIMARY METAPHORS, constitute of sets of concepts which are directly associated with experience and constitute a cross-domain mapping between them (ibid.: 57). PRIMARY METAPHORS are also thought to be universal and there is presumably a small and finite set of them (ibid.: 57), including some temporal metaphors. The second type on the other hand, the more complex COMPOUND METAPHORS, is much more culture-specific (ibid.: 57) and there may be no specific number of them.

However narrowly focused these theories are, they offer a more profound view into the internal structuring of metaphorical domains. First, they are composed of a PRIMARY TARGET CONCEPT and a PRIMARY SOURCE CONCEPT which are based on our cognitive associations (Evans, 2005: 58). Second, they create “a meaningful representation of the world” by organising abstract or sensory stimuli by our own

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<sup>6</sup> Vyvyan Evans bases his research on metaphorical domains and concepts mostly on the work of Joseph Grady (his doctoral dissertation – *Foundations of Meaning: Primary Metaphors and Primary Scenes*, 1997).

cognitive experience (Evans, 2005: 58); consequently, they can be subjective to a certain degree. Third, both target and source concepts represent “simple experiences” – those that are not complex and are familiar to us (ibid.: 59). The difference between the concepts is based on the type of experience, more specifically on how they are perceived – source concepts relate to “sensorimotor experience” whilst target concepts relate to “phenomenological experience” (ibid.: 59). Hence, the more abstract target concept (domain) is materialised by the more tangible source concept (domain)<sup>7</sup>.

It is also important to mention that the pairs of concepts or domains, especially those within the compound metaphors, are affected by the so called ‘mapping gaps’ (Evans, 2005: 69). Evans presents this problem on an example of a compound metaphor THEORIES ARE BUILDINGS – we can *build a theory* or *construct a theory*. The conceptual structure of buildings can be applied to the concept of theories, however, there are certain aspects of buildings that we simply cannot apply to theories, such as tenants, rent or French windows (ibid.: 69).

## 2.4 Spatial – Temporal Relationship

I will now focus on the spatial structuring of temporal metaphors. As it was mentioned several times in the previous chapters, metaphorical structuring provides us with better understanding of abstract ideas by means of concrete ones. Time is indeed an abstract and unsubstantial entity and therefore needs to be materialised in order to be defined and described. Many aspects of time are not observable in the world thus they are not specified in our experience with the world – for example, we do not and cannot experientially know whether time moves horizontally or vertically, whether it moves forward, backwards, left or right, up or down, or whether it moves through us or we move through it (Boroditsky, 2000: 4). Nevertheless, all these questions are specified in our language, namely through spatial metaphors (ibid.: 4). Time and events are organised by spatial structures which provide a metaphorical mapping for the concept of time – “[i]t appears that abstract domains such as time are indeed shaped by metaphorical mappings from more concrete and experiential domains such as space” (Boroditsky, 2000: 26). It

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<sup>7</sup> Joseph Grady (1997) also introduces the concept of PRIMARY SCENES which form the PRIMARY CONCEPTS and contribute to the structure of our primary mental experience.

seems that spatial schemas are always necessary to think about time or at least they are necessary to demonstrate that the structure of time and space is in fact very similar and so our understanding of time was naturally shaped by our understanding of space (ibid.: 8).

Exactly how much is TIME structured by SPACE can be demonstrated on the use of prepositions in language<sup>8</sup>. Prepositions are one of the primary parts of speech, yet they are inherently spatial and essential for the dimensional description of the world. They provide a concrete directional structure for temporal events and our temporal experience. Again, in most cases we do not pay attention to the temporal use of prepositions as we use them so naturally and automatically. For example:

a) *in front of*

Christmas is *in front of* us.                   – *in front of* the Christmas tree  
a time *in front of* them                   – the building *in front of* them

(BNC)

b) *behind*

The worst is *behind* us.  
My childhood is *behind* me.  
Eastern Standard Time is five hours *behind* Greenwich Mean Time.

(Evans, 2005)

c) *in, on, at*

We describe time even with the most frequent prepositions – such as *in*, *on* or *at*. These describe concrete points in time:

*in the evening, in the morning*                   – *in the drawer*  
*on Sunday, on Monday*                   – *on the table*  
*at 11 o'clock*                   – *at the desk*

(BNC)

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<sup>8</sup> Concrete conceptual metaphors of time will be presented and closely examined in the next chapter in which I will focus on the use of verbs.

## 2.5 Temporal Concepts and Conceptual Metaphors

Lakoff and Johnson describe several temporal concepts in their work on metaphors. Each type of metaphor – structural, orientational, and ontological – includes at least one temporal metaphorical concept; which itself proves their widespread use in language. Their variety lays equally on the fairly wide range of domains on which the metaphors are based. The concepts will be distributed into three groups and they will be further subdivided and described.

### 2.5.1 ‘Dynamic’ Concepts of Time

The major concept, examined by many linguists including Lakoff and Johnson, Boroditsky, or Evans, is TIME PASSES. It is a fundamental metaphorical concept based on a spatial perception as it suggests “a relative motion with respect to us” and the idea of “the future in front and the past behind” (Lakoff & Johnson, 2003: 45). As for its classification within the three types of metaphors, it would fall into the orientational metaphors; not only for its spatial, physical basis but also for the cultural understanding of this concept. We perceive the future as being something good and the past as something bad. These cultural values of our society – THE FUTURE IS UP and THE PAST IS DOWN – correlate to the concepts GOOD IS UP or MORE IS UP (and other concepts, as they were depicted in chapter 2.2), and vice versa, BAD IS DOWN and LESS IS DOWN (ibid.: 23). These concepts are mutually coherent and so the future will always be considered as ‘better’ and the past as ‘worse’. For example:

The future will be better.      \* The future will be worse.<sup>9</sup>

(ibid.: 23)

It is important to distinguish two distinct subcases of the metaphor TIME PASSES – the TIME IS A MOVING OBJECT metaphor and the TIME IS STATIONARY AND WE MOVE THROUGH IT metaphor. Both metaphors presuppose the front–back organisation of time and the dynamic nature of time, in other words – Lakoff and Johnson’s in particular, “in one case, we are moving and time is standing still; in

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<sup>9</sup> This statement is not entirely incorrect but it is rather incoherent with the cultural understanding and expressing of future and past.

the other, time is moving and we are standing still” (Lakoff & Johnson, 2003: 45). The motion is relative with respect to us and the future lays in front and the past behind (ibid.: 45).

a) TIME IS A MOVING OBJECT

The *time will come* when...

The *time* for action *has arrived*.

the weeks *following*

(Lakoff & Johnson, 2003: 43–44)

As any physical moving object, the future times are facing towards us and the time approaches us while we remain stationary.

b) TIME IS STATIONARY AND WE MOVE THROUGH IT

As we *go through* the years...

We’re *approaching* the end of the year.

(Lakoff & Johnson, 2003: 45)

## 2.5.2 ‘Stationary’ Concepts of Time

The second significant group of concepts are the stationary concepts of time, which would fall into the category of structural metaphors. Time in such metaphors is not conceptualised with respect to motion or spatial conditions but rather as a concrete object, whether physical or abstract one. What is common for these metaphors is that we tend to perceive TIME as something important and valuable. These concepts are TIME IS MONEY, TIME IS A LIMITED RESOURCE and TIME IS A VALUABLE COMMODITY and they are crucial not only for our conceptualisation of time but they also demonstrate a lot about how we structure our everyday life with its temporal aspect.

Metaphors such as these vary depending on an individual culture, meaning that this particular conceptualisation of time is tied to our culture but it is not the only or necessary way for every language (Lakoff & Johnson, 2003: 10). The concepts developed only recently in the modern Western culture and are based on our perception of the concept of work, which is typically associated with the time it takes to do something; subsequently, we are paid by the hour, month, etc. and thus we are converting time into money (ibid.: 9). It is important to note that we act



as if time was a valuable commodity, a limited resource or money and so we conceive time that way – hence we understand and experience time as something that can be “spent, wasted, budgeted, invested wisely or poorly, saved, or squandered” (Lakoff & Johnson, 2003: 9).

All three aforementioned concepts of time are a part of a system of subcategories based on “entailment relationships between metaphors” (ibid.: 10). This proceeds from our society’s conception of money in which money is a limited resource and these are valuable commodities – and so the concept TIME IS MONEY entails that TIME IS A LIMITED RESOURCE, which entails that TIME IS A VALUABLE COMMODITY (ibid.: 10). This system of metaphorical concepts is mutually coherent, both within the metaphors themselves (as a result of the entailment) and in the lexical expressions utilised for their description. Words such as *spend*, *cost* or *invest* usually refer directly to money, while *have enough of* or *run out of* refer more to limited resources, and *give* or *lose* to valuable commodities. Lakoff and Johnson summarise it as follows: “metaphorical entailments can characterize a coherent system of metaphorical concepts and a corresponding coherent system of metaphorical expressions for those concepts” (ibid.: 10).

For example:

You're *wasting* my time.  
I don't *have* the time *to give* you.  
I've *invested* a lot of time in her.  
You're *running out of* time.  
Do you *have* much time *left*?  
I *lost* a lot of time.  
He's living on *borrowed* time.  
*Thank you for* your time.

(Lakoff & Johnson, 2003: 10)

### 3. Material and Method

The main aim of the analytic part of the thesis is to find the most frequent metaphorical phrases in English and Czech which consist of the word *time / čas* and a verb and to compare the use of these temporal verb phrases in the two languages in terms of their metaphorical meaning. The phrases are then distributed into specific conceptual categories, as they were introduced in chapter 2.5 of the theoretical part of the thesis. By categorising the phrases into individual metaphorical concepts, it is possible to observe the differences and the similarities between the phrases in English and Czech as well as the overall use of temporal metaphors in those two languages. At the same time, it is possible to look for variations and departures from these concepts and designated categories and to explore whether there are verb phrases which do not fit into the concepts and constitute a different class instead.

In my research, I focus on word combinations of the word *time / čas* and verbs. These verb phrases are chosen from two language corpora – Czech National Corpus (ČNK)<sup>10</sup> and British National Corpus (BNC). In order for the examples to comprise a representative sample, it was essential to determine a set method of selecting from the corpus data. To achieve as objective results as possible and to not overly limit the range of the results, I examined two basic situations of occurrence of the word *time / čas* – phrases in which the noun has a syntactic function of a subject followed by a finite (lexical) verb, and phrases in which the noun functions as an object with a preceding verb in an infinitive form.

For searching within the ČNK I used two queries, one for each ‘temporal phrase’. I searched for the results within the *KonText* interface using the Corpus Query Language (CQL) so that I could specify the queries as much as possible. In both cases I used a lemma criterion for the word *čas* – [lemma=”čas”] – however, for the word *čas* in a subjective function, I specified the case in order to eliminate some recurring phrases to search only for the lemma in nominative case<sup>11</sup> – thus the CQL query [lemma=”čas” & tag=”N...1.\*”]. To query for the verbs, I used specific tags for the finite verb forms – [tag=”V.\*”] – and for the infinitive forms –

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<sup>10</sup> Within the ČNK I utilised the *syn2020* corpus.

<sup>11</sup> I did not specify the case for the objective function of the word *čas* for the syntactic function of an object can be expressed by various cases (not only by the accusative case).

[tag="Vf.\*]. Again, to reduce the number of unneeded and superfluous results, I modified the query for the finite verb forms so as to eliminate the infinitive forms – thus the CQL query [tag="V.\*" & !tag="Vf.\*"]. Consequently, two queries were established for searching the two requested verb phrases – first, the query [lemma="čas" & tag="N...1.\*"][tag="V.\*" & !tag="Vf.\*"] for the phrase “*čas* + finite verb” and second, the query [tag="Vf.\*"][lemma="čas"] for the phrase “infinitive + *čas*”.

While searching the BNC corpus, I was looking for verb collocates of the word *time*. As the CQL queries within the BNC did not allow me to sufficiently specify the search<sup>12</sup>, I created a list of collocates and searched for the verbs manually. The collocates were also obtained using the *KonText* interface by adjusting the context span to 0 to the left and 1 to the right for the “*time* + finite verb” and similarly 1 to the left and 0 to the right for the “infinitive + *time*” phrase. The collocates were then sorted and displayed according to the *logDice* measure<sup>13</sup>. In order to obtain the frequency numbers for the individual verb phrases, I then used separate query for each phrase – either [lemma="time"][lemma="verb"] or vice versa, [lemma="verb"][lemma="time"].

With every verb phrase, I had to decide whether it has a metaphorical meaning or not. This step in the research and analysis proved to be the most problematic, especially in terms of my subjective approach. In order to determine which verb phrase is metaphorical and which is not, it is necessary to consider whether the meaning of the phrase can be interpreted literally or whether the phrase is conceptualised with respect to a specific domain or metaphorical concept. That can be illustrated on the phrases *a bird flies – time flies*. The former phrase is literal – a bird has the physical ability to fly and the phrase describes his physical action. The meaning of the latter phrase is metaphorical as time cannot literally fly; however, it is conceptualised in terms of a certain domain or concept and so it borrows this expression to depict a specific abstract feature of time (in this case, a movement or velocity).

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<sup>12</sup> For example, there are no tags for specifying the case of a noun and so I was not able to search for the word *time* in a position of a subject for the phrase “*time* + finite verb”. Hence, the list of results was superfluous and not relevant.

<sup>13</sup> It is important to note that this method of searching in the BNC corpus is not infallible as it may rule out some potential hits, for example the lexical verbs which occur with an auxiliary verb. On the other hand, the resulting lists may include phrases in which the verb has a different meaning given its position in the sentence as a whole.

Some verb phrases had an evident metaphorical meaning, while some other phrases turned to be quite questionable – first in their possible metaphorical interpretation, and second in their potential categorisation within the temporal concepts. Nonetheless, it is true that a lot of metaphors, especially the somehow fundamental ones – such as spatial, temporal, and the like – are so deeply rooted in our language and culture that we use them very often and we are accustomed to them; hence they are also frequent in the corpora and their metaphorical meaning is clear based on the knowledge of the language.

I chose 25 verbs with metaphorical meaning from each of the four lists of collocates with the word *time / čas*. Within the lists I was proceeding from the highest frequency collocates to the comparatively lowest. The following tables show all the verb phrases, their order and their frequencies.

	English examples	Czech examples
<i>time / čas</i> + finite verb	25	25
infinitive + <i>time / čas</i>	25	25
Subtotal	50	50
Total	100	

Table 1 – Number of examples

	<i>time</i> + finite verb	Freq	i.p.m.
1	come	457	4,11
2	go	328	2,95
3	pass	170	1,53
4	run	78	0,7
5	become	62	0,56
6	fly	37	0,33
7	elapse	32	0,29
8	stand	30	0,27
9	permit	29	0,26
10	approach	20	0,18

11	arrive	15	0,13
12	allow	12	0,11
13	grow	11	0,1
14	march	11	0,1
15	reveal	11	0,1
16	show	9	0,08
17	remain	9	0,08
18	slow	7	0,06
19	heal	6	0,05
20	arise	5	0,04
21	wait	4	0,04
22	flow	3	0,03
23	play	3	0,03
24	freeze	2	0,02
25	ripen	1	0,01

*Table 2 – Frequency list of “time + finite verb”*

	<b>infinitive + time</b>	Freq	i.p.m.
1	have	475	4,27
2	take	303	2,72
3	spend	178	1,6
4	waste	127	1,14
5	save	120	1,08
6	find	94	0,85
7	make	56	0,5
8	give	36	0,32
9	need	28	0,25
10	buy	27	0,24
11	devote	19	0,17
12	invest	10	0,09
13	kill	9	0,08
14	use	9	0,08
15	lose	9	0,08

16	measure	6	0,05
17	require	6	0,05
18	gain	5	0,05
19	offer	3	0,03
20	fill	3	0,03
21	cost	2	0,02
22	pass	1	0,01
23	win	1	0,01
24	consume	1	0,01
25	steal	1	0,01

*Table 3 – Frequency list of “infinitive + time”*

	<b>čas + finite verb</b>	Freq	i.p.m.
1	plynout	127	1,04
2	běžet	114	0,94
3	ubíhat	84	0,69
4	letět	66	0,54
5	ukázat	60	0,49
6	utíkat	46	0,38
7	vypršet	38	0,31
8	zastavit	34	0,38
9	přijít	25	0,21
10	dovolit	24	0,2
11	pracovat	20	0,16
12	stát	12	0,1
13	kvapit	10	0,08
14	tlačit	10	0,08
15	pokročit	10	0,08
16	zpomalit	8	0,07
17	naplnit	8	0,07
18	jít	8	0,07
19	krátit	7	0,06
20	dozrát	7	0,06

21	pádit	4	0,03
22	zamrznout	2	0,02
23	zhoustnout	2	0,02
24	blížít	2	0,02
25	plodit	2	0,02

Table 4 – Frequency list of “čas + finite verb”

	<b>infinitive + čas</b>	Freq	i.p.m.
1	mít	339	2,78
2	ztrácet	246	2,02
3	trávit	209	1,72
4	získat	80	0,66
5	vrátit	55	0,45
6	najít	48	0,39
7	udělat	47	0,39
8	dát	38	0,31
9	věnovat	38	0,31
10	marnit	38	0,31
11	ušetřit	33	0,27
12	zastavit	32	0,26
13	využít	26	0,21
14	zkrátit	24	0,2
15	plýtvat	24	0,2
16	měřit	23	0,19
17	zabít	16	0,13
18	investovat	14	0,12
19	potřebovat	13	0,11
20	počítat	12	0,1
21	dopřát	9	0,07
22	žrát	4	0,03
23	přebíhat	3	0,03
24	dohnat	2	0,02
25	uchopit	1	0,01

Table 5 – Frequency list of “infinitive + čas”

I then classified the chosen verb phrases into the corresponding groups of metaphorical concepts. Based on the theoretical background, I distributed them into the following categories: TIME PASSES which includes TIME IS A MOVING OBJECT and TIME IS STATIONARY AND WE MOVE THROUGH IT; TIME IS MONEY, TIME IS A LIMITED RESOURCE and TIME IS A VALUABLE COMMODITY; and ‘other concepts of time’ which include TIME IS WATER, TIME IS FOOD, TIME IS A CONTAINER, TIME IS A BEING, TIME IS A PLANT and TIME IS AN INANIMATE OBJECT. Each concept is further described and specified in the analytical part of the thesis.

Some phrases could be categorised quite easily but some were not so straightforward. Moreover, some of them could be also put into more than one category, as a result of more potential interpretations of the phrase; this is thus reflected in the number of examples at each category – phrases with more meanings are included in all respective concepts. Examples were then provided with phrases from the ČNK and BNC corpora to demonstrate the context of the verb phrases as well as to distinguish between more possible meanings and classifications.

	English			Czech		
	<i>time</i> + finite verb	infinitive + <i>time</i>	$\Sigma$	<i>čas</i> + finite verb	infinitive + <i>čas</i>	$\Sigma$
TIME IS						
A MOVING OBJECT	13	0	13	10	3	13
STATIONARY	2	0	2	0	2	2
MONEY	0	3	3	0	3	3
A LIMITED RESOURCE	0	2	2	0	2	2
A VALUABLE COMMODITY	0	7	7	0	4	4
WATER	2	0	2	3	0	3
FOOD	0	1	1	0	2	2
A CONTAINER	0	1	1	1	0	1
A BEING	11	1	12	15	3	18
A PLANT	2	0	2	2	0	2
AN OBJECT	1	2	3	2	3	5

Table 6 – Number of examples in categories



The analytic part of the thesis compares the use of temporal metaphors in English and in Czech – whether the two languages conceptualise time in the same manner and whether there are differences in the frequency of the individual metaphorical concepts. Given the common origin of the two languages, the results may not be overly diverse, as the experience of time in the Indo-European languages is almost identical (Šerá, 2012: 33<sup>14</sup>). Presumably, the metaphorical phrases might overlap or might correspond both in the meaning of the utilised verb and in the metaphorical concepts in which the respective phrases are classified. Some results, however, might be surprising.

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<sup>14</sup> Šerá (2012: 33), further citing J. Sokol (2004: 35).

## 4. Research and Analysis

### 4.1 Temporal Metaphors in English and Czech

In the following part of the thesis, I will examine authentic examples of temporal metaphors as they are used in English and in Czech. Metaphorical expressions are distributed into corresponding categories of metaphorical concepts as they were described in the previous chapters. There are eleven temporal metaphorical concepts which occur within the languages and within the most frequent combinations of a verb with the word *time / čas*. It happens quite often that the metaphors can fall into multiple different concepts; in that case they are mentioned two or three times according to their meaning in particular contexts.

#### 4.1.1 TIME PASSES

As it was illustrated earlier, the TIME PASSES is one of the major temporal concepts in our language. It is based on the spatial structuring of TIME in which the time either moves or is stationary with respect to us. This concept is divided into two subcategories which are frequently employed both in English and in Czech.

##### 4.1.1.1 TIME IS A MOVING OBJECT

In connection with the word *time / čas*, there are many verbs expressing motion and many resulting metaphorical phrases. As it was explained in chapter 4.1, this concept is based on the perception of time being in motion while we remain stationary.

#### English

(1) *time approaches*

*As the **time approaches** to use published materials, ...*

*When the **time approached** for a decision, ...*

[E.MO8]

The phrase *time approaches* describes TIME as A MOVING OBJECT quite literally – we are stationary and the time moves towards us.

(2) *time elapses*

*Because such objects gain value as **time elapses**, ...*

*A lot of **time has elapsed**, ...*

[E.MO7]

Similarly to the previous one, this phrase clearly illustrates the movement of time. In this case, however, the time does not move towards us but rather moves universally around us.

(3) *time passes*

*To someone with a high fever, **time passes** slowly.*

*The quotas rise as **time passes**.*

[E.MO3]

In this case, it seems that both *time* and *quotas* are in motion. TIME, however, still appears as a moving object and the phrase belongs into this concept.

Even though there are metaphorical phrases which undoubtedly belong to this concept (such as the phrases 1 – 3), the examples are scarcely completely straightforward or without any question. The following examples show various issues which can occur, for example the combination of a verb with a preposition or the phrase's membership in more than one metaphorical concept.

(4) *time slows*

*Suddenly I see in the calm of the garden a change, as though **time has slowed**.*

*Isn't there ever a time when **time slows down**?*

[E.MO11]

The phrase *time slows* is often connected with the word *down* or more precisely, the word *time* may combine also with the verb *slow down*. The meaning remains the same nonetheless as this particular phrasal verb is quite literal and intrinsically metaphorical. From the total of 7 hits in the BNC corpus, 3 (43%) of the phrases is connected to the adverbial *down*.

(5) *time comes*

*I shall have a lot to say when the **time comes**.*

*He waits until the **time comes** to complete it on paper.*

[E.MO1]

The phrase *time comes* can be also conceptualised in terms of TIME IS A BEING metaphor for the verb *to come* is often related to 'human actions'.

(6) *time goes*

***Time goes faster and faster.***

*You will find out about these things as **time goes on.***

*But as **time goes by** it just gets harder.*

[E.MO2]

*Time goes on* and *time goes by* are further examples of the word *time* combined with a phrasal verb. As well as in the case of *slow down* (example (4)), these verbs do not change the metaphorical meaning of the phrases but rather emphasise the nature of the movement of time. The occurrence of the two phrasal verbs with the word *time* is quite high. From the total of 328 hits in the corpus, 150 are connected to the adverbial *on* and 109 to the adverbial *by*. Put into a percentage ratio, only 21% of the examples stand alone in comparison with the 46% and 33% of the phrases with the adverbials *on* any *by*.

(7) *time flies*

***Time flies doesn't it?***

*There are so many diversions here that the **time flies by on wings.***

*How **time flies!***

[E.MO6]

Similarly to the phrase *time comes* (example (5)), *time flies* can be also conceptualised by the TIME IS A BEING metaphor. The verb *to fly*, however, is not used in connection with humans but rather with birds. It is thus possible to propose a concept TIME IS A BIRD although it would probably apply only to this particular metaphorical phrase.

(8) *time waits*

*While **time waits** for no man, true love waits forever.*

[E.MO13]

The phrase *time waits* can too be conceptualised in terms of TIME IS A BEING metaphor. The verb *to wait* is often related to 'human actions' as we are regularly waiting for something or someone.

(9) *time runs*

*Very last question, because **time is running**, please.*

*Something has to be accomplished before **time runs out.***

*And **time runs on.***

[E.MO5]

Firstly, *time runs* may be also conceptualised as TIME IS A BEING metaphor, since running is an action typically performed by humans or animals.

Secondly, the word *time* may combine with phrasal verbs *run on* and *run out*. The verb *run on* underlines the type of temporal movement and thus the phrase remains within this metaphorical concept and within the limits of the meaning of the phrase *time runs*. The meaning of the verb *run out*, though, differs from the original phrase *time runs*. In fact, it might not even belong to the same metaphorical concept. Instead, it would probably fall into the TIME IS MONEY metaphor or TIME IS A LIMITED RESOURCE for when we run out of something it means that we used everything and there is nothing left.

## Czech

Among the previous English examples, there were some that could be conceptualised with more than one metaphorical concept, for example as TIME IS MONEY metaphor in addition to the TIME IS A MOVING OBJECT metaphor, which is due to the verbs used within the phrases. A situation like this is even more common among the Czech examples, particularly considering the TIME IS A BEING metaphor. The most frequent verbs with metaphorical usage in Czech which fall into the TIME IS A MOVING OBJECT metaphor can also be conceptualised by means of the TIME IS A BEING metaphor and are regularly used for describing ‘human actions’. Hence, the overwhelming majority of the following examples can be perceived by means of both metaphorical concepts.

(10) *čas ubíhá*

*Čas ubíhá tak nějak plynuleji, bez větších zlomových bodů.*

*S vámi čas ubíhá tak neuvěřitelně rychle.*

[C.MO2]

The verb *ubíhat*, and the phrase *čas ubíhá*, is the only one among the frequent Czech verbs belonging to this concept which cannot be conceptualised by means of another temporal metaphor. The verb cannot be used to describe human actions, moreover, it is always utilised for a conceptualisation of an abstract idea – of TIME but also for example of a JOURNEY (as in *Cesta jim dobře ubíhala.*) or other, more specific temporal terms, such as DAYS or HOURS (as in *dny ubíhaly* or *hodiny ubíhaly*).

(11) *zastavit čas*

*Chtěla bych okamžitě zastavit čas.*

*Dokáže zastavit čas.*

[C.MO7]

The verb *zastavit* (*to stop*) itself intrinsically implies that there is a moving object, in this case the time, which is to be stopped. Nevertheless, the phrase *zastavit čas* (*to stop time*) may also belong into the TIME IS A BEING metaphor as we can stop not only something (a moving object) but also someone (a being).

(12) *čas přišel*

*Přišel čas, abychom se vrátili domů.*

*Přišel čas dezertu.*

[C.MO6]

Similarly to the English phrase *time comes*, this example can be also conceptualised in terms of TIME IS A BEING metaphor as the verb *přijít* is often related to ‘human actions’.

(13) *čas letí*

*Jak ten čas letí!*

*Zdá se nám, že čas letí nějak rychle.*

[C.MO3]

As well as the English example *time flies*, the Czech phrase *čas letí* is often associated with the TIME IS A BEING metaphor, or a possible TIME IS A BIRD concept respectively.

(14) *čas stojí*

*Čtu, látám punčochy. Žádné hodinky, čas stojí.*

*Čas stojí peníze.*

[C.MO8]

The phrase *čas stojí* (*time stands*) may also belong into the TIME IS A BEING metaphor as the verb *stát* (*to stand*) is often associated to animate beings.

Even though the second example is rather a case of Czech homonymy (*stát – stát / to stand – to cost*), it is also an interesting and quite literal example of TIME IS A VALUABLE COMMODITY metaphor (*Time costs money*). Nevertheless, only 2 (17%) verb phrases from the total of 12 hits in the ČNK corpus would have such meaning, while the other 10 (83%) phrases truly belong into the TIME IS A MOVING OBJECT concept (as well as into the TIME IS A BEING metaphor).

(15) *přebíhat čas*

*Měl jsem nepříjemný pocit, že předbíhám čas.*

*Nic však nechce zakřiknout a předbíhat čas.*

[C.MO11]

(16) *dohnat čas*

*Taky chtěl dohnat čas, svým způsobem promarněný.*

*Spěchala, aby dohnala čas.*

[C.MO12]

The previous two examples – *přebíhat čas* (*to get ahead of time / jump the time*) and *dohnat čas* (*to catch up with time / make up for time*) – may both be conceptualised also in terms of the TIME IS STATIONARY AND WE MOVE THROUGH IT metaphor. These phrases do not necessarily imply that the time is in motion but rather that we move towards the time, which is in a more or less concrete and static position.

### Language comparison

A lot of similarities can be recognised between the examples from English and Czech, especially in the utilised verbs which are very often equivalent in translation. Nevertheless, there seems to be different tendencies towards other possible categorisation of the metaphorical phrases. In Czech, for example, only one example (*čas ubíhá*) can belong into this one concept only; the majority of the examples may be conceptualised also by means of the TIME IS A BEING metaphor. Whereas in English, there are more verbs which can be associated with the TIME IS A MOVING OBJECT metaphor only (*time approaches, time elapses, and time passes*). Hence, Czech seems to incline to the conceptualisation of TIME which employs personalisation and which perceive movement as a rather animate action.

In the following table, we can observe all the verb phrases belonging into this metaphorical concept including their order among the individual frequency lists and their relative frequencies. It is interesting to notice the numerical order of the English phrases – all of the first seven most frequent “*time + finite verb*” temporal phrases belong into the TIME IS A MOVING OBJECT concept. When compared to the Czech phrases which belong into this concept, they seem to be more dispersed within the frequency lists.

English			Czech		
	verb phrase	i.p.m.		verb phrase	i.p.m.
1	<i>time comes</i>	4,11	2	<i>čas běží</i>	0,94
2	<i>time goes</i>	2,95	3	<i>čas ubíhá</i>	0,69
3	<i>time passes</i>	1,53	4	<i>čas letí</i>	0,54
4	<i>time runs</i>	0,7	6	<i>čas utíká</i>	0,38
5	<i>time becomes</i>	0,56	8	<i>čas se zastavil</i>	0,38
6	<i>time flies</i>	0,33	9	<i>čas přišel</i>	0,21
7	<i>time elapses</i>	0,29	12	<i>zastavit čas</i>	0,26
10	<i>time approaches</i>	0,18	12	<i>čas stojí</i>	0,1
11	<i>time arrives</i>	0,13	16	<i>čas se zpomalil</i>	0,07
14	<i>time marches</i>	0,1	18	<i>čas jde</i>	0,07
18	<i>time slows</i>	0,08	23	<i>předbíhat čas</i>	0,03
20	<i>time arises</i>	0,04	24	<i>dohnat čas</i>	0,02
21	<i>time waits</i>	0,04	24	<i>čas se blíží</i>	0,02

Table 7 – TIME IS A MOVING OBJECT phrases

It is also necessary to mention that many of the English and Czech phrases are equivalent in translation. In the following table, we can observe the corresponding pairs.

English	hits	i.p.m.	Czech	hits	i.p.m.
<i>time comes</i>	457	4,11	<i>čas přišel</i>	25	0,21
<i>time goes</i>	328	2,95	<i>čas jde</i>	8	0,07
<i>time passes</i>	170	1,53	<i>čas ubíhá</i>	84	0,69
<i>time runs</i>	78	0,7	<i>čas běží</i>	114	0,94
<i>time flies</i>	37	0,33	<i>čas letí</i>	66	0,54
<i>time approaches</i>	20	0,18	<i>čas se blíží</i>	2	0,02
<i>time arrives</i>	15	0,13	<i>čas přišel</i>	25	0,21
<i>time slows</i>	7	0,08	<i>čas se zpomalil</i>	8	0,07

Table 8 – TIME IS A MOVING OBJECT equivalent phrases

The frequencies of the corresponding verb phrases are rather diverse in comparison. It appears that there is no straightforward principle which would motivate the occurrence of the phrases in the two languages. While the frequencies of some equivalent phrases seem to be more close to each other (for example *time slows* – *čas se zpomalil*), most of them are significantly diverse. The reason might be that both languages simply prefer different verbs for describing the temporal reality.

Nonetheless, it is important to point out the pair *time runs* – *čas běží* which, in some context, acts as a false friend. As it was mentioned earlier in this



subchapter, the word *time* may combine with certain phrasal verbs – *run on* and *run out*. While the adverbial *on* does not change the meaning as such, the adverbial *out* does and thus also changes the membership of the verb phrase from the TIME IS A MOVING OBJECT concept to the TIME IS MONEY or TIME IS A LIMITED RESOURCE metaphor. From the 78 hits in the BNC corpus, 29 (37%) is connected to the adverbial *out* and so they should not be counted among the examples for this particular concept. Most of the time, however, the phrase *time runs* does indeed express the TIME IS A MOVING OBJECT metaphor.

#### 4.1.1.2 TIME IS STATIONARY AND WE MOVE THROUGH IT

The concept of stationary time is very common in both languages; however, the word *time* / *čas* is scarcely utilised. There are other phrases which could belong to this concept, for example:

*As we **go through** the years...*

*We're **approaching** the end of the year.*<sup>15</sup>

Still, some verbs are connected to the word *time*, although these collocations are not so frequent:

*When I was **approaching** the **time** to leave school, ...*

*It was set to begin at one and it was **nearing** that **time** when ...*

*We are now **coming to** the **time** of the year ...*

#### English

Close to the aforementioned usage are English phrases such as *time remains* (*stationary*) and *time stands* (*still*) which are also linked to the word *time* but do not necessarily imply our being in motion.

(17) *time remains*

*We'll come back to that if **time remains**.*

[E.ST2]

(18) *time stands*

*Bored and fidgeting, breathing stale air while **time stands still**.*

---

<sup>15</sup> These examples were also used in chapter 4.1; Lakoff & Johnson, 2003: 45.

[E.ST1]

In combination with the word *time*, the verb *to stand* is always connected to the word *still* and thus the phrase precisely depicts the concept in terms of the stationary character of TIME. In fact, from the total of 30 hits found in the BNC corpus, all of the phrases expressing this metaphorical concept are connected to the word *still*.

### Czech

There are also examples in Czech, which were, however, already mentioned within the TIME IS A MOVING OBJECT metaphor. All of the following phrases imply that we are in motion and that we move towards the time which has a concrete location.

(19) *dohnat čas*

*Spěchala, aby dohnala čas.* [C.ST2]

(20) *předbíhat čas*

*Měl jsem nepříjemný pocit, že předbívám čas.* [C.ST3]

(21) *čas stojí*

*Čtu, látám punčochy. Žádné hodinky, čas stojí.* [C.ST1]

### Language comparison

As it was mentioned earlier, this metaphorical concept, in which we move through the time, is regularly employed by both English and Czech. Nonetheless, there are not many collocations with the word *time / čas* in neither of the languages as they seem to express the reality of stationary time by utilising other words and phrases. In the following table, we can see all of the verb phrases which belong into the TIME IS STATIONARY AND WE MOVE THROUGH IT metaphor.

We can also observe the pair *time stands – čas stojí* which is the only translation equivalent within this concept. Their frequencies are both relatively low in comparison and their use within the languages seems to be fairly similar.

English			Czech		
	verb phrase	i.p.m.		verb phrase	i.p.m.
8	<i>time stands</i>	0,27	12	<i>čas stojí</i>	0,1

17	<i>time remains</i>	0,08	23	<i>přebíhat čas</i>	0,03
			24	<i>dohnat čas</i>	0,02

Table 9 – TIME IS STATIONARY AND WE MOVE THROUGH IT phrases

#### 4.1.2 TIME IS MONEY, TIME IS A LIMITED RESOURCE and TIME IS A VALUABLE COMMODITY

As it was explained earlier in chapter 2.5.2, metaphors which belong to these three concepts are mutually similar to a very high degree since they are linked together by entailment relationships<sup>16</sup>. Hence, it is not always straightforward whether an example phrase belongs only into one concept or to all three of them at the same time. Predominantly, it is the verbs which help disambiguate the connection of the phrase with a concept; occasionally even other words in a phrase can create other possible meanings. The example metaphorical phrases are thus divided into the following subchapters based both on their membership within one or more concepts and on their various combinations: TIME IS MONEY, TIME IS A LIMITED RESOURCE, TIME IS A VALUABLE COMMODITY and “Combinations of Concepts” which includes five smaller groups of examples.

##### 4.1.2.1 TIME IS MONEY

Verbs expressing the TIME IS MONEY metaphor are those which are inherently connected with the monetary experience of the real world, such as *spend*, *cost* or *invest*, and which we habitually use to refer to money in our lives.

#### English

##### (22) *spend time*

*How do you **spend** your **time**?*

*They began to **spend** less **time** together.*

[E.M1]

##### (23) *cost time*

*That **costs** **time**, and time is money.*

*The subsequent tyre stop **cost** him **time**.*

[E.M3]

<sup>16</sup> “TIME IS MONEY entails that TIME IS A LIMITED RESOURCE, which entails that TIME IS A VALUABLE COMMODITY” (Lakoff & Johnson, 2003: 10).

(24) *invest time*

*First, be prepared to **invest time** in getting ready.*

*He decided he needed to **invest some time** in that.* [E.M2]

The verbs *to spend*, *to cost* and *to invest* are among the most frequent verbs which are associated with money. Even according to Lakoff and Johnson, these verbs refer specifically to money and thus acquire the coherent system of money from the monetary domain (Lakoff & Johnson, 2003: 10).

### Czech

Correspondingly to English, Czech also employs verbs which are strictly monetary. The verbs *investovat* (*to invest*) and *počítat* (*to count*) are also among the most frequent verbs associated with money. Overall, the languages seem to overlap to a great extent within this concept for the concept of MONEY is fairly systematic and straightforward.

(25) *investovat čas*

*Uvědomovala jsem si, kolik do mě rodiče musí **investovat času**.*

***Investujte čas** do toho, co má smysl pro vás a vaše blízké.* [C.M2]

(26) *počítat čas*

***Počítal čas**, který zbývá do návštěvy nemocnice.*

*To já pořád **počítal čas** na písničky.* [C.M3]

### Language comparison

The following table shows all of the verb phrases which belong into the TIME IS MONEY metaphor including their relative frequencies and their order among the individual frequency lists. We can also observe one literal translation equivalent – *invest time* – *investovat čas*; both phrases have rather comparable frequencies.

English			Czech		
	verb phrase	i.p.m.		verb phrase	i.p.m.
3	<i>spend time</i>	1,6	11	<i>ušetřit čas</i>	0,27
12	<i>invest time</i>	0,09	18	<i>investovat čas</i>	0,12
21	<i>cost time</i>	0,02	20	<i>počítat čas</i>	0,1

Table 10 – TIME IS MONEY phrases

#### 4.1.2.2 TIME IS A LIMITED RESOURCE

It is clear from our everyday encounters that our time is not unlimited, that it will eventually be used up and that it is A LIMITED RESOURCE. Still, this temporal experience is rather abstract and thus we frequently utilise verbs which put TIME in more concrete terms.

##### English

(27) *use time*

*I **use** the **time** to plan ahead.*

*You must **use** your **time** at work effectively.* [E.LR1]

The phrase *use time* refers directly to the metaphor TIME IS A LIMITED RESOURCE, as Lakoff and Johnson also explain (Lakoff & Johnson, 2003: 10). It implies that we have to use the time wisely because we only have a restricted supply of it.

##### Czech

The same implication applies to the following and corresponding Czech example *využít čas*:

(28) *využít čas*

*Když je starší, snaží se lépe **využít čas**, který tak rychle utíká.*

*Chcete maximálně **využít čas**, který jste si urvali pro výlet.* [C.LR2]

(29) *vrátit čas*

*Nikdy nemůžu **vrátit čas** a změnit to, jak se všechno vyvinulo.*

*Musel bys **vrátit čas** a zařídit, aby k tomu zranění nedošlo.*

*Věděla jsem, že nedokážu **vrátit čas** zpátky.* [C.LR1]

The Czech phrase *vrátit čas* (*to turn back time*) places even more emphasis on the limitedness of time – once it is used up it cannot be turned back and obtained again and then used further.

##### Language comparison

The following table shows all of the verb phrases which belong into the TIME IS A LIMITED RESOURCE metaphor. The number of examples in this concept

is rather low and their frequencies are overall not very high either. Nevertheless, there is, again, one translation equivalent among them – the pair *use time* – *využít čas*. The frequency of the Czech phrase is comparatively higher, as well as the number of hits in the corpora – 26 hits were found in the ČNK for the Czech phrase while “only” 9 were found in the BNC for the English one. The Czech *využít čas* thus seems to be employed in the language use more often compared to English.

English			Czech		
	verb phrase	i.p.m.		verb phrase	i.p.m.
14	<i>use time</i>	0,08	5	<i>vrátit čas</i>	0,45
19	<i>offer time</i>	0,03	13	<i>využít čas</i>	0,21

Table 11 – *TIME IS A LIMITED RESOURCE* phrases

#### 4.1.2.3 TIME IS A VALUABLE COMMODITY

As it was previously pointed out, the metaphor *TIME IS A LIMITED RESOURCE* entails that *TIME IS A VALUABLE COMMODITY* – in other words, time is limited and thus it is precious. We perceive time as a valuable and so we regularly refer to it with corresponding verbs, such as *have*, *give* or *lose* (Lakoff & Johnson, 2003: 10).

##### English

(30) *have / got time*

*Is this what it's like to **have time** on your hands?*

*Had he **got time** to get a cup of tea?*

[E.VC1]

The verb *to have / got* indicates that we possess something. If we have something in possession, it is presumably worth a great value, either a literal monetary value or a more personal, abstract one. Hence, even such a commonplace verb as *to have* might have a metaphorical meaning.

(31) *give time*

*The role of grandparents is to **give time** and unconditional love.*

*You'll just have to **give me time**.*

[E.VC3]

(32) *lose time*

*It would not make him **lose** valuable **time** persuading her.*

*You need to **lose** no **time** in finding your way around.* [E.VC4]

Similarly to the example *have / got time*, the phrases *give time* and *lose time* describe TIME as a VALUABLE COMMODITY, which precious enough to be given and consequently unfortunate to lose.

## Czech

Corresponding examples can be found in Czech, in phrases *mít čas*, *dát čas* and *ztrácet čas* as the usage of these verbs is identical within the two languages.

(33) *mít čas*

*Nemáme času nazbyt.*

*Vždycky jsem to chtěla udělat, až **budu mít čas**,* [C.VC1]

(34) *dát čas*

*Důstojník mu **nedal čas** ani otevřít ústa.*

*Když mi nechce **dát čas** na rozmyšlenou...* [C.VC3]

(35) *ztrácet čas*

*Nemůžeme si dovolit **ztrácet čas** domněnkami.*

*Jenom **ztrácejí čas** a plýtvají silami.* [C.VC2]

## Language comparison

English			Czech		
	verb phrase	i.p.m.		verb phrase	i.p.m.
1	<i>have time</i>	4,27	1	<i>mít čas</i>	2,78
2	<i>take time</i>	2,72	2	<i>ztrácet čas</i>	2,02
8	<i>give time</i>	0,32	8	<i>dát čas</i>	0,31
15	<i>lose time</i>	0,08	9	<i>věnovat čas</i>	0,31
17	<i>require time</i>	0,05			
18	<i>gain time</i>	0,05			
23	<i>win time</i>	0,01			

Table 12 – TIME IS A VALUABLE COMMODITY phrases

In the preceding table, we can see all of the verb phrases which belong into the TIME IS A VALUABLE COMMODITY metaphor. From the four Czech phrases, three of them have an equivalent in English. Exact numbers are shown in the following table.

English	hits	i.p.m.	Czech	hits	i.p.m.
<i>have time</i>	475	4,27	<i>mít čas</i>	339	2,78
<i>give time</i>	36	0,32	<i>dát čas</i>	38	0,31
<i>lose time</i>	9	0,08	<i>ztrácet čas</i>	246	2,02

Table 13– TIME IS A VALUABLE COMMODITY equivalent phrases

The phrases *have time* and *mít čas* are the most frequent “infinitive + *time / čas*” phrases in both languages. Even though the frequency of the English phrase is comparatively higher, the frequency of its Czech counterpart is not low either. However, the contrast between the phrases *lose time* – *ztrácet čas* is particularly notable. As it is apparent from the 9 : 246 ratio of hits and 0,08 : 2,02 ratio of relative frequencies, Czech seems to employ this phrase considerably more to describe the temporal reality. On the other hand, comparing the phrases *give time* and *dát čas*, the numbers are conspicuously similar and so is their employment in the use of both languages.

#### 4.1.2.4 Combinations of Concepts

As it was mentioned earlier in this subchapter, the three metaphorical concepts, TIME IS MONEY, TIME IS A LIMITED RESOURCE and TIME IS A VALUABLE COMMODITY very often overlap and so many of the verb phrases belong into more than one of them; such examples are presented in the following five smaller groups of phrases.

##### I. TIME IS MONEY + TIME IS A LIMITED RESOURCE

In some contexts, some verbs connected to the TIME IS MONEY metaphor can also be utilised to express TIME as A LIMITED RESOURCE. As the two concepts are related to each other, it is important to note that the two concepts are often distinguished solely by words within the phrases which exclude the TIME IS MONEY



metaphor, such as the usage of the word *money* itself, such as in the following two examples, both from English and Czech.

(36) save time

*It would **save time** in the end.*

*Computers also **save time**.*

*It would **save time** and a little bit of money.* [E.M+R1]

(37) *ušetřit čas*<sup>17</sup>

*Rádi si **ušetříme čas**, pokud tím **ušetříme čas**, který můžeme využít jinak.*

*Tak se rozhodl **ušetřit čas** a poslat přímo mě.*

*Zákazníkům to **ušetří čas** i peníze.* [C.M+R1]

There are two examples in this group, one from each language. They are equivalent in translation, however, considering the 120 : 33 ratio of hits and 1,08 : 0,27 ratio of relative frequency, English seems to employ the expression *save time* more, in comparison to the Czech phrase *ušetřit čas*.

English				Czech			
	verb phrase	hits	i.p.m.		verb phrase	hits	i.p.m.
5	<i>save time</i>	120	1,08	11	<i>ušetřit čas</i>	33	0,27

Table 14 – Combinations of Concepts phrases I.

## II. TIME IS MONEY + TIME IS A VALUABLE COMMODITY

Some phrases may also express both TIME IS MONEY and TIME IS A VALUABLE COMMODITY metaphor. The phrases describe TIME by verbs which can be linked to money but which can also indicate the valuable character of TIME. That can be very well observed on the following two phrases and the verbs *to win* and *to gain* – we can both win and gain money or another valuable article.

(38) *win time*

*She stared at the back of his head to **win time** to think.* [E.M+C2]

<sup>17</sup> Similarly the Czech synonym *šetřit čas*. Czech utilises many prefixes to modify verbs and also distinguishes between two aspects. Consequently, there are a lot of synonyms among the Czech verbs which have similar meaning and might belong into the same metaphorical concept.

(39) *gain time*

*Was this illness real, or assumed in order to **gain time**?* [E.M+C1]

### Language comparison

In this group of concepts, there are only two examples from English and none from Czech. It does not necessarily mean that no Czech examples exist but rather that they are not overly common and thus not frequent in the corpus data. Besides, the frequency of the two English examples is by no means high either.

English			
	verb phrase	hits	i.p.m.
18	<i>gain time</i>	5	0,05
23	<i>win time</i>	1	0,01

Table 15 – Combinations of Concepts phrases II.

### III. TIME IS A LIMITED RESOURCE + TIME IS A VALUABLE COMMODITY

Some verbs may be utilised to describe both the finite aspect of time and its high value – both the metaphors TIME IS A LIMITED RESOURCE and TIME IS A VALUABLE COMMODITY.

#### English

(40) *buy time*

*This sounds like a trick to **buy time**.*

*Nor did I need to **buy time** for anybody.* [E.R+C2]

Even though the verb *to buy* is typically associated with money, it cannot be categorised within the TIME IS MONEY metaphor as one cannot “*buy money*”. Still, both limited resources and valuable commodities can be bought and so the phrase *buy time* fall under the two corresponding concepts.

#### Czech

(41) *najít čas*<sup>18</sup>

*Moc vám děkujeme, že jste si pro nás **našel čas**!*

*Kde teď asi tak **najdu čas** na cokoliv?* [C.R+C1]

<sup>18</sup> Similarly the Czech synonym *najít si čas*.

The phrase *najít čas* (*to find time*) also belong to both metaphorical concepts as the verb indicates that TIME is something much needed and valued.

### Language comparison

In the following table we can observe all the phrases belonging into this group. The phrases *find time* – *najít čas* are translation equivalents and it is interesting to note that their order in the individual frequency lists is the same – they take the 6<sup>th</sup> position in both languages. Nevertheless, the frequency of the English phrase is more than two times higher than that of the Czech phrase.

English				Czech			
	verb phrase	hits	i.p.m.		verb phrase	hits	i.p.m.
6	<i>find time</i>	94	0,85	6	<i>najít čas</i>	48	0,39
10	<i>buy time</i>	27	0,24	21	<i>dopřát čas</i>	9	0,07
11	<i>devote time</i>	19	0,17				

Table 16 – Combinations of Concepts phrases III.

#### IV. TIME IS MONEY + TIME IS A LIMITED RESOURCE + TIME IS A VALUABLE COMMODITY

Finally, there is a group of phrases which can express all the three aforementioned metaphorical concepts at once. The utilised verbs are linked both with the monetary experience and the limitation of time as well as its preciousness.

### English

(42) *waste time*

*He didn't waste time on small talk.*

*Don't waste time and money.*

*It's a waste of time.*

[E.M+R+C1]

The verb *to waste* perfectly illustrates its three possible classifications. Both money, limited resources and valuable commodities might be wasted and not used economically, wisely or properly. The last example phrase then demonstrates a very frequent set phrase which uses the verb *to waste* and employs the metaphorical concept.

(43) *steal time*

*She stole extra **time** to finish the job.*

*They tried to **steal time** from their employers.* [E.M+R+C3]

The verb *to steal* express that something valuable was taken; again, the verb can belong to all three metaphorical concepts as money, limited resources and valuable commodities may be stolen.

## Czech

The following Czech examples correspond to the English phrase *waste time*. All of the phrases have identical meaning but they utilise various different verbs, which overall have the same meaning as the English verbs *to waste* or *to squander*.

(44) *plýtvat časem*

*Marnotratně **plýtváte časem**, který jste doma odměřovali na vteřiny.*

***Neplýtvěj časem** druhých.* [C.M+R+C3]

(45) *marnit čas*<sup>19</sup>

*Nemusím už zbůhdarma **marnit čas**.* [C.M+R+C2]

## Language comparison

Within the three metaphorical concepts, TIME IS MONEY, TIME IS A LIMITED RESOURCE and TIME IS A VALUABLE COMMODITY, there is a great number of phrases, both in English and in Czech, which fall under all three of them. There appears to not be any distinctive difference between the two languages, both in the utilisation of verbs, which often correspond – such as the phrases *need time* – *potřebovat čas* and *waste time* – *marnit čas* or *plýtvat časem* – and in the classification of the phrases within the concepts. In the following table shows the phrases belonging into this group as well as the exact numbers of their frequencies.

English				Czech			
	verb phrase	hits	i.p.m.		verb phrase	hits	i.p.m.
4	<i>waste time</i>	127	1,14	4	<i>získat čas</i>	80	0,66
9	<i>need time</i>	28	0,25	10	<i>marnit čas</i>	38	0,31

<sup>19</sup> Similarly the Czech synonyms *mrhat čas* and *mařit čas*.

25	<i>steal time</i>	1	0,01	15	<i>plýtvat časem</i>	24	0,2
				19	<i>potřebovat čas</i>	13	0,11

Table 17 – Combinations of Concepts phrases IV.

## V. OTHER COMBINATIONS

Eventually, there are also a few verbs which in some contexts express the metaphorical concepts TIME IS MONEY, TIME IS A LIMITED RESOURCE or TIME IS A VALUABLE COMMODITY, in some other contexts however, they might belong into a very different metaphorical category.

### English

#### (46) *consume time*

*To embark upon in such circumstances can **consume time** and energy.*

*Members **consume time** in enormous quantities in ...* [E.OC3]

The verb *to consume* may be connected to the TIME IS A LIMITED RESOURCE metaphor, nevertheless, it is frequently used with regard to food and thus it can also express the concept TIME IS FOOD.

#### (47) *measure time*

*Photography can **measure time** by stopping it.*

*It was only for a moment, no doubt, as adults **measure time**.* [E.OC2]

The phrase *measure time* may belong to both the TIME IS A LIMITED RESOURCE and TIME IS AN OBJECT metaphor. The distinction depends on whether the concept has a more abstract or a more material quality.

#### (48) *make time*

*If I haven't got the time I'll **make time**.*

*We must try and **make time**, dear.* [E.OC1]

We can express two concepts by the verb *to make* – the TIME IS A VALUABLE COMMODITY and the TIME IS AN OBJECT metaphor. We can either *make* something abstract or something concrete.

## Czech

(49) *měřit čas*

*Tenhle nevítavý zvuk **měřil čas** mého táty a mého dědy ...*

*Každý den jezdil na kole a na stopkách si **měřil čas**.* [C.OC2]

Equally to the example *measure time* (48), this example may fall into TIME IS A LIMITED RESOURCE metaphor and TIME IS AN OBJECT metaphor. The difference between them lays again in the concreteness of the concepts and whether we measure (*měřit*) something abstract, such as the time of our lives, or concrete, such the time at the clock.

### Language comparison

The following table shows the phrases belonging into this group as well as the exact numbers of their frequencies. Both of the Czech phrases have an equivalent in English – *udělat čas* – *make time* and *měřit čas* – *measure time*. The frequencies of the former phrases are fairly similar but the frequencies of the latter are more diverse. Czech thus seems to employ the phrase *měřit čas* more than English. As for the remaining English phrase *consume time*, its frequency is rather low. The verb *to consume* has a counterpart in Czech, however their meanings differ to a certain extent in this context and so the Czech verb phrase *trávit čas* does not belong into this conceptual group.

English				Czech			
	verb phrase	hits	i.p.m.		verb phrase	hits	i.p.m.
7	<i>make time</i>	56	0,5	4	<i>udělat čas</i>	47	0,39
16	<i>measure time</i>	6	0,05	16	<i>měřit čas</i>	23	0,19
24	<i>consume time</i>	1	0,01				

Table 18 – Combinations of Concepts phrases V.

### 4.1.3 Other Concepts of Time

Apart from the two larger groups of metaphorical concepts, there are a few categories which are smaller, although they are just as relevant as the previous ones. The reason for their separation is that their classification amongst the three types of metaphors (structural, orientational and ontological metaphors) as well as the two

above groups is not very straightforward. This concerns five temporal concepts: TIME IS WATER, TIME IS FOOD, TIME IS A CONTAINER, TIME IS A BEING, and TIME IS A PLANT. They are fixed within our language, nevertheless, they are not quite so complex or diverse; predominantly, they are associated with only a restricted group of lexical expressions and thus they constitute a closed group of metaphorical phrases.

The concept TIME IS WATER is another dynamic metaphor of time. Similarly to the previous TIME PASSES metaphors, time is also considered a moving object in this concept. Nonetheless, it is less vague as it is directly connected with expressions used for a description of water in the physical reality, for example *time flows strangely*, *time might flow smoothly*, etc. This metaphorical concept is embedded in our everyday language use and so it seems appropriate to separate it from the other dynamic concepts.

The concepts TIME IS FOOD and TIME IS A CONTAINER would fall into the stationary group of concepts. Nonetheless, the type of metaphor is not that clear. They would not belong to the structural metaphors as time is not systematically structured in terms of another concept. Neither are they concerned with spatial–temporal relationship and so they cannot be considered orientational metaphors. The only remaining type are hence the ontological metaphors which do not have a basis in spatial structure but rather in abstract experiences which are connected to the metaphorical expressions used for the particular concept, in this case for the concept of time. TIME is conceptualised by means of FOOD and CONTAINERS by using lexical units otherwise linked to these notions. Therefore we can say for example: *trávit čas*, *požírat čas*, *čas se naplnil* in Czech or *fill time with something* in English. As it is noticeable, not all of the metaphors have an equivalent in other languages – this will be examined later in the further part of this thesis.

Similarly, the concepts TIME IS A BEING and TIME IS A PLANT are also rather difficult to categorise. They would most probably fall into the ontological metaphors, for the similar reasons as the previous two concepts. Furthermore, they employ concepts and expressions based on personification and so allow us to understand TIME in terms of human activities. For example: *time is running* – *čas běží* or *time ripens* – *čas dozrál* etc. This propose a question whether TIME IS A BEING and TIME IS A PLANT describe TIME as dynamic or stationary. As concepts they might seem fairly stationary, however, the verbs which we utilise in these

metaphors describe some kind of a motion, be it running or growing which is, strictly speaking, also a movement.

It is important to note that almost all of the aforementioned metaphorical concepts appear to be more or less sporadic, even bordering with set phrases. Nevertheless, they adequately show the metaphorical use of language and should not be forgotten.

#### 4.1.3.1 TIME IS WATER

As it was explained earlier, this concept belongs among the dynamic concepts of time, together with the TIME PASSES metaphors. This concept, however, employs verbs which are directly connected with water and its nature of movement.

#### English

(50) *time flows*

*It used to be considered obvious that **time flowed** on forever, ...*

***Time flows** strangely and travellers become lost for years ... [E.W1]*

The verb *to flow* is the most frequent collocate of the word *time* which can be categorised within this metaphorical concept. It expresses the most typical characteristic of water and conceptualise TIME as such. Thus we often understand TIME as a flow, a stream or a current.

The second example shows the utilisation of the verb with a preposition *on*. The preposition does not change the meaning of the phrase, nor is it an instance of a phrasal verb. It rather emphasises the continual movement of water as well as the temporal flow.

(51) *time froze*

***Time froze** and events unrolled before her eyes. [E.W2]*

*It was one of those moments when **Time** itself **freezes** solid.*

#### Czech

(52) *čas zamrzl*

*Na okamžik se zdálo, jako by **čas zamrzl**.*

***Čas zamrzl** na šesti hodinách. [C.W2]*



Even though these verbs do not actually express the flowing aspect of water, the examples *time froze* (52) and *čas zamrzl* (53) fit into the TIME IS WATER metaphor for they describe a certain characteristic of water and its physical properties.

(53) *čas plyne*

*Čas plyne a nikdy se nevrací.*

*Čas plyne bez břehů a všemi směry jako řeka.* [C.W1]

The Czech phrase *čas plyne* corresponds to the English phrase *time flows* and is likewise the most frequent example of the TIME IS WATER metaphor.

(54) *čas zhoustl*

*Čas zhoustl jako sirup.*

[C.W3]

The phrase *čas zhoustl* (*time thickened*) employs a verb which cannot be directly associated with water owing to water's physical properties, as water cannot thicken. Thus it would be possible to propose a concept TIME IS A LIQUID so that it could include a broader number of metaphorical phrases.

### Language comparison

The TIME IS WATER metaphor has a very similar use in English and in Czech, especially considering the utilisation of verbs which are mostly identical in translation, such as *time flows* – *čas plyne* and *time froze* – *čas zamrzl*; the phrase *čas zhoustl* (*to thicken*), however, does not have a counterpart in English. Even though the phrases *time flows* and *čas plyne* are equivalent, the frequency of the Czech phrase is much higher in comparison. We can also notice that the Czech verb *plynout* is the most frequent within the “*čas* + finite verb” frequency list.

English			Czech		
	verb phrase	i.p.m.		verb phrase	i.p.m.
22	<i>time flows</i>	0,03	1	<i>čas plyne</i>	1,04
24	<i>time froze</i>	0,02	22	<i>čas zamrzl</i>	0,02
			23	<i>čas zhoustl</i>	0,02

Table 19 – TIME IS WATER phrases

#### 4.1.3.2 TIME IS FOOD

Verbs expressing the TIME IS FOOD metaphor are intrinsically connected to food and to our taste. It is a question for what reason we conceptualise time by using expressions from the food domain but it is clear that phrases such as these are very frequent within our language, especially those which suggest a negative experience. For example, *consume time*, *be time-consuming*, *žrát čas*, *požírač času*, and other similar metaphorical phrases, they all imply that time is precious and we should not waste it or, in dietary terms, “eat it up”.

#### English

(55) *consume time*

*Members **consume time** in enormous quantities ...* [E.F1]

From the most frequent English collocations of the word *time*, the verb *to consume* is the only one which can be classified within the TIME IS FOOD metaphor. The verb often refers to food and its consumption. Even though, the phrase *consume time* can also belong to the concept TIME IS A LIMITED RESOURCE as it also expresses that time is something which may be used up.

#### Czech

(56) *trávit čas*<sup>20</sup>

*Takže na něj teď čekali a mezitím **trávili čas** povídáním o všem možném.  
Když se vrátil manžel, **trávil čas** posloucháním hudby.* [C.F1]

The phrase *trávit čas* counts among the most frequent temporal metaphorical phrases in Czech in general – it has the third highest frequency within the verb phrase combination infinitive + *čas*. Correspondingly to the English phrase *spend time*, it illustrates that we use time to do something. If we compare it to the literal meaning of the verb (*to digest*), there is an analogy in the temporal requirements – as we need time to digest something we ate, so we use time for some action or activity.

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<sup>20</sup> Similarly the Czech synonym *strávit čas*.

(57) *žrát čas*

*Proč jsou tedy takové e-maily, které žerou čas tak běžné?*

*Žere vám to čas.*

[C.F2]

The phrase *žrát čas* is one of those which express a negative temporal experience. It indicates that something is time-consuming and that something is wasting our time.

### Language comparison

It seems that Czech tends to conceptualise TIME as FOOD more than English as the only English phrase is *consume time*. Nevertheless, apart from the phrase *trávit čas*, the Czech examples are still not that common and this conceptualisation is probably not systematic within Czech.

English			Czech		
	verb phrase	i.p.m.		verb phrase	i.p.m.
24	<i>consume time</i>	0,01	3	<i>trávit čas</i>	1,72
			23	<i>žrát čas</i>	0,03

Table 20 – TIME IS FOOD phrases

### 4.1.3.3 TIME IS A CONTAINER

The TIME IS A CONTAINER concept implies that TIME is something, presumably an object, which can be filled or filled up with some substance. The phrases in example (60) express that time should be used somehow, well or wisely in particular. The phrases in example (61) demonstrate the usage of this metaphorical concept as a means of describing someone's decease. Both phrases are connected with the metaphors TIME IS A LIMITED RESOURCE and TIME IS A VALUABLE COMMODITY as they again illustrate time as finite and worthwhile.

(58) *fill time*

*You could fill time with something.*

*They choose for themselves just how they fill that time.*

[E.C1]

(59) *čas se naplnil*

*Musel odejít, protože jeho čas se naplnil.*

*Ti, jejichž čas se naplnil, odcházeli na věčný odpočinek.*

[C.C1]

## Language comparison

As we can see, even though the meaning of the two phrases is not identical, the verb *to fill / naplnit* is the same in translation. The difference lays particularly in the syntactic arrangement of the phrases. In the English *fill time*, the *word* time has a syntactical function of an object, whereas in the Czech *čas se naplnil*, the word *čas* is the subject of the phrase. This feature has a direct influence on the meaning of the phrases and it is the cause for their two definitions.

English			Czech		
	verb phrase	i.p.m.		verb phrase	i.p.m.
20	<i>fill time</i>	0,03	17	<i>čas se naplnil</i>	0,07

Table 21 – TIME IS A CONTAINER phrases

### 4.1.3.4 TIME IS A BEING

The metaphorical concept TIME IS A BEING contains a large quantity of examples. The utilised verbs are all associated with actions performed by humans or other animate beings. The concept is based deeply on personification and so TIME itself is personified and described by corresponding verbs.

#### English

(60) *kill time*

*You start day-dreaming just to **kill time**.*

*He had to **kill time** till four o'clock.*

[E.B8]

(61) *time shows*

***Time will show** whether the training has long-term benefits*

*Well, **time would show**.*

[E.B10]

(62) *time plays*

***Time plays** strange tricks in the wood.*

[E.B12]

All the three previous examples employ verbs which are regularly utilised for description of activities performed by animate beings, particularly in the phrases *time shows* (63) and *time plays* (64). The phrase *kill time* (62) on the other hand, is a literal example of TIME as an animate being which can be killed; this meaning is

also achieved by the subjective position of the word *time* which emphasises the personification of TIME.

The following examples are instances of phrases which belong both into the TIME IS A BEING concept and into TIME IS A MOVING OBJECT concept. The reason is that many verbs which describe motion can be associated both with animate and inanimate bodies. The metaphor TIME IS A MOVING OBJECT also implies that time is moving while we are standing still. In the TIME IS A BEING metaphor, however, time is moving without any regard to us. Hence, there is a wider range of movements – the time and ourselves can both be moving objects, we can move towards each other, we can catch up with one another and so on. For example:

(63) *time comes*

*And then, when the **time comes**, they regret it.*

*When the **time comes**, I know exactly where I shall hide.* [E.B1]

(64) *time runs*

***Time runs** from the date of the injury ...*

*As **time runs** forward the universe expands.* [E.B3]

## Czech

The same dual membership of the metaphorical phrases in the concepts TIME IS A BEING and TIME IS A MOVING OBJECT applies also to the Czech examples. In Czech, it seems, the classification within more than one concept may be even more frequent than in English. For example:

(65) *čas přišel*

*Věděl, že ten **čas přišel** a že se musí k celé záležitosti postavit čelem.*

*Ten **čas přišel** právě teď.* [C.B6]

(66) *čas stojí*

*Čtu, látám punčochy. Žádné hodinky, **čas stojí**.*

***Čas stojí** na vodě jež vydala květ.* [C.B9]

Both the verbs *stát* (*to stand*) and *přišel* (*has come*) are commonly associated with animate beings. Especially the example *čas stojí* (*time stands*) which describes a stationary state rather than an object in motion. The first example phrase illustrates

that the time is standing still; the second example phrase then utilises the verb in the meaning of physical standing, as in a physical existence on a particular spot.

(67) *čas se zastavil*

*Ostrovy, kde se zastavil čas a z divokých barev vytvořil neuvěřitelné obrazy.*

*Zdalo se, že čas se zastavil.*

*Ruce se mi chvějí a čas se zastavil.* [C.B5]

There is a difference between phrases such as “*time has stopped*” and “*I want to stop the time*”. The former belongs to the TIME IS A BEING metaphor for the TIME is depicted as a personified being which can stop itself. The latter then belongs to TIME IS A MOVING OBJECT metaphor as the TIME is moving and we are standing still. The contrast lays in the different syntactic positions of the word *time*, in the former phrase it is a subject and in the former phrase it is an object.

(68) *předbíhat čas*

*Je tolik rychlý, že předbíhá čas.*

*To jsem ale poněkud předběhl čas a události.* [C.B16]

(69) *dohnat čas*

*Kluk se během po zídce pokoušel dohnat čas.*

*Spěchala, aby dohnala čas.* [C.B17]

The phrases *předbíhat čas* (*to get ahead of time / jump the time*) and *dohnat čas* (*to catch up with time / make up for time*) were already mentioned within the TIME IS A MOVING OBJECT and TIME IS STATIONARY AND WE MOVE THROUGH IT metaphorical concepts. Nonetheless, it is also possible to classify this phrase within the TIME IS A BEING metaphor for the utilised verbs are frequently associated with human actions. We regularly use them to describe the everyday reality, for example, when someone jumps the queue.

(70) *zabít čas*<sup>21</sup>

*Pozoruje ptáky jen proto, aby nějak zabil čas.*

*Já se tu upřímně řečeno akorát snažím zabít čas.* [C.B13]

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<sup>21</sup> Similarly the Czech synonym *zabíjet čas*.

(71) *čas ukáže*

*Čas ukáže, zda se potvrdí známé rčení, ...*

*Nakolik se to prospěšné, ukáže čas.*

[C.B3]

The two previous examples also utilise verbs which are regularly associated with animate beings. The phrase *zabít čas* is, just as its English counterpart *kill time* (62), a quite fitting example of the concept TIME IS A BEING, as an animate body can be killed.

(72) *čas pracuje*

*Zde je nutné podotknout, že čas pracoval rychle.*

*Věděl, že čas pracuje pro něj.*

*Uvědomuji si, že čas pracuje proti mně.*

[C.B8]

The verb *pracuje* (*works*) can also be used with prepositions *pro* (*for*) and *proti* (*against*) and may thus also describe TIME either as a “benefactor” or as a “malefactor”.

(73) *čas tlačí*

*Čas tlačí a my musíme být připraveni.*

*Je třeba podtrhnout, že nás tlačí čas.*

[C.B11]

We use the verb *tlačit* to describe that something is too tight, for example when a shoe pinches our foot. In the case of TIME, we utilise this verb to express that we do not have enough time or rather that the time is closing on us.

(74) *čas pádí*

*Čas pádí jako splašený.*

[C.B15]

The verb *pádit* (*to dash*) is commonly used with regard to humans but also animals. The postmodification *jako splašený* (*as a runaway*) underlines even more the animate character of TIME as it attributes the TIME an animate quality; in connection with the word *runaway* we often speak about horses.

### **Language comparison**

The conceptualisation of TIME as A BEING, which is based on personification, is extremely common, both in English and in Czech. Yet, it seems

that Czech tends towards this concept more than English – from the total of 30 examples, 18 of them are from Czech and “only” 12 are from English. In many phrases, however, the languages are equivalent in translation, for instance *kill time* – *zabít čas*, *time will show* – *čas ukáže*, *time runs* – *čas běží* or *time has come* – *čas přišel*. In the following table, we can observe all the verb phrases belonging into this metaphorical concept, their order among the individual frequency lists and their relative frequencies.

English			Czech		
	verb phrase	i.p.m.		verb phrase	i.p.m.
1	<i>time comes</i>	4,11	2	<i>čas běží</i>	0,94
2	<i>time goes</i>	2,95	4	<i>čas letí</i>	0,54
4	<i>time runs</i>	0,7	5	<i>čas ukáže</i>	0,49
6	<i>time flies</i>	0,33	6	<i>čas utíká</i>	0,38
8	<i>time stands</i>	0,27	8	<i>čas se zastavil</i>	0,38
9	<i>time permits</i>	0,26	9	<i>čas přišel</i>	0,21
12	<i>time allows</i>	0,11	10	<i>čas dovolí</i>	0,2
13	<i>kill time</i>	0,08	11	<i>čas pracuje</i>	0,16
15	<i>time reveals</i>	0,1	12	<i>čas stojí</i>	0,1
16	<i>time shows</i>	0,08	13	<i>čas kvapí</i>	0,08
21	<i>time waits</i>	0,04	14	<i>čas tlačí</i>	0,08
23	<i>time plays</i>	0,03	15	<i>čas pokročil</i>	0,08
			17	<i>zabít čas</i>	0,13
			18	<i>čas jde</i>	0,07
			21	<i>čas pádí</i>	0,03
			23	<i>předbíhat čas</i>	0,03
			24	<i>dohnat čas</i>	0,02
			24	<i>čas se blíží</i>	0,02

Table 22 – TIME IS A BEING phrases

The next table shows the equivalent phrases in English and Czech. As it was mentioned earlier concerning the TIME IS A MOVING OBJECT metaphor, the frequencies of some phrases seem to be more or less similar, however, most of the frequencies are more diverse. This is apparent especially comparing the phrases *time comes* – *time přišel*, *time goes* – *čas jde* and *time reveals* / *time shows* – *čas ukáže*. The former two phrases are significantly more frequent in English while the latter phrase is more frequent in Czech. Even though the frequency numbers are diverse, the two languages appear to overlap within this concept to a great extent.



English	hits	i.p.m.	Czech	hits	i.p.m.
<i>time comes</i>	457	4,11	<i>time přišel</i>	25	0,21
<i>time goes</i>	328	2,95	<i>čas jde</i>	8	0,07
<i>time runs</i>	78	0,7	<i>čas běží</i>	114	0,94
<i>time flies</i>	37	0,33	<i>čas letí</i>	66	0,54
<i>time stands</i>	30	0,27	<i>čas stojí</i>	12	0,1
<i>time permits</i>	29	0,26	<i>čas dovolí</i>	24	0,2
<i>time allows</i>	12	0,11			
<i>kill time</i>	9	0,08	<i>zabít čas</i>	16	0,13
<i>time reveals</i>	11	0,1	<i>čas ukáže</i>	60	0,49
<i>time shows</i>	9	0,08			

Table 23 – TIME IS BEING equivalent phrases

#### 4.1.3.5 TIME IS A PLANT

The metaphorical concept TIME IS A PLANT utilises verbs which are typically connected to plants and their fruits. The concept borrows such verbs from this domain for their literal meaning and thus describes TIME as a ripe fruit which is to be harvested or as a grown plant which can subsequently bear fruit itself.

##### English

(75) *time ripens*

*One season, when **time ripens** ...* [E.P2]

This phrase utilises the verb *to ripen* to indicate that something has developed and is ready. Thus, it has a similar meaning to the phrases *time comes* or *time arrives*.

(76) *time grows*

*As the **time grew nearer**, ...*

*As **time grew short** ...* [E.P1]

Even though these phrases use the verb *to grow* which fits perfectly into the TIME IS A PLANT concept, this verb can hardly be utilised alone in this context. Rather, it combines with other syntactic elements to imply a quantity of time or its direction.

## Czech

(77) *čas dozrál*<sup>22</sup>

**Čas dozrál**, jablko co nevidět spadne na zem.

Vyrůstali společně, až **dozrál čas** a zamilovali se do sebe. [C.P1]

The previous example is very similar to the phrase *time ripens* (77). The phrase *čas dozrál*, however, is a little different as it quite literally describes TIME as a fruit which can now be harvested and used for some further action.

(78) *čas plodí*

Špatné **časy plodí** silné muže, ...

[C.P2]

The phrase *čas plodí* depicts TIME as a plant which bears fruit, in this case it “bears strong men”.

## Language comparison

The following table shows the frequencies of the verb phrases belonging to the TIME IS A PLANT concept. In comparison, the languages seem to be more or less similar in using this metaphor to depict the temporal reality. The corresponding pair *time ripens* – *čas dozrál* is slightly more frequent in Czech – 0,06 : 0,01 ratio of the relative frequencies and 7 : 1 ratio of hits in the corpora.

English			Czech		
	verb phrase	i.p.m.		verb phrase	i.p.m.
13	<i>time grows</i>	0,1	20	<i>čas dozrál</i>	0,06
25	<i>time ripens</i>	0,01	25	<i>čas plodí</i>	0,02

Table 24 – TIME IS A PLANT phrases

### 4.1.3.6 TIME IS AN INANIMATE OBJECT

Last but not least, there are a few phrases which do not fit into any of the aforementioned concepts. Their essence is metaphorical and so they could fall under some category but such categories would be rather closed and restricted only to even smaller number of examples. For that reason, the following metaphors are classified within a more non-specific metaphor TIME IS AN INANIMATE OBJECT.

<sup>22</sup> Similarly the Czech synonym *čas nazrál*.

## English

### (79) *make time*

*If I haven't got the time I'll **make time**.*

*Well, I suggest that you **make time**!* [E.IO1]

The phrase *make time* may also be used to express the TIME IS A VALUABLE COMMODITY metaphor and to describe TIME as something important and much needed. The verb *to make* is commonly used to illustrate that something is created or produced; in the same manner we then treat the TIME.

### (80) *pass time*

*We'll find ways to **pass the time**.*

*They went off to **pass time** with a neighbour.*

*You must have something to **pass your time**.* [E.IO3]

The phrase “*pass (the<sup>23</sup>) time*” is an expression with a similar meaning as the phrases *spend time*, *kill time* or *fill time*. Given its idiomatic and figurative nature, nonetheless, it cannot be conceptualised neither as MONEY, A BEING, nor as A CONTAINER. It is not quite AN OBJECT either but it belongs into this more general group of examples as it is not possible to categorise it into any other metaphorical concept. This phrase, however, is very frequent in our language.

### (81) *time heals*

***Time heals** griefs and quarrels.*

***Time will heal** the wounds.* [E.IO2]

The phrase *time heals* presuppose TIME as some sort of cure or medicine. It is often connected to words such as *wound* or *grief* which underline the meaning of the phrase. Consequently, it would be possible to propose a concept TIME IS MEDICINE which would be, however, quite restricted in terms of the potential use of verbs. On the other hand, this concept would be more accurate than the TIME IS AN INANIMATE OBJECT metaphor.

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<sup>23</sup> The verb phrase *pass time* is far more frequent with the article *the* (71 hits compared to 1 hit without the article). While searching the corpus for collocates, however, the context span was set to 1 to the right and so the phrase *pass the time* was not included into the results.

## Czech

(82) *měřit čas*

Uměli **měřit čas** a vytvořili sluneční kalendář.

Hodiny jsou na strážnici, tam **měří čas**, jak můj, tak tvůj. [C.IO3]

As it was illustrated earlier, the phrase *měřit čas* (*to measure time*) might be also utilised within the metaphorical concept TIME IS A LIMITED RESOURCE. When speaking about an object however, the measurement is more material, for example when using a clock or a sundial to physically measure time.

(83) *uchopit čas*

Zde bylo třeba nějakým způsobem **uchopit čas** a prostor. [C.IO5]

The verb *uchopit* (*to grasp*) intrinsically assumes something, an object, which can be physically held. Hence, the phrase *uchopit čas* fall under the concept TIME IS AN (INANIMATE) OBJECT perfectly.

## Language comparison

As the examples in this metaphorical concept are rather diverse, the comparison between English and Czech is fairly difficult. Both languages appear to have a certain number of phrases which cannot be classified within any of the previous and more prominent categories. Equally, however, neither of the languages seem to diverge too far from the established metaphorical concepts. The following table shows the metaphorical phrases and their relative frequencies. The only equivalent phrase is *make time* – *udělat čas* and it is rather similar in the two languages.

English			Czech		
	verb phrase	i.p.m.		verb phrase	i.p.m.
7	<i>make time</i>	0,5	7	<i>udělat čas</i>	0,39
19	<i>time heals</i>	0,05	7	<i>čas vypršel</i>	0,31
22	<i>pass time</i>	0,01	16	<i>měřit čas</i>	0,19
			19	<i>čas se krátí</i>	0,06
			25	<i>uchopit čas</i>	0,01

Table 25 – TIME IS AN INANIMATE OBJECT phrases

## 4.2 Further Differences Between English and Czech

First, it is necessary to notice the distribution of the two languages within the metaphorical concepts. Their occurrence is fairly equal, with a few noteworthy remarks. It is important to point out the proportion of English and Czech examples concerning the TIME IS A VALUABLE COMMODITY, TIME IS A BEING and TIME IS AN OBJECT metaphor.

TIME IS	A MOVING OBJECT	STATIONARY	MONEY	A LIMITED RESOURCE	A VALUABLE COMMODITY	WATER	FOOD	A CONTAINER	A BEING	A PLANT	AN OBJECT
English	13	2	3	2	7	2	1	1	12	2	3
Czech	12	2	3	2	4	3	2	1	18	2	5

*Table 26 – Distribution in English and Czech*

A difference can be observed between the number of Czech and English examples within the TIME IS A VALUABLE COMMODITY metaphor. The 7 : 4 ratio suggest that English employs this metaphorical concept more than Czech. Similarly, different numbers can be also found within the TIME IS AN OBJECT metaphor. Nonetheless, as it was mentioned earlier, the examples belonging into this concept are rather diverse and thus the difference between the two languages might not be entirely relevant.

The most significant difference between the two languages can be observed within the TIME IS A BEING metaphor. As it is apparent from the 12 : 18 ratio of the number of examples, Czech seems to prefer to conceptualise TIME by means of this metaphorical concept considerably more than English. This concept is based on personification as it employs verbs which are associated with human actions and activities. The frequency values suggest that Czech incline to this type of expressions to describe the temporal reality.

### 4.3 Further Similarities Between English and Czech

Given their common Proto-Indo-European origin, English and Czech are similar in many aspects and so the contrasts between them are in no way extreme. Even though there are differences in the distribution within the concepts, the numbers are never too far away from each other. Not only the languages originated from the same ancestor but, and more importantly, they conceptualise the reality of the world in the same, or at least almost identical, manner. In some metaphorical concepts, such as for example TIME IS A VALUABLE COMMODITY or TIME IS A CONTAINER, the languages effectively overlap as the phrases are identical both in meaning and in the utilised verbs, which may be translated word by word from one language to the other. Thanks to this, the same metaphorical concepts occur in both languages. Consequently, a significant number of equivalents can be found in the two languages as it is illustrated in the following table.

TIME IS	<i>number of English examples</i>	<i>number of Czech examples</i>	$\Sigma$	<i>translation equivalents</i>
A MOVING OBJECT	13	12	25	8
STATIONARY	2	2	4	1
MONEY	3	3	6	1
A LIMITED RESOURCE	2	2	4	1
A VALUABLE COMMODITY	7	4	11	3
WATER	2	3	5	2
FOOD	1	2	3	0
A CONTAINER	1	1	2	1
A BEING	12	18	30	10
A PLANT	2	2	4	1
AN OBJECT	3	5	8	1

*Table 27 – Translation equivalents within concepts*

#### 4.4 Syntactic Differences Between the Metaphorical Concepts

In the analytical part of the thesis, two instances of metaphorical phrases were examined – phrases in which the word *time / čas* has a syntactic function of a subject followed by a finite verb, and phrases in which the noun functions as an object with a preceding verb in an infinitive form. As it was mentioned earlier, it is interesting to notice the distribution of syntactic functions of the word *time / čas* within the individual concepts for it has a direct influence on the classification within the metaphorical concepts. In each group of concepts we can observe a different representation of phrases with respect to their syntactic function. The word *time / čas* has either a function of a subject or that of an object. Some concepts, it seems, include more of the former phrases and some concepts more of the latter ones. The exact numbers are presented in the following table<sup>24</sup>:

TIME IS	<i>S</i> in English	<i>O</i> in English	<i>S</i> in Czech	<i>O</i> in Czech
A MOVING OBJECT	13	0	10	3
STATIONARY	2	0	0	2
MONEY	0	3	0	3
A LIMITED RESOURCE	0	2	0	2
A VALUABLE COMMODITY	0	7	0	4
WATER	2	0	3	0
FOOD	0	1	0	2
A CONTAINER	0	1	1	0
A BEING	11	1	15	3
A PLANT	2	0	2	0

<sup>24</sup> note: Phrases which belong to more than one concept are counted separately for each category.

AN INANIMATE OBJECT	0	2	2	3
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*Table 28 – Distribution of syntactic functions*

The numbers in the table illustrate that the metaphorical concepts are indeed divided by means of the syntactic function of the word *time / čas*. In some categories, such as TIME IS MONEY, TIME IS A LIMITED RESOURCE and TIME IS A VALUABLE COMMODITY, the word *time / čas* is always in an objective position with the semantic roles of an affected object or a temporal object. On the contrary, within concepts such as TIME IS A MOVING OBJECT or TIME IS A BEING, *time / čas* is principally in the subjective position with the semantic role of an agent<sup>25</sup>. The reason is that MONEY, RESOURCE and COMMODITY are concepts with which we have to do something as the concepts are not able to conduct any activity, and so they cannot be in a subjective position. Concepts MOVING OBJECT and BEING, on the other hand, would be predominantly in the subjective position for they act as if on their own; an OBJECT is in an independent motion and a BEING is based on personification and thus behave as an animate entity.

This distribution is very much alike between the dynamic and stationary type of metaphors. Within the dynamic concepts (TIME IS A MOVING OBJECT, TIME IS WATER, etc.; including the dynamic phrases within the TIME IS A BEING metaphor) the word *time / čas* is usually the subject of the phrases. Within the stationary concepts (TIME IS MONEY, TIME IS FOOD, etc.) *time / čas* is generally on the position of the object.

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<sup>25</sup> After certain verbs, both the subject and the object can also have the semantic role of a malefactive, a negatively affected element.



## 5. Conclusion

The aim of this thesis was to compare the use of temporal metaphors in connection with the word *time* / *čas* in English and in Czech, to find the most frequent metaphorical phrases in the two languages and to analyse their classification within the metaphorical concepts. The theoretical part of the thesis introduced the theory of metaphors in general, explained the source and target domains and their relationship, and then examined the conceptual metaphors and the individual metaphorical concepts of time. The subsequent analysis was based on the corpus data from the Czech National Corpus and from the British National Corpus which provided the list of the most frequent collocations of the word *time* / *čas* with a verb as well as the contextual examples for the corresponding verb phrases.

In the analytical part of the thesis, the metaphorical phrases were categorised within the metaphorical concepts as they were defined and explained in the theoretical part of the thesis. Many of the verb phrases were quite straightforward in terms of their classification within a temporal metaphorical concept. In some cases, however, the phrases could be categorised within more than one concept and it was thus necessary to describe them in greater detail in order to disambiguate their multiple meanings. The tendency of the verb phrases to belong to more than one concept proved to be fairly prevalent, especially concerning the verbs expressing motion which could be interpreted with regard to both animate and inanimate bodies; such was the case of TIME IS A MOVING OBJECT – TIME IS A BEING concepts. Other reason for the multiple possible meanings was the entailment relationship between the concepts, such as the case of the metaphors TIME IS MONEY, TIME IS A LIMITED RESOURCE and TIME IS A VALUABLE COMMODITY. Within the smaller and more restricted concepts, the verb phrases were mostly connected to only one concept.

As it was explained earlier, both English and Czech seem to conceptualise TIME in a very like manner owing to their common language ancestor but also given their cultural similarities – an assumption which proved to be quite accurate. Within the metaphorical concepts, the classified verbs often overlapped, both in meaning and in the utilised verbs which were very often equivalent in translation. Additionally, the number of the verb phrases from each of the language was

predominantly very much alike. It was illustrated, however, that both English and Czech sometimes tend to prefer different conceptualisation of TIME; such as the inclination of Czech to favour the conceptualisation by means of personification.

The analysis also briefly focused on the syntactical function of the word *time* / *čas* and its influence of the conceptualisation. This proved to be rather essential for the meaning of the verb phrases as well as for the classification of the phrases within the metaphorical concepts.

The analytical part of the thesis demonstrated the usage of metaphorical phrases within English and Czech. The examples proved that we regularly employ all metaphorical concepts in our language in various contexts, situations and everyday realities. All of the concepts exist in both languages, some less and some more frequently. Moreover, as the general concept TIME IS AN INANIMATE OBJECT illustrates, there are many more temporal conceptualisations, even though they may apply only to a very restricted number of verb phrases and even if there is only one occurrence of such metaphorical phrase in the language.

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## 7. Resumé

Tato bakalářská práce se zabývá konceptuálními metaforami času v angličtině a v češtině. Cílem této práce je srovnání časových metafor co se týče kombinace slova *time / čas* a slovesa v těchto dvou jazycích. Práce se zabývá dvěma typy slovesných frází – kombinace slova *time / čas* s finitním (lexikálním) slovesem a kombinace tohoto slova se slovesem v infinitivu. V jedné z frází má slovo *time / čas* syntaktickou funkci podmětu ve druhé funkci předmětu.

Teoretická část práce se nejdříve zabývá tématem metafory obecně – odlišuje literární metaforu od konceptuální, zabývá se konceptualizací každodenní reality a definuje základní typy metafor. Co se týče časových konceptů, tato část vysvětluje vztah mezi prostorem a časem a různé metaforické domény, které ke konceptualizaci ČASU používáme. Část je založena na výzkumu různých teoretických zdrojů a prací, například na knize Lakoffa a Johnsona *Metafory, kterými žijeme*.

Metafora je lingvistický prvek patřící do pole kognitivní lingvistiky. Tato věda se nedívá na metafory jako na ozdobné literární konstrukce, ale zabývá se jimi z hlediska kognitivních procesů a vnímá je jako součást našeho vnímání světa. Metaforami totiž do jisté míry pohlížíme na svět a tento pohled nám usnadňuje chápání každodenní reality. Metafory nám totiž pomáhají sledovat podobnosti ve světě kolem nás a poradit si s abstraktními pojmy. Příčiny této jejich schopnosti už však leží v poli sémantiky.

V teoretické části této práce je nejdříve rozebrána literární – poetická metafora. Hlavními rozdíly oproti metafoře konceptuální je její estetická funkce a nesystematičnost. Literární metafora není kategorizována ani konceptualizována a její výskyt je spíše jednotlivý a v zásadě nahodilý. Pro správnou interpretaci takové metafory je zapotřebí jasný kontext, jelikož je často smyslově nejednoznačná. Na rozdíl od konceptuální metafory nemá žádnou vnitřní strukturu.

Dále je již v teoretické části rozebírána jen metafora konceptuální. Nejdříve je pojem vysvětlen teoreticky, zvláště s důrazem na vnitřní strukturu a členění pomocí konceptů. Poté jsou představeny jednotlivé typy konceptuálních metafor; toto rozdělení je založeno na knize Lakoffa a Johnsona. Prvním typem jsou strukturální metafory, které se opírají o předpoklad, že pomocí jednoho konceptu chápeme koncept druhý, přesněji řečeno, že pomocí jednoho aspektu konkrétního

konceptu můžeme porozumět jinému. Díky systematickosti konceptuálních metafor totiž můžeme vzít strukturu jednoho konceptu a aplikovat ji na druhý a pomocí toho si zjednodušit chápání složitějších a abstraktnějších pojmů. Druhým typem metafor je orientační metafora, která navzájem organizuje celý systém konceptů. Tento typ metafor je primárně založen na prostorovém vnímání, které je také často využíváno pro snazší vnímání času. Třetím a posledním typem konceptuální metafor jsou ontologické metafor. Ty se nezakládají na naší časoprostorové představitelnosti, ale na naší abstraktní, ontologické zkušenosti. Tyto zkušenosti jsou pak konceptualizovány pomocí fyzických entit či substancí.

V teoretické části je dále rozebíráno téma domén, konkrétních pojmů, které nám pomáhají při konceptualizaci. Každý koncept má vždy zdrojovou doménu a cílovou doménu. Ze zdrojové domény je přebírána vnitřní struktura, která je pak přenesena na doménu cílovou, přičemž struktura je přebírána z „hmotné“ domény na abstraktní. Domény jsou základem konceptuálních metafor a vždy je možné vysledovat jejich směr a užití. Poté se teoretická část ještě jednou a více dopodrobna zabývá vztahem prostoru a času.

Poslední kapitolou teoretické části jsou již konkrétní časové metaforické koncepty. Jsou představeny „dynamické“ a „statické“ temporální koncepty, jejich jednotlivé druhy a významy. Ty budou také předmětem zkoumání v analytické části práce.

V následující metodologické kapitole je představen výběr vzorků pro analýzu. Ta se opírá o korpusová data z Českého národního korpusu a z Britského národního korpusu. Pro každou ze čtyř zkoumaných slovesných frází (*time* + finitní sloveso, *čas* + finitní sloveso, infinitiv + *time* a infinitiv + *čas*) je vybráno 25 příkladů na základě slovesných kolokací, ve výsledku tedy celkem 100 příkladů. Pro výběr českých vzorků byl v rámci Českého národního korpusu použit korpusový dotazovací jazyk (CQL), pro výběr anglických vzorků byl v rámci Britského národního korpusu využito vyhledávání pomocí kolokací se slovem *time*. Dále je také popsána metoda výběru sloves s metaforickým významem a odlišení sloves s významem doslovným. Pro každý ze čtyř seznamů metaforických slovesných frází je představena tabulka s kvantitativními daty – absolutní a relativní frekvencí a pořadím sloves od nejčastějších po nejméně časté.

Poté jsou představeny jedenáct metaforických konceptů, do kterých jsou jednotlivé fráze zařazeny, je také tabulkově zpracován počet frází v

těchto konceptech. Jedná se o koncepty ČAS JE POHYBUJÍCÍ SE OBJEKT, ČAS JE NEHYBNÝ A MY SE JÍM POHYBUJEME, ČAS JSOU PENÍZE, ČAS JE OMEZENÝ ZDROJ, ČAS JE CENNÁ KOMODITA, ČAS JE VODA, ČAS JE JÍDLO, ČAS JE NÁDOBA, ČAS JE BYTOST, ČAS JE ROSTLINA a ČAS JE NEŽIVÝ PŘEDMĚT.

Analytická část práce je založena na výsledných korpusových datech a dále rozvádí časové koncepty, které byly vysvětleny v teoretické části a představeny v metodologii. Tato část rozebírá nejčastější metaforické slovesné fráze – slovo *time* / *čas* a sloveso – a zařazuje je do jednotlivých metaforických konceptů. Výsledné rozdělení příkladů je dále zkoumáno a porovnáváno; angličtina a čeština jsou srovnávány s ohledem na použití sloves a jejich podobnost a také na různé tendence a způsoby konceptualizace ČASU.

Každý z konceptů je nejprve představen a následuje několik příkladových frází (nejdříve anglické a pak české), které jsou dále rozebrány, například je-li potřeba je zjednoznačnit, poukázat na určitý aspekt dané fráze nebo na korpusová data. Každý koncept má na konci jazykové srovnání češtiny a angličtiny a je také opatřen tabulkou se všemi slovesnými frázemi patřícími do daného konceptu. Kromě toho jsou také srovnávány překladové ekvivalenty mezi angličtinou a češtinou, ať už z pohledu jejich významu nebo jejich počtu výskytů v korpusových datech.

V následujících dvou kapitolách jsou popsány další zjištěné rozdíly a podobnosti mezi jazyky. Je komentován počet frází v jednotlivých konceptech, v čem jsou rozdílné a v čem jsou si podobné. Vzhledem ke společnému původu angličtiny a češtiny jsou si jazyky opravdu velmi podobné. Jednak v počtu příkladů v konceptech, ale také v překladových ekvivalentech, kterých bylo možné najít velmi mnoho. Zdá se tedy, že angličtina a čeština konceptualizuje čas téměř identicky.

V poslední kapitole před závěrem je ještě okomentována syntaktická funkce slova *time* / *čas* a jejího vlivu na výsledný význam a náležitost k metaforickému konceptu. Zdá se, že mezi syntaktickou funkcí a metaforickým konceptem je přímý vztah, který je založen na podstatě konceptu a charakteru použitých sloves.

V konečném závěru je znovu představen prvotní cíl práce, zkoumané metaforické fráze a zdroje dat. Jsou shrnuty výsledky analytické části a okomentovány závěry srovnání angličtiny a češtiny. Jazyky se ukazují jako velmi podobné co se konceptualizace času týče. I když každý z nich může preferovat jiné

metaforické koncepty, které jsou pak v rámci jazyka a jazykových dat častější, nikdy se nevzdálí příliš daleko od sebe a od určitých převládajících metafor. Jak již bylo zmíněno, mezi jazyky je i mnoho překladových ekvivalentů. Právý důvod této podobnosti je ale možné třeba hledat nejen v příbuznosti jazykové, ale také kulturní, která velkým dílem ovlivňuje naše vnímání světa a jeho následnou konceptualizaci a metaforizaci.

## 8. Appendix

### 1. TIME IS A MOVING OBJECT

E.MO1	time comes	I shall have a lot to say when the <b>time comes</b> . He waits until the <b>time comes</b> to complete it on paper.
E.MO2	time goes	<b>Time goes</b> faster and faster. You will find out about these things as <b>time goes on</b> . But as <b>time goes by</b> it just gets harder.
E.MO3	time passes	To someone with a high fever, <b>time passes</b> slowly. The quotas rise as <b>time passes</b> .
E.MO4	time becomes	<b>Time has become</b> rather squeezed. <b>Time became</b> meaningless, all was sensation.
E.MO5	time runs	Very last question, because <b>time is running</b> , please. And <b>time runs on</b> . Something has to be accomplished before <b>time runs out</b> .
E.MO6	time flies	<b>Time flies</b> doesn't it? How <b>time flies</b> ! There are so many diversions here that the <b>time flies by</b> on wings.
E.MO7	time elapses	Because such objects gain value as <b>time elapses</b> , ... A lot of <b>time has elapsed</b> , ...
E.MO8	time approaches	As the <b>time approaches</b> to use published materials, ... When the <b>time approached</b> for a decision, ...
E.MO9	time arrives	When the <b>time arrives</b> , the proposer has 10 minutes to speak. The <b>time had arrived</b> for him to think of retirement.
E.MO10	time marches	<b>Time marches on</b> , doesn't it? She sees us a crusade gathering strength as <b>time marches on</b> .
E.MO11	time slows	Suddenly I see in the calm of the garden a change, as though <b>time has slowed</b> . Isn't there ever a time when <b>time slows down</b> ?
E.MO12	time arises	We shall have to consider the modalities when the <b>time arises</b> .
E.MO13	time waits	While <b>time waits</b> for no man, true love waits forever.



C.MO1	čas běží	<b>Čas běží</b> a nic se neděje. <b>Běží</b> mi čas. Slíbil jsem, že se vrátím na konci týdne.
C.MO2	čas ubíhá	S vámi <b>čas ubíhá</b> tak neuvěřitelně rychle. <b>Čas ubíhá</b> tak nějak plynuleji, bez větších zlomových bodů.
C.MO3	čas letí	Jak ten <b>čas letí!</b> Zdá se nám, že <b>čas letí</b> nějak rychle.
C.MO4	čas utíká	Neměla poněti, jak rychle <b>čas utíká</b> . Tohle je důkaz, že <b>čas utíká</b> .
C.MO5	čas se zastavil	<b>Čas se zastavil</b> na pětatřiceti minutách. Všichni se zarazili a <b>čas se zastavil</b> .
C.MO6	čas přišel	<b>Přišel čas</b> , abychom se vrátili domů. <b>Přišel čas</b> dezertu.
C.MO7	zastavit čas	Chtěla bych okamžitě <b>zastavit čas</b> . Dokáže <b>zastavit čas</b> .
C.MO8	čas stojí	Čtu, látám punčochy. Žádné hodinky, <b>čas stojí</b> . <b>Čas stojí</b> peníze.
C.MO9	čas se zpomalil	Všechno je v mlze a <b>čas se zpomalil</b> . <b>Čas se zpomalil</b> , byl jako melasa.
C.MO10	čas jde	Jen koukáš do sněhu, <b>čas jde</b> pomaleji. <b>Čas šel</b> dál.
C.MO11	předbíhat čas	Měl jsem nepříjemný pocit, že <b>předbívám čas</b> . Nic však nechce zakřiknout a <b>předbívá čas</b> .
C.MO12	dohnat čas	Taky chtěl <b>dohnat čas</b> , svým způsobem promarněný. Spěchala, aby <b>dohnala čas</b> .
C.MO13	čas se blíží	<b>Blíží se čas</b> oběda a venku pálí slunce. <b>Blíží se čas</b> , kdy bychom měli udeřit.

## 2. TIME IS STATIONARY AND WE MOVE THROUGH IT

E.ST1	time stands	Bored and fidgeting, breathing stale air while <b>time stands still</b> .
E.ST2	time remains	We'll come back to that if <b>time remains</b> .
C.ST1	čas stojí	Čtu, látám punčochy. Žádné hodinky, <b>čas stojí</b> .
C.ST2	předbíhat čas	Měl jsem nepříjemný pocit, že <b>předbívám čas</b> .
C.ST3	dohnat čas	Spěchala, aby <b>dohnala čas</b> .

## 3. TIME IS MONEY

E.M1	spend time	How do you <b>spend</b> your <b>time</b> ? They began to <b>spend</b> less <b>time</b> together.
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E.M2	invest time	First, be prepared to <b>invest time</b> in getting ready. He decided he needed to <b>invest</b> some <b>time</b> in that.
E.M3	cost time	That <b>costs time</b> , and time is money. The subsequent tyre stop <b>cost</b> him <b>time</b> .
C.M1	ušetřit čas	Rádi si připlatíme, pokud tím <b>ušetříme čas</b> , který můžeme využít jinak. Tak se rozhodl <b>ušetřit čas</b> a poslat přímo mě.
C.M2	investovat čas	Uvědomovala jsem si, kolik do mě rodiče musí <b>investovat času</b> . <b>Investujte čas</b> do toho, co má smysl pro vás a vaše blízké.
C.M3	počítat čas	<b>Počítal čas</b> , který zbývá do návštěvy nemocnice. To já pořád <b>počítal čas</b> na písničky.

#### 4. TIME IS A LIMITED RESOURCE

E.LR1	use time	I <b>use</b> the <b>time</b> to plan ahead. You must <b>use</b> your <b>time</b> at work effectively.
E.LR2	offer time	Just to <b>offer time</b> may be very helpful. Please contact if you are able to <b>offer time</b> .
C.LR1	vrátit čas	Nikdy nemůžu <b>vrátit čas</b> a změnit to, jak se všechno vyvinulo. Musel bys <b>vrátit čas</b> a zařídit, aby k tomu zranění nedošlo. Věděla jsem, že nedokážu <b>vrátit čas</b> zpátky.
C.LR2	využít čas	Když je starší, snaží se lépe <b>využít čas</b> , který tak rychle utíká. Chcete maximálně <b>využít čas</b> , který jste si urvali pro výlet.

#### 5. TIME IS A VALUABLE COMMODITY

E.VC1	have / got time	I don't <b>have time</b> for lunch. Is this what it's like to <b>have time</b> on your hands? Had he <b>got time</b> to get a cup of tea?
E.VC2	take time	Strong friendship <b>takes time</b> to build. But it <b>takes</b> so much <b>time</b> and you're leaving tomorrow.
E.VC3	give time	Oh why do I <b>give</b> valuable <b>time</b> to people who ... You'll just have to <b>give me time</b> .

		The role of grandparents is to <b>give time</b> and unconditional love.
E.VC4	lose time	It would not make him <b>lose</b> valuable <b>time</b> persuading her. You need to <b>lose</b> no <b>time</b> in finding your way around. Well, we mustn't <b>lose time</b> , must we?
E.VC5	gain time	To <b>gain time</b> she licked her dry lips and croaked ...
E.VC6	win time	She stared at the back of his head to <b>win time</b> to think.
E.VC7	require time	There are few effects which <b>require</b> more <b>time</b> or effort to achieve. It can be a difficult process and that <b>requires time</b> and patience.
C.VC1	mít čas	<b>Nemáme času</b> nazbyt. Vždycky jsem to chtěla udělat, až <b>budu mít čas</b> ,
C.VC2	ztrácet čas	Nemůžeme si dovolit <b>ztrácet čas</b> domněnkami. Jenom <b>ztrácejí čas</b> a plýtvají silami. <b>Neztrácel čas</b> přihlížením.
C.VC3	dát čas	Důstojník mu <b>nedal čas</b> ani otevřít ústa. Když mi nechce <b>dát čas</b> na rozmyšlenou...
C.VC4	věnovat čas	Minule jste mi laskavě <b>věnovali čas</b> a já doufám, že i tentokrát.

#### 6. TIME IS MONEY + TIME IS A LIMITED RESOURCE

E.M+R1	save time	It would <b>save time</b> in the end. Computers also <b>save time</b> . It would <b>save time</b> <u>and</u> a little bit of <u>money</u> .
C.M+R1	ušetřit čas	Nasnídá se už teď a ráno tak <b>ušetří čas</b> . Zákazníkům to <b>ušetří čas</b> i <u>peníze</u> .

#### 7. TIME IS MONEY + TIME IS A VALUABLE COMMODITY

E.M+C1	gain time	Was this illness real, or assumed in order to <b>gain time</b> ?
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E.M+C2	win time	She stared at the back of his head to <b>win time</b> to think.
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#### 8. TIME IS A LIMITED RESOURCE + TIME IS A VALUABLE COMMODITY

E.R+C1	find time	I was too busy to <b>find time</b> to eat. <b>Find time</b> to <b>find time</b> . That is if I can <b>find</b> the <b>time</b> . Please contact if you are able to <b>offer time</b> .
E.R+C2	buy time	This sounds like a trick to <b>buy time</b> . They are much used, for example, to <b>buy time</b> to think. Nor did I need to <b>buy time</b> for anybody.
E.R+C3	devote time	He'll <b>devote</b> precious <b>time</b> to help him. Primary schools must <b>devote</b> more <b>time</b> to science.
C.R+C1	najít čas	Moc vám děkujeme, že jste si pro nás <b>našel čas!</b> Kde teď asi tak <b>najdu čas</b> na cokoliv?
C.R+C2	dopřát čas	Ale na nic víc mi <b>nedopřáli čas</b> . <b>Nedopřáli</b> mu <b>čas</b> dílo dokonat. <b>Dopřejte si čas</b> na relaxaci.

#### 9. TIME IS MONEY + TIME IS A LIMITED RESOURCE + TIME IS A VALUABLE COMMODITY

E.M+R+C1	waste time	He didn't <b>waste time</b> on small talk. Don't <b>waste time</b> and money. It's a <b>waste</b> of <b>time</b> .
E.M+R+C2	need time	To do a thorough job, the police <b>need</b> more <b>time</b> . Artists <b>need time</b> to develop.
E.M+R+C3	steal time	She <b>stole</b> extra <b>time</b> to finish the job. They tried to <b>steal time</b> from their employers.
C.M+R+C1	získat čas	Nejspíš proto, aby <b>získal čas</b> na rozmyšlenou. Rychle se napila vína, aby <b>získala čas</b> a srovnala si myšlenky. Aby <b>získal čas</b> , pospravil si brýle a několikrát si odkašlal.
C.M+R+C2	marnit čas	Nemusím už zbůhdarma <b>marnit čas</b> .
C.M+R+C3	plýtvat časem	Marnotratně <b>plýtváte časem</b> , který jste doma odměřovali na vteřiny. <b>Neplýtvěj časem</b> druhých.
C.M+R+C4	potřebovat čas	Takové věci vždy <b>potřebují čas</b> . Budou <b>potřebovat čas</b> , aby se dali dohromady.

## 10. OTHER COMBINATIONS

E.OC1	make time	If I haven't got the time I'll <b>make time</b> . We must try and <b>make time</b> , dear.
E.OC2	measure time	Photography can <b>measure time</b> by stopping it. It was only for a moment, no doubt, as adults <b>measure time</b> .
E.OC3	consume time	To embark upon in such circumstances can <b>consume time</b> and energy. Members <b>consume time</b> in enormous quantities in ...
C.OC1	udělat čas	Děkuji, že jste si na mě <b>udělala čas</b> . Na studenty si <b>udělal čas</b> a často je zatahoval do hovoru.
C.OC2	měřit čas	Tenhle nevтіravý zvuk <b>měřil čas</b> mého táty a mého dědy ... Každý den jezdil na kole a na stopkách si <b>měřil čas</b> .

## 11. TIME IS WATER

E.W1	time flows	<b>Time flows</b> strangely and travellers become lost for years ... It used to be considered obvious that <b>time flowed on</b> forever, ...
E.W2	time froze	<b>Time froze</b> and events unrolled before her eyes. It was one of those moments when <b>Time</b> itself <b>freezes solid</b> .
C.W1	čas plyne	<b>Čas plyne</b> a nikdy se nevrací. <b>Čas plyne</b> bez břehů a všemi směry jako řeka.
C.W2	čas zamrzl	Na okamžik se zdálo, jako by <b>čas zamrzl</b> . <b>Čas zamrzl</b> na šesti hodinách.
C.W3	čas zhoustl	<b>Čas zhoustl</b> jako sirup.

## 12. TIME IS FOOD

E.F1	consume time	Members <b>consume time</b> in enormous quantities in ...
C.F1	trávit čas	Když se vrátil manžel, <b>trávil čas</b> posloucháním hudby. Takže na něj teď čekali a mezitím <b>trávili čas</b> povídáním o všem možném. A co ty, <b>jak trávíš čas</b> od rána do večerních radovánek?

C.F2	žrát čas	<b>Žere</b> vám to čas. Proč jsou tedy takové e-maily, které <b>žerou</b> čas tak běžné?
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### 13. TIME IS A CONTAINER

E.C1	fill time	You could <b>fill time</b> with something. They choose for themselves just how they <b>fill</b> that <b>time</b> .
C.C1	čas se naplnil	Musel odejít, protože jeho <b>čas se naplnil</b> . Ti, jejichž <b>čas se naplnil</b> , odcházeli na věčný odpočinek.

### 14. TIME IS A BEING

E.B1	time comes	And then, when the <b>time comes</b> , they regret it. When the <b>time comes</b> , I know exactly where I shall hide.
E.B2	time goes	All comes together in a thrilling rush, and the <b>time goes</b> quickly. <b>Time goes</b> faster and faster.
E.B3	time runs	<b>Time runs</b> from the date of the injury ... As <b>time runs</b> forward the universe expands.
E.B4	time flies	Think how <b>time flies</b> in periods of intense, purposeful activity. How <b>time flies</b> !
E.B5	time stands	Bored and fidgeting, breathing stale air while <b>time stands still</b> .
E.B6	time permits	If <b>time permits</b> , we would be happy to accommodate you. Her other interests, when <b>time permits</b> , are ...
E.B7	time allows	If <b>time allows</b> , it might be easier to tell them. Opportunities should be created where <b>time allows</b> . <b>Time allows</b> people to come together in a sensible way.
E.B8	kill time	You start day-dreaming just to <b>kill time</b> . He had to <b>kill time</b> till four o'clock.
E.B9	time reveals	<b>Time reveals</b> new circumstances.
E.B10	time shows	<b>Time will show</b> whether the training has long-term benefits Well, <b>time would show</b> .
E.B11	time waits	<b>Time waits</b> for this Man. While <b>time waits</b> for no man, true love waits forever.

E.B12	time plays	<b>Time plays</b> strange tricks in the wood.
C.B1	čas běží	<b>Čas běží</b> a zem se vinou dějin řítí do záhuby. Proč <b>čas běží</b> tak rychle?
C.B2	čas letí	Zdá se nám, že <b>čas letí</b> nějak rychle. <b>Čas letí</b> jako bláznivý.
C.B3	čas ukáže	<b>Čas ukáže</b> , zda se potvrdí známé rčení, ... Nakolik se to prospěšné, <b>ukáže čas</b> .
C.B4	čas utíká	<b>Čas utíká</b> při podobných návštěvách velmi rychle.
C.B5	čas se zastavil	Zdalo se, že <b>čas se zastavil</b> . Ruce se mi chvějí a <b>čas se zastavil</b> . Ostrovy, kde <b>se zastavil čas</b> a z divokých barev vytvořil neuvěřitelné obrazy.
C.B6	čas přišel	Věděl, že ten <b>čas přišel</b> a že se musí k celé té záležitosti postavit čelem. Ten <b>čas přišel</b> právě teď.
C.B7	čas dovolí	Pokud <b>čas dovolí</b> , navštívím divadlo. Jakmile mi to <b>čas dovolí</b> , odjízdim na naši chatu.
C.B8	čas pracuje	Zde je nutné podotknout, že <b>čas pracoval</b> rychle. Věděl, že <b>čas pracuje</b> pro něj. Uvědomuji si, že <b>čas pracuje</b> proti mně.
C.B9	čas stojí	<b>Čas stojí</b> na vodě jež vydala květ. Čtu, látám punčochy. Žádné hodinky, <b>čas stojí</b> .
C.B10	čas kvapí	A nech už těch řečí. <b>Čas kvapí</b> a co nevidět se začne smrákat. V rozhovoru jsem zdůraznil, že <b>čas kvapí</b> .
C.B11	čas tlačí	<b>Čas tlačí</b> a my musíme být připraveni. Je třeba podtrhnout, že nás <b>tlačí čas</b> .
C.B12	čas pokročil	A protože <b>čas pokročil</b> , nakonec jsem mu napsal. Je pozdě. <b>Čas pokročil</b> .
C.B13	zabít čas	Pozoruje ptáky jen proto, aby nějak <b>zabil čas</b> . Já se tu upřímně řečeno akorát snažím <b>zabít čas</b> .
C.B14	čas jde	Kdykoliv se můžu podívat, kolik je hodin, že <b>čas jde</b> se mnou, ...
C.B15	čas pádí	<b>Čas pádí</b> jako splašený.
C.B16	přebíhat čas	Je tolik rychlý, že <b>přebíhá čas</b> . To jsem ale poněkud <b>přeběhl čas</b> a události.
C.B17	dohnat čas	Kluk se během po zídce pokoušel <b>dohnat čas</b> . Spěchala, aby <b>dohnala čas</b>
C.B18	čas se blíží	<b>Blíží se čas</b> oběda a venku pálí slunce. <b>Blíží se čas</b> , kdy bychom měli udeřit.

#### 14. TIME IS A PLANT

E.P1	time grows	As the <b>time grew nearer</b> , ... As <b>time grew short</b> ...
E.P2	time ripens	One season, when <b>time ripens</b> ...
C.P1	čas dozrál	<b>Čas dozrál</b> , jablko co nevidět spadne na zem. Vyrůstali společně, až <b>dozrál čas</b> a zamilovali se do sebe.
C.P2	čas plodí	Špatné <b>časy plodí</b> silné muže, ...

#### 15. TIME IS AN INANIMATE OBJECT

E.IO1	make time	If I haven't got the time I'll <b>make time</b> . Well, I suggest that you <b>make time</b> !
E.IO2	time heals	<b>Time heals</b> griefs and quarrels. <b>Time will heal</b> the wounds.
E.IO3	pass time	We'll find ways to <b>pass the time</b> . They went off to <b>pass time</b> with a neighbour. You must have something to <b>pass your time</b> .
C.IO1	udělat čas	V tom případě by sis mohla <b>udělat čas</b> a zajít za ním. Pak si budu muset <b>udělat čas</b> a projít celý její pokoj.
C.IO2	čas vypršel	Bohužel, náš <b>čas vypršel</b> . Potom se vrátil a zavolal, že <b>čas vypršel</b> .
C.IO3	měřit čas	Uměli <b>měřit čas</b> a vytvořili sluneční kalendář. Hodiny jsou na strážnici, tam <b>měří čas</b> , jak můj, tak tvůj.
C.IO4	čas se krátí	Práce je moc a <b>čas se krátí</b> . <b>Čas si krátí</b> písničkou.
C.IO5	uchopit čas	Zde bylo třeba nějakým způsobem <b>uchopit čas</b> a prostor.