

Západočeská univerzita v Plzni

Fakulta pedagogická

Bakalářská práce

**LEXIKÁLNÍ INTERFERENCE ANGLICKÉHO A
ČESKÉHO JAZYKA - RIZIKA PŘEKLADU
SOUVISEJÍCÍ S JEVEM „FALSE FRIENDS“**

Lan Phuong Nguyenová

Plzeň 2012

University of West Bohemia

Faculty of Education

Undergraduate Thesis

**LEXICAL INTERFERENCE OF ENGLISH AND
CZECH - RISKS OF TRANSLATION RELATED TO
THE PHENOMENON OF “FALSE FRIENDS”**

Lan Phuong Nguyenová

Plzeň 2012

ZÁPADOČESKÁ UNIVERZITA V PLZNI
Fakulta pedagogická
Akademický rok: 2010/2011

ZADÁNÍ BAKALÁŘSKÉ PRÁCE
(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Phuong NGUYENOVÁ**
Osobní číslo: **P09B0790P**
Studijní program: **B7507 Specializace v pedagogice**
Studijní obor: **Anglický jazyk se zaměřením na vzdělávání**
Název tématu: **Lexikální interference anglického a českého jazyka - rizika
překladu související s jevem „false friends“**
Zadávající katedra: **Katedra anglického jazyka**

Z á s a d y p r o v y p r a c o v á n í :

- Stanovení základního cíle výzkumu
- Vyhledání příslušné odborné literatury a její prostudování
- Výběr vhodných textů k lingvistické analýze
- Excerpce relevantních jevů a jejich popis
- Srovnávací analýza materiálu a vyvození závěrů výzkumu
- Správné uplatnění zásad psaní akademického textu

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování bakalářské práce: **tištěná**

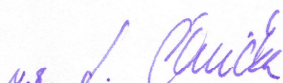
Seznam odborné literatury:

- Swan, Michael, and Bernard Smith. **Learner English: A Teacher's Guide to Interference and Other Problems.** Cambridge: University Press, 2001. Print.
- Dolgoplov, Yuri. **A Collection of Confusable Phrases: False 'Friends' and 'enemies' in Idioms and Collocations.** The United States of America: Llumina Press, 2004. Print.
- Copperud, Roy H. **American Usage and Style, the Consensus.** New York: Van Nostrand Reinhold, 1980. Print.
- Spradbery, Ellie Malet. **False Friends - Faux Amis.** Leicester: Mator, 2010. Print.
- Hladký, Josef, and Naděžda Kudrnáčová. **Zrádná Slova v Angličtině.** Brno: Masarykova Univerzita, 1991. Print.

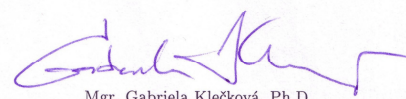
Vedoucí bakalářské práce: **Mgr. Naděžda Stašková**
Katedra anglického jazyka

Datum zadání bakalářské práce: **14. června 2011**

Termín odevzdání bakalářské práce: **30. dubna 2012**


Doc. PaedDr. Jana Coufalová, CSc.
děkanka




Mgr. Gabriela Klečková, Ph.D.
vedoucí katedry

V Plzni dne 20. července 2011

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

V Plzni dne 26. června 2012

.....

Lan Phuong Nguyenová

ACKNOWLEDGMENTS

I would like to thank my supervisor PhDr. Naděžda Stašková, Ph.D. for her professional guidance and patience and also my family for their support.

ABSTRACT

Nguyenová Lan Phuong. University of West Bohemia. June, 2012. Lexical interference of English and Czech - Risks of translation related to the phenomenon of “false friends“.

Supervisor: PhDr. Naděžda Stašková, Ph.D.

This undergraduate thesis deals with the lexical phenomenon of “false friends” or “false cognates”. The Theoretical background chapter contains the division and the description of “false friends”. They are categorized into morphological “false friends”, orthographical “false friends”, phonological “false friends”, syntactical “false friends” and zero-equivalent “false friends”. Other varieties of “friends” are mentioned, “true friends”, “lots of friends” and “confusing friends”. All of them are accompanied by examples mostly taken from the book „Zrádná slova v angličtině” by Hladký (1990).

The following chapter, Methods of the research, focuses on the main aim of this thesis and the whole research. There is a description of creating the questionnaires, how they were sent and evaluated. Next subchapter explores the participants from the various universities, describes how they were appealed and presents their response.

The results of both questionnaires are listed in the next chapter, Results and commentary. Each questionnaire has its list with the words which were translated the most correctly and the most incorrectly. The research if there is a difference in the answers according to the respondent’s sex follows. The surmise proved correct. Each questionnaire contains some exercises which were filled in differently by women and by men.

Keywords: “false friends”, “false cognates”, morphological “false friends”, orthographical “false friends”, phonological “false friends”, syntactical “false friends”, zero-equivalent “false friends”, “true friends”, “lots of friends”, “confusing friends”,
research, questionnaire, Delphi

TABLE OF CONTENTS

1 INTRODUCTION	1
2 THEORETICAL BACKGROUND	2
2.1 Definition of “false friends”	2
2.2 “False friends” in the linguistic literature	2
2.3 Varieties of “false friends”	3
2.3.1 Morphological “false friends”	3
2.3.2 Orthographical “false friends”	4
2.3.3 Phonological “false friends”	5
2.3.4 Syntactical “false friends”	6
2.3.5 Zero-equivalent “false friends”	6
2.4 Other Varieties of “friends”	9
2.4.1 “True friends”	9
2.4.2 “Lots of friends”	11
2.4.3 “Confusing friends”	12
3 METHODS OF THE RESEARCH	14
3.1 The aim of the research	14
3.2 Creating the questionnaires	14
3.3 Participants	18
3.4 Evaluating the questionnaires	19
4 RESULTS AND COMMENTARY	21
4.1 The results of the first questionnaire	21
4.2 The results of the second questionnaire	23

4.3 The results according to the respondent's sex	25
5 CONCLUSION	27
REFERENCES	29
SUMMARY IN CZECH	31
APPENDIX	32

1 INTRODUCTION

This bachelor thesis deals with the linguistic phenomenon of “false friends” which refers to pairs of words from two languages with similar written form or pronunciation but with different meaning. Czech learners of foreign languages, more specifically of English, frequently do not make the acquaintance of this lexical phenomenon except for university students of the English language. I encountered “false friends” during my university studies and I began to be interested in this topic. For that reason, I decided to conduct a questionnaire survey among Czech university students to find out how much they made mistakes in translation from Czech into English and vice versa.

The study comprises gleaning of sources, selection of examples, questionnaire creation and its evaluation and searching for voluntary respondents. The basic information about “false friends” and its division is discussed in the chapter *Theoretical Background*. All varieties of “false friends” are mentioned. I divided them into five subgroups: morphological “false friends”, orthographical “false friends”, phonological “false friends”, syntactical “false friends” and zero-equivalent “false friends”. “False friends” are not the only group of confusing words. Other varieties of “friends” exist such as “true friends”, “lots of friends” and “confusing friends”. They are also worth noticing.

The next chapter regards *Methods of the Research*. First, the aim of the research is formulated, and then a detailed delineation of programming the questionnaires follows. Another part describes the participants and explains how the voluntary respondents were searched and asked.

The fourth chapter contains the results of both questionnaires with words translated correctly and incorrectly. They are arranged in descending order. During the evaluating I became interested in the question if there is a difference in answers according to the respondent’s sex. Next subchapter deals with this question.

The last chapter of the thesis, *Conclusion*, summarizes all the major findings and comments on the main contributions of the research to the improvement of my knowledge of the subject itself as well as of my programming skills.

2 THEORETICAL BACKGROUND

2.1 Definition of “false friends”

Two different languages can have some words resembling each other in sound and/or in form. Learners of foreign languages suppose wrongly that if these two words sound and/or look similar, their meanings will be similar too. While the meanings are different, we call these pairs of words “false friends” or “false cognates”.

According to Hladký (1990), “false friends” are international words, mostly originated from classical languages, in which in the course of time the differences in meaning occurred. These are words with the same origin usually coming from the third source. Sparling (1989) mentioned in his book that “false friends” are mistakes as a consequence of changes associated with natural development of language (expressions which obsolesce) and with different life and institutions which a student hardly could be familiar to without direct contact with foreign language environment.

2.2 “False friends” in the linguistic literature

“False friends” is the English translated linguistic expression of French “faux amis” used first by two French linguists in 1928, Jules Derocquigny and Maxime Kœssler. This term had appeared in their joint publication “*Les Faux Amis ou les pièges du vocabulaire anglais*” (= False Friends and the difficulties of English vocabulary). “Faux amis” had come to other languages as a calque which is a loan translation (Allen, 196). For that reason we use the expression “false friends” in English. But into Czech it is most frequently translated as „zrádná slova” not as „falešní přátelé” as it could be assumed. Just as in France, there was also a linguist in the Czech Republic occupied with this phenomenon. Prof. PhDr. Josef Hladký, CSc. collected English dictionaries and he published his own one in 1990. He wrote down a list of Czech and English “false friends” and published as „*Zrádná slova v angličtině*” (False Friends in English, 1990). Hladký had said: „*Zrádnými nazýváme slova, která mají nejméně ve dvou jazycích stejný nebo téměř stejný tvar, přitom se však liší svým významem.*“ (Hladký, 5). “False friends” are words which have the same or almost the same form in at least two languages, however they differ in meaning. Another book was published at that time - „*English or Czenglish? Jak se*

vyhnout čechismům v angličtině?” (= English or Czenglish? How to avoid the Czenglish words in English?, 1989) by Dr. Don Sparling. He composed a guide with mistakes specifically made by Czech learners of English. They are called as *čechismy* or *Czenglish* - a portmanteau word of *Czech* and *English*. These are the wider terms also encompassing “false friends”. Next three contemporary publications are worth mentioning. Lucie Poslušná, a lecturer at Charles University in Prague at Faculty of Social Sciences, published *„Nejčastější chyby v angličtině a jak se jich zbavit”* (= the most frequent mistakes in English and how to divest of them, 2009). She occupies herself with the mistakes in English made by Czech students and slightly adverts to “false friends”. One year later a Czech translation of the German book “*True and False Friends*“ was published as *„Procvičujeme si... Zrádná a správná slova”* (= We are practising... “False” and “true friends”). It contains more than one hundred exercises for practising English vocabulary. The latest book dealing with “false friends” is *„Nemluvte Czenglishy - Zbavte se nejčastějších chyb v angličtině”* (= Do not speak Czenglish - Divest yourselves of the most frequent mistakes in English, 2011). This is another book helping Czech learners to avoid speaking Czenglish and it is intended for intermediate and advanced learners.

2.3 Varieties of “false friends”

“False friends” can be categorized into sundry subgroups according to their dissimilarities of morphological, orthographical, phonological or syntactical attributes. There is one more subgroup of “false friends” as well, containing Czech words seemingly similar to English ones but in fact not having an appropriate counterpart. These are zero-equivalent “false friends” and they are definitely worth noticing.

2.3.1 Morphological “false friends”

This type of “false friends” is a result of the incorrect adding of suffixes to the stem of words translated into English. Learners often choose that word which is the most similar to the source one believing that it is the correct translation. (Belhán, 2006)

Here are some Czech-English word pairs proving that mistakes:

alimenty - alimony (not aliment), antika - antiquity (not antics), cenzura - censorship (not censure), gurmán - gourmet (not gourmand), kanystr - can (not canister), kontinuální - continuous (not continual), manufaktura - manufactory (not manufacture), pasta - paste (not pasta), perverzní - perverted (not perverse), etc.

We can also include in this category word pairs with similar or even identical form which, from the morphological point of view, differ from each other in the part of speech to which they belong. The first example will be the Czech-English pair *abstinent* (noun) - *abstinent* (adjective). *Abstinent* is a Czech noun with an English equivalent *teetotaller*. But many Czech learners use incorrectly the English word *abstinent* which is an adjective and means *moderate* or *temperate*. Here are other examples of the same case:

aktiv (noun translated as *a meeting*) - *active* (adjective, *quick in physical movement*)

areál (noun translated as *limits*) - *areal* (adjective, *relating to or involving an area*)

barák (noun translated as *a shack*) - *barrack* (verb, *to root or cheer*)

respektive (particle translated as *more precisely*) - *respective* (adjective, *belonging or relating to each*)

transparent (noun translated as *a banner*) - *transparent* (adjective, *fine or sheer enough to be seen through*)

2.3.2 Orthographical “false friends”

Orthographical “false friends” are word pairs with a difference in their forms. They vary in their spellings. The most frequently occurring changes are in consonants when *-k-* is changed into *-c-*, *-z-* into *-s-*, *-f-* into *-ph-*, etc. The spelling is different but the sound is still the same. Other alterations of consonants cause a sound shift, for example *t/th*. It does not only apply to consonants but also to vowels, mostly in endings.

The differences in forms are in these ensuing examples:

k/c: aktiv - active, aktualita - actuality, antika - antics, dekáda - decade, děkan - deacon, exekuce - execution, kanystr - canister, katedra - cathedra, kompendium - compendium,

koncept - concept, konkurence - concurrence, kontinuální - continual, konzultant - consultant, kreatura - creature, kriminál - criminal, kurzíva - cursive, prospekt - prospect, respektive - respective, skripta - script, šikanovat - chicane, etc.

z/s: bazén - basin, cenzura - censure, dóza - dose, fantazie - fantasy, konzultant - consultant, kurzíva - cursive, perverzní - perverse, provize - provision, seriózní - serious, virtuózní - virtuous, etc.

f/ph: paragraf - paragraph

t/th: katedra - cathedra, sympatický - sympathetic

ie/y: fantazie - fantasy, galanterie - gallantry

u/ou : gurmán - gourmand, žurnál - journal

Orthographical “false friends” also involve another subgroup. While the Czech words contain single consonants, in English they are geminate as mentioned below:

akord - accord, aprobace - approbation, barák - barrack, dres - dress, galanterie - gallantry, konkurence - concurrence, nula - null, pst - psst, trafika - traffic, etc.

2.3.3 Phonological “false friends”

This group of “false friends” contains word pairs similar in spelling but varying in pronunciation of whole lexemes or just in the position of the stress in the word.

arch - arch [ɑ:tʃ], bazén - basin ['beɪsən], cenzura - censure ['senʃə], cisterna - cistern ['sɪstən], děkan - deacon ['di:kən], echo - echo ['ekəʊ], geniální - genial ['dʒi:njəl], gumovat - gum [gʌm], gymnázium - gymnasium [dʒɪm'neɪzɪəm], hymna - hymn [hɪm], kreatura - creature ['kri:tʃə], manufaktura - manufacture [ˌmænʃʊ'fæktʃə], mutovat - mute [mju:t], nula - null [nʌl], schéma - scheme [ski:m], etc.

The above mentioned illustrative examples prove the variances in the pronunciation of the Czech-English “false friends” word pairs.

2.3.4 Syntactical “false friends”

Learners of English mostly suppose that word pairs which seemed to be similar have also similar syntactic features. This erroneous assumption causes incorrect translation into English, since students of English translate the text word-for-word and according to the Czech grammatical rules. They assume that prepositions subsequent to Czech words also follow English words.

We can mention the instance of the Czech phrase *pod/nad nulou* used to describe the degrees of temperature, more specifically *tři stupně nad/pod nulou*. This phrase is frequently incorrectly translated as *three degrees over/under null* or *over/under zero*. We will focus on wrong translation of prepositions first. The Czech preposition *nad* has two equivalents in English - *above* and *over*. Each is used dissimilarly. *Over* includes a larger area or it is used to express *more than*, for example to say that something costs more than £50, we use the phrase *over £50*. But to express the degrees of the temperature scale we choose the preposition *above*. Czech learners of English frequently do not become conscious of that. The same case applies to the preposition *pod* with the meanings *under* or *below*. *Below* expresses being in lower rank, number or quantity against *under* signifying a perpendicular orientation or when something is covered by something, e.g. *The road is under water*. The next mistake in the translation of the above mentioned phrase is in wrong use of the word *null*. The correct equivalent of the Czech numeral *nula* is *zero* not *null*.

In some cases the English false counterparts have the limited utilization. The “false friend” of the Czech adjective *kontinuální* is *continual*. The English adjective *continual* is followed merely by a noun, in most cases by a plural noun. (Lingea Lexicon 5, 2008)

2.3.5 Zero-equivalent “false friends”

Czech vocabulary contains words which appear to look or sound as a loan word borrowed from English, so the learners of English presume that these words have their counterparts with similar form or spelling. These expressions are composed of unusual letters in their spellings, such as the letters *g* or *x*, likewise they contain of words similar to some English ones, for example *-man* in the Czech words *narkoman* or *rekordman*. But the English counterparts resembling the words from the source language do not exist. There is

no “*narkoman/narcoman*” or “*recordman*” in English. The same conjecture is caused also by negative prefixes, such as *a-* or *anti-*. These are one-sided “false friends” because there is no similar counterpart with the different meaning. Czech learners sometimes take the Czech word and read it by the pronunciation rules of English or/and add the suffixes such as *-ion/-tion* used for word formation of nouns and suspect that they have translated it correctly.

The list of these zero-equivalent “false friends” with their non-existing equivalents is itemised below:

agentura - agency (~~*agenture*~~), *altán* - summerhouse (~~*altan/altane*~~), *anketa* - opinion poll (~~*ankette*~~), *antikoncepce* - contraception (~~*anticonception*~~), *atentát* - assassination (~~*atentate*~~), *autobus* - bus (~~*autobus*~~), *autogram* - autograph (~~*autogram*~~), *automapa* - road map (~~*automap*~~), *automechanik* - mechanic (~~*automechanie*~~), *autoportrét* - self-portrait (~~*autoportrait*~~), *autoškola* - driving school (~~*autosechool*~~), *beletrista* - fiction writer (~~*beletrist*~~), *dirigent* - conductor (~~*dirigent*~~), *drogerie* - chemist's (~~*drogerie*~~), *exponát* - exhibit (~~*exponate*~~), *fén* - hairdryer (~~*phane*~~), *fotoaparát* - camera (~~*photoaparate*~~), *harmonogram* - schedule (~~*harmonogramme*~~), *chirurg* - surgeon (~~*chirurger*~~), *inventura* - stocktaking (~~*inventure*~~), *kaskadér* - stuntman (~~*easeader*~~), *klimatizace* - air-conditioning (~~*elimatization*~~), *kompars* - extras (~~*compars*~~), *lampion* - Chinese lantern (~~*lampion*~~), *lunapark* - (fun)fair (~~*lunapark*~~), *magnetofon* - (tape) recorder (~~*magnetophone*~~), *narkoman* - (drug) addict (~~*narcoman*~~), *orloj* - astronomical clock (~~*orloy*~~), *policista* - policeman (~~*polieists*~~), *raketoplán* - (space) shuttle (~~*racketplane*~~), *referát* - paper (~~*referate*~~), *rekordman* - record holder (~~*reecordman*~~), *revizor* - (ticket) inspector (~~*revisor*~~), *saponát* - detergent (~~*saponate*~~), *trajekt* - ferry(boat) (~~*trajeet*~~), etc.

Examples of zero-equivalent “false friends” with no “pseudo-counterpart” are:

baterka - torch, *menza* - canteen, *parte* - funeral card, etc.

An unexpected phenomenon emerged during the present research on “false friends”. The list of zero-equivalent “false friends” have abridged because some of them have acquired the “false friend” counterpart and the same or resembling meaning afterwards. Hladký catalogued the list of “false friends” more than twenty two years ago and he published it in 1990. The Czech as well as the English language have altered in the course of time. The English language has diffused its vocabulary. Formerly it did not contain the words such as *asocial* or *milliard*. The Czech noun *asociál* is translated as

antisocial person. The English expression *asocial* did not exist but currently if we consult a dictionary, we will find it. The word *asocial* hitherto is not an expression with the same meaning as the Czech one *asociál*. They differ in the part of speech to which they belong to. *Asociál* is a Czech noun and *asocial* is in English an adjective implying total rejection of society or social contact.

Here are some other instances:

infarkt - heart attack

infarct - odumření tkáně (an area of dead tissue)

Both *infarkt* and *infarct* imply an obstruction of the blood circulation in heart or other organ by a clot, air bubble, etc. But the Czech word *infarkt* is more often used in association with heart.

interrupce - abortion

interruption - přerušení (a break or interval of any kind)

The Czech word *interrupce* and the English one *interruption* have the sense of interruption in common but the variance is that *interrupce* is a medical expression implying the induced expulsion of a foetus for the purpose of terminating a pregnancy whereas *interruption* is more general.

parket - dance floor

parquet - parkety (a floor or flooring made of blocks of wood laid in geometrical patterns)

This word pair is more alike in the spelling than in the sound (*parquet* ['pa:keɪ], ['pa:kɪ]). But *parket* and *parquet* are still often interchanged.

rentgen - X-ray machine/apparatus

röntgen/roentgen - rentgen (physical unit)

Czech-speaking people use the word *rentgen* for medical X-ray examination more than for a physical unit.

stativ - tripod

stative - stavový (an adjective denoting a verb that expresses a bodily or mental state)

Stativ and *stative* differ in the meaning and each belongs to different part of speech. *Stativ* is a Czech noun implying an aid used to stabilize and elevate a camera while *stative* is an English adjective denoting a verb.

volant - (steering) wheel

volant - *schopný létat, létavý* (an adjective implying being capable of flying or gliding)

This pair of “false friends” is another example of the same form of two words from two different languages but with dissimilar meanings and lexical categories.

The list of erstwhile zero-equivalent “false friends” follows. The given Czech words had existed without their English similar counterparts but they had been coined in the course of time and imply the same meaning.

polemizovat - argue, polemicize/polemicise, polemize

poliklinika - health centre, polyclinic

tachometr - speedometer, tachometer

žaluzie - (Venetian/vertical) blind, jalousie

miliarda - a thousand millions, billion, milliard

2.4 Other varieties of “friends”

John Stevens has published the German pocket booklet *True and False Friends - Stolpersteine im englischen Wortschatz* (true and false friends - stumbling blocks in English vocabulary) in 2009. It is an exercise book intended for learners of English to practise the correct use of vocabulary. Stevens divides “friends” into four groups - “true friends”, “false friends”, “confusing friends” and “lots of friends. This book was translated into Czech by Richard Kříž and published in 2010.

2.4.1 “True friends”

This sort of “friends” is the lexical phenomenon causing many mistakes made by learners of English. “True friends” are the pairs of resembling words with not always similar meaning (Stevens, 3). Stevens proffers these German-English word pairs:

bringen - bring, kommen - come, Karte - card, Salat - salad, Soße - sauce, scharf - sharp, Gast - guest, lernen - learn, falsch - false, Pause - pause, dick - thick, extra - extra, lang - long, Kontrolle - control, Koch/kochen - cook, warm - warm, frisch - fresh, null - nil, nächste(r/s) - next, neu - new, Motor - motor, Technik - technique, Schatten - shade/shadow, meinen - mean, Komma - comma, wollen - want, kosten - cost, helfen - help, Publikum/publik - public, Natur - nature, wenn - when, lassen - let, Straße - street, Stadium - stadium, machen - make, etc.

The correct meaning of the word having more than one meaning should be understood from the context. We can exemplify some of Czech-English “true friends”. The Czech word *biskup* can be translated into English as *bishop* (a member of the clergy ranking above a priest) (Allen, 133) or *parson’s nose* (the fatty extension of the rump of a cooked fowl) (Allen, 1014). So *biskup* not always means *bishop* but also *parson’s nose*. *Biskup - bishop* are “True Friends” as well because Czech *biskup* has the same meaning as English *bishop* but *bishop* not always means *biskup* but also *střelec* (the chess piece) or a kind of spiced mulled wine with an inexact translation into Czech as *svařené víno*. Which of these translations is correct is clear from the context. Another illustrative example is a word pair *bohémský - bohemian*. *Vést bohémský život* is translated into English as *to lead a bohemian life*. But *Bohemian* with the capital letter at the beginning of the word means *český* (relating to or belonging to the people, dialects, or culture of Bohemia) (Allen, 150) not *bohémský* comprehended as *unconventional*. This word pair is again resembled in the form but not always in the meaning as was proved above.

Here are some more examples of Czech-English “true cognates”:

absence - absence, absolutní - absolute, abstinence - abstinence, adaptovat - adapt, afektovaný - affected, aféra - affair, agitace - agitation, akademie - academy, akt - act, akumulátor - accumulator, akutní - acute, alarmovat - alarm, alej - alley, ambulance - ambulance, animovat - animate, anténa - antenna, aplikace - application, argument - argument, architekt - architect, atlet - athlete, balzám - balsam, banální - banal, bandita - bandit, bar - bar, barbarský - barbarian, barel - barrel, basa - bass, baterie - battery, bazar - bazaar, brigáda - brigade, brilantní - brilliant, brutální - brutal, bufet - buffet, cirkus - circus, citovat - cite, cyrilice - Cyrillic, dekorace - decoration, detail - detail, determinovat - determine, dieta - diet, diskriminovat - discriminate, diskuse - discussion,

displej - display, divize - division, dril - drill, džem - jam, etiketa - etiquette, fakulta - faculty, figura - figure, forma - form, funkce - function, galerie - gallery, gang - gang, garáž - garage, grácie - grace, granát - grenade, hábit - habit, hala - hall, charakter - character, charitativní - charitable, inflace - inflation, inteligence - intelligence, inženýr - engineer, kantýna - canteen, karabina - carbine, klasifikovat - classify, kolidovat - collide, komfort - comfort, komise - commission, kompetence - competence, konkrétní - concrete, kosmický - cosmic, krém - cream, kuriozita - curiosity, normální - normal, objektiv - objective, okupace - occupation, orgán - organ, panika - panic, privilegium - privilege, proces - process, pudink - pudding, pudr - powder, pumpa - pump, realizovat - realize, rehabilitace - rehabilitation, rekord - record, rezidence - residence, rolovat - roll, rytmus - rhythm, sekce - section, senzace - sensation, sex - sex, sféra - sphere, skandál - scandal, solidní - solid, sport - sport, start - start, student - student, suplovat - supply, suspendovat - suspend, šachta - shaft, takt - tact, terasa - terrace, termín - term, toast - toast, trénovat - train, urna - urn, etc.

2.4.2 “Lots of friends”

The Czech term for “lots of friends” within this context is *vícevýznamová slova* (polysemous words). As the appellation suggests, “lots of friends” possess more than one meaning. All these meanings have the basic meaning in common. The Czech words *muž/žena* could mean *man/woman* or *husband/wife*. To translate *muž/žena* into English correctly, it is necessary to know the context, if not the meanings can be mistaken. Another example is the word *prosím*. Its translations differ according to the usage. All these phrases are translated into Czech as *prosím*:

Here you are, your key. (passing something to somebody)

May I sit here? - *Certainly. / Of course. / Please do.* (a permission)

Thank you. - *It's a pleasure. / That's all right. / You're welcome.* (a response to thanks)

Sorry? / Pardon? / Excuse me? I'm afraid I don't understand.

Can I have the salt *please*? (a request, a question)

Help yourself. (offering)

May I go/speak? *Go ahead.* (invitation)

Hello! (answering the telephone)

Other examples of “lots of friends”:

navštívit - *attend* (conference, school, lecture); *go to* (concert, theatre performance); *visit* (as a tourist, a guest)

úzký - *close* (contact, cooperation, harmony); *narrow* (in width); *tight* (clothes, shoes)

2.4.3 “Confusing friends”

Stevens (2010) defines these as the pairs of English words resembling in form but with a different meaning such as *homework* (domáci úkol) - *housework* (domáci práce). Learners of English are usually mistaken in the translation of words *desert* and *dessert*. *Desert* (a barren wilderness) differs in spelling and also in pronunciation from *dessert* (the sweet course in a meal). *Desert* has the stress on the first syllable as opposed to *dessert* with the stress on the second syllable. *Beside* and *besides* are both prepositions but they differ in meaning: *besides* (moreover) - *beside* (next to). Another example of “confusing friends” varying in the letter “s” in spelling is a word pair *sometime* - *sometimes*. Both are adverbs but *sometime* means at some unknown or unspecified future time or point of time in a specified period. *Sometimes* means at intervals or occasionally. Confusing word pairs can differ also in the part of speech they belong to, e.g. *advice* (noun) and *advise* (verb).

The list of other instances of “confusing friends” follows:

affect (to influence or change) - *effect* (to bring about or to carry out);

at last (after everything or after much delay) - *at least* (as a minimum or if not more);

economic (relating to economics or an economy) - *economical* (thrifty or efficient);

historic (famous or important in history) - *historical* (relating to history and past events);

in time (not late) - *on time* (neither late nor early);

lose (verb meaning to be unable to find) - *loose* (an adjective meaning not tight);

raise (to lift something or somebody to a higher position) - *rise* (to move upwards or to ascend);

terrible (horrible or dreadful) - *terrific* (marvellous or wonderful).

“Confusing friends” cause learners of English mistakes in translation. They are confusing because the differences in spelling or sound are sometimes minor. Learners can avoid making these language mistakes by memorizing the relevant vocabulary.

All varieties of “friends” cause a language barrier. Learners of English frequently are not acquainted with this phenomenon during their studies. Teachers at primary and secondary schools do not mention it. Students not studying English language at university do not know that “false friends” exist. And this entails frequency of making mistakes in translations which cannot be decreased. “False friends”, “true friends”, “lots of friends” and “confusing friends” should not be neglected. To improve the level of English we should pay attention to them.

3 METHODS OF THE RESEARCH

3.1 The aim of the research

Czech learners of English presume that their knowledge of vocabulary is wider due to similarity of many Czech and English words but they confuse these seemingly similar words. This fact made me wonder about the question to what extent Czech university students make mistakes in translation from Czech to English and vice versa. I chose a method of questionnaire to give them a tryout.

I encountered “false friends” during my university studies. I had confused “false friends” pairs previously. My conjectures that words with the similar form had a similar meaning were rebutted. This evoked the question if other students of English also confuse “false friends”. To answer this question I decided to conduct a survey. This survey’s main aim is to ascertain whether “false friends” word pairs are confused by Czech university students and how much. I supposed that students not acquainted with this lexical phenomenon would make most mistakes in translation from Czech to English and vice versa. My projections were verified as stated below.

3.2 Creating the questionnaires

I have gleaned the sources, the bibliographies first. The publication “*Zrádná slova v angličtině*” (1990) was the most salutary source of information regarding enumeration of “false friends”. I derived the examples of mistaken word pairs also from “*Procvičujeme si... Zrádná a správná slova*”(2010), “*Nejčastější chyby v angličtině a jak se jich zbavit*” (2009) and “*English or Czeenglish? Jak se vyhnout čechismům v angličtině*” (1989). I compiled a list of eighty seven word pairs from which I have omitted zero-equivalent “false friends”. The formation of sentences with Czech-English word pairs ensued. The sentences were deliberately formed so that the correct translation will not be easily derived from the context of the sentence. I formed all of them myself and how they occur to me. I chose a word from the list and formed a sentence with a “false friend” in Czech and then I translated it into English. I proceeded this way up to the finalisation.

<i>akord - chord</i>	<i>Zahraj durový akord na kytaru. Play major chord on guitar.</i>
<i>bombón - sweet</i>	<i>Mám koupit bombóny nebo kytici? Shall I buy sweets or a bouquet?</i>

<i>cisterna - tank</i>	<i>Z cisterny unikly 2 tuny oleje. Two tons of oil leaked from the tank.</i>
<i>dekáda - ten days</i>	<i>První dekáda tohoto měsíce bude rušná. First ten days of this month will be eventful.</i>
<i>evidence - record</i>	<i>Vedete si evidenci svých zaměstnanců? Do you keep a record of your employees?</i>
<i>fantazie - imagination</i>	<i>Je to žena s bujnou fantazií. She is a woman with a vivid imagination.</i>
<i>geniální - brilliant</i>	<i>Mám geniální nápad. I have got a brilliant idea.</i>
<i>hazard - gambling</i>	<i>Hazard je začátek jejich konce. Gambling is their downfall.</i>
<i>kanystr - can</i>	<i>Naplň kanystr vody. Fill up the water can.</i>
<i>legitimace - identity card</i>	<i>Prokažte svou totožnost legitimací. Prove your identity by your identity card.</i>
<i>mixér - blender</i>	<i>V kuchyni mi chybí ještě mixér. The blender is still missing in my kitchen.</i>
<i>nula - zero</i>	<i>Dnešní teplota je na nule a níž. Today's temperatures are at zero or below.</i>
<i>paragraf - section sign</i>	<i>Paragrafu se také říká dvojitě S. The section sign is also called the double S.</i>
<i>respektive - precisely</i>	<i>Přijela jsem před týdnem, respektive před 8 dny. I arrived a week ago, precisely 8 days ago.</i>
<i>seriózní - trustworthy</i>	<i>Vypadá jako seriózní obchodní partner. He gives the impression of being trustworthy business partner.</i>
<i>šéf - boss</i>	<i>Kde je šéf? Where is the boss?</i>
<i>transparent - banner</i>	<i>Protestující nesli transparency s hesly. The protesters carried banners with slogans.</i>
<i>virtuózní - master</i>	<i>Je to naprosto virtuózní houslistka. She is a consummate master of the violin.</i>
<i>žurnál - magazine</i>	<i>Módní žurnál vychází každý týden. The fashion magazine comes out every week.</i>

To create an electronic questionnaire I used an integrated development environment Borland Delphi 6 for the reason that I had been working in this environment since my

secondary studies. The main advantage of the electronic questionnaires over the paper ones is that there is no exigency to meet the respondents personally. The filling is more facile because the answers are keyboarded.

Borland Delphi 6 is one of many products of the *Borland* company which was formed in 1983 by Phillip Kahn in the United States. *Delphi 1* was released in 1995 and it was the first complete visual programming environment. An operating system *Windows 95* was launched that year and next versions of Delphi were released annually. The programming in Delphi has several advantages such as using the programming language *Object Pascal* which is for me more comprehensible than other languages, the quantity of freely accessible components and the eventuality to create the applications for the Internet. I was working in a compiler Delphi 6 because I had been familiarised with this version the best. Writing the source code was time-consuming. There was a blank form initially. I chose the required components such as labels, edits, buttons, checkboxes and scrollbars and put them into the form. The labels serve for entering the sentences or phrases. The edits are the empty boxes into which the respondent's answer will be filled in. Each component had to be captioned and programmed. Some of them were edited. I changed their colour, size and position. The grey is the primary colour of every component in this computer program so I chose other colours to make it more noticeable. If the colour of the font merged into the background, it would be unreadable. The sentences in Czech and their translations into English were numbered from one to eighty seven in the first questionnaire. The second one contained only phrases, not the whole sentences. The phrases were in English and the respondents translated them into Czech. I had programmed the hints in the edits. At the end of the questionnaire, there were three buttons each with its specific function. How the hints and buttons worked is mentioned below. The respondents filled the translations in two questionnaires. The third one was for the students' personal data. All these programmes were compiled into the executable files with the filename extension *.exe*. I wrote the document file with the directions, the explanatory notes and the acknowledgement. The files were inserted into the folder with the designation *Vyzkum* which means *research* in English. The respondents received the compressed folder in the zip format via the Internet. The programmes ran after decompressing the folder which served as storage of the answers. The detailed descriptions of the questionnaires ensue.

The questionnaire in which the respondents filled the English translations were denominated as *False Friends - Test 1* but the name of an executable file is *Test 1 En.exe*. It was programmed for the respondents to fill in the English translations only of the Czech underlined words not of the whole sentences to focus on the translation of “false friends”. The respondents ran this program and saw a blue window with eighty seven exercises. The Czech word intended to be translated was underlined and typed in the blue font. There was the same sentence but in English below and without the counterpart of the highlighted word. Instead of it there was an empty box. The respondents clicked on it and filled in the answer. If they did not know the rejoinder, they could use the hint which appeared by moving the mouse pointer over the empty box. Two possibilities separated by a virgule were displayed for a few seconds. The respondents proceeded this way up to the exercise number eighty seven. Three buttons occurred below, each programmed with its function. The first button *Hotovo* (which means *done* in English) was intended to display all filled-in answers in the window below which was titled *Odpovědi* (with the meaning *answers*). The answers were separated by a semi-colon and the last one was ended with a full stop. After displaying them, the respondents clicked on the button *ULOŽIT* (translated into English as *to save*) to save these answers into the text file with the name *ODPOVEDI_EN.txt*. This text file created itself into the folder *Vyzkum* (= *research*). The third button *Ukončit* (= *terminate*) closed the window. Completing this questionnaire took approximately ten minutes.

The second questionnaire *Test 2 cz* with the name *False Friends - Test 2* worked similarly as the first one. The difference was in colour of background and primarily in the exercises. The respondents’ task was to translate the entered words into Czech. They were underlined and typed in the crimson font. There were not the sentences as in the first questionnaire but only the single words or phrases. I had formed the sentences but I decided to not use them because the translation is thereafter plain from the context. The hints were also available. The finishing of the questionnaire worked the same as the previous one. The button *Hotovo* displayed the answers in the box, *ULOŽIT* saved them and the button *Ukončit* terminated the questionnaire. The created text file *ODPOVEDI_CZ.txt* with the answers was to be found also in the folder *Vyzkum*. Filling in this questionnaire took approximately ten minutes.

The third form contained mandatory personal information which respondents filled in. The students chose their highest university degree among the bachelor's degree (Bc.), the master's degree (Mgr.), the Master of Science (Ing.) and no university degree. The next two boxes were intended for filling in the names and the surnames. Four check-boxes followed. The respondents ticked the languages which they were learning. They had the option among English, German, French and other language. The next entry to be chosen was about the length of the knowledge of English from one to ten years or more than 10 years. Three boxes remained. The first was for the name of the university, the second for the faculty and the last one for the specific branch of study. The button *Potvrdit* displayed the data. They were saved into the text file *Udaje.txt* to the folder *Vyzkum* by clicking on *Uložit*. If there was a typing error and the respondent wanted to delete the displayed data to fill them correctly, they could use the button *Vymazat*. If so, he or she could remedy the faults and proceed equally as previously (to click on *Potvrdit* and then *Uložit*). The remnant button closed the window. Filling in the personal data took two minutes.

The last task of the respondents after filling in and saving the answers was to send three created text files to me via the Internet - one file with the answers in English, one with the Czech answers and the last one with the personal data. The estimated time for completing and sending them was twenty five minutes.

3.3 Participants

The target group was composed of participants currently studying at university. The age limit was not delimited. The respondent had to satisfy only the requirement to be a current university student. I appealed the subjects via the Internet, more specifically via the social network *Facebook*, the instant messaging computer program *ICQ* and e-mail. The recommended number of respondents was approximately thirty. The finite number reached fifty four - thirty two women and twenty two men. The participants were studying at University of West Bohemia in Pilsen, Charles University in Prague or at the University of Economics in Prague. They were from various faculties such as Faculty of Education, Faculty of Economics, Faculty of Electrical Engineering, Faculty of Mechanical Engineering, Faculty of Applied Sciences, Institute of Art and Design, Faculty of Social

Sciences and Faculty of International Relations. The respondents were the beginners in English as well as advanced learners of English.

The searching of voluntary respondents was not so difficult. The questionnaires were sent to a few persons and then forwarded to next subjects who had facilitated the distributing of them. But it was far from certain that the respondents would fill in and send them back to me to evaluation. I had to establish a contact with them in case they would need to help or clarify the procedure of filling the questionnaires in or to remind them that the deadline was approaching. The most frequent way of communication was via the Internet because it was comfortable for both sides and fast. We did not have to arrange an appointment to meet each other, which would be waste of time for the respondents when they could ask everything via the Internet. Contemporary students spend most of their time on personal computers, notebooks, tablets, iPads and other electronic devices, so they are more willing to participate in the electronic research than the paper one. The most frequent response was that they were not sure with the answer and if it minded when the translations would be wrong. They were apprehensive about my opinion of them if they had many mistakes in the answers. I assured them that my point of view of results was objective. Regarding other questions, they related to a technical problem. Some respondents did not follow the instructions and did not extract the folder which curtailed the functions of the programmes. The answers were not transferred and saved into the text file so the respondents had to fill in the questionnaire once again. I encountered the problem when in some cases the respondents omitted the exercises because they chose not a single answer from the hint.

3.4 Evaluating the questionnaires

I checked the answers after receiving them and replied immediately to the respondent to let him or her know how many mistakes he or she had done. The results were available if he or she was interested in which specific translations had been incorrect. But in most cases they were satisfied with the numerical results.

I have created a table with fourteen columns. The first one contains the correct translations. The second and the third columns assign the total quantity of correct and

incorrect answers to each word. Then the number of the correct answers is divided into next two columns - one column with the answers from women and one with the answers from men. The total number of wrong answers is divided in the same way. There is another column with the sum of received translations to show if some participant has omitted that exercise. Last six columns contain the recalculations expressed as a percentage. I have arranged these numbers from the highest to the lowest to demonstrate which words were most often translated correctly and which incorrectly.

The results of the research are presented in the following chapter.

4 RESULTS AND COMMENTARY

4.1 The results of the first questionnaire

In the case of the translation of the words from Czech to English, there are two exercises answered absolutely correctly both by women and men. These are the Czech terms *bazén* with the English counterpart *swimming pool* and *cisterna* translated as *tank*. The respondents had a choice between *basin* and *swimming pool* for *bazén*, *tank* and *cistern* for *cisterna*. (*Máte ve vašem městě veřejný bazén? - Do you have a public swimming pool/basin in your town?; Z cisterny unikly 2 tuny oleje. - Two tons of oil leaked from the tank/cistern.*) The word *swimming pool* is taught at primary schools as one of the basic word in English vocabulary. *Tank* is not used so frequently but it also was chosen as the English counterpart of *cisterna* flawlessly.

The table of words which were translated into English by respondents mostly correctly follows. The column “The correct answer” contains the answers which should be filled in into the questionnaire. The next column shows the total number of received answers which were flawless. The next one shows the number of all received answers. The last column contains the value of correctness of answers expressed as a percentage and calculated according to a formula $\frac{|CA|}{|AA|} \cdot 100$ (CA - number of correct answers, AA - all received answers). The result of the equation is rounded to three decimal places. The table is arranged in descending order. There is a selection of words with the value of correctness higher than 85 %.

THE LIST OF WORDS TRANSLATED FROM CZECH INTO ENGLISH MOSTLY CORRECTLY						
	The source word	The correct answer	“False friend”	Number of correct answers	Number of answers	Expressed as a percentage (%)
1	bazén	swimming pool	basin	54	54	100
2	cisterna	tank	cistern	54	54	100
3	nula	zero	null	53	54	98,148

4	hazard	gambling	hazard	52	54	96,296
5	katedra	department	cathedra	52	54	96,296
6	step	tap dance	step	52	54	96,296
7	gurmán	gourmet	gourmand	51	54	94,444
8	maturita	school-leaving exam	maturity	51	54	94,444
9	šikanovat	bully	chicane	50	53	94,340
10	arch	sheet of paper	arch	50	54	92,593
11	promovat	graduate	promote	50	54	92,593
12	šéf	boss	chef	50	54	92,593
13	pasta	paste	pasta	49	54	90,741
14	děkan	dean	deacon	48	54	88,889
15	legitimace	identity card	legitimacy	48	54	88,889
16	trafika	tobacco shop	traffic	48	54	88,889
17	aktiv	meeting	active	47	54	87,037
18	gumovat	rub out/erase	gum	47	54	87,037
19	hymna	anthem	hymn	47	54	87,037
20	transparent	banners	transparent	47	54	87,037
21	kriminál	jail	criminal	46	54	85,185
22	manéž	ring	manege	46	54	85,185

In the case of incorrectly answered exercises, there was only one word chosen mostly wrongly. The Czech word *asparágus* is in English *smilax* but 46 respondents from total 53 ones answered *asparagus* which is the term for Czech word *chřest*. (*Asparágus je rostlina z Afriky. - ~~Smilax~~Asparagus is a plant from Africa.*) Another mostly mistaken word was *areal* with *limits*. (*Neopust'te areál školy. - Don't leave the school limits/~~areal~~.*) The translation of Czech *areál* is *limits*, not *areal* even it is similar to it. Next two words were mistaken by approximately half of respondents as mentioned in the table below.

THE LIST OF WORDS TRANSLATED FROM CZECH INTO ENGLISH MOSTLY INCORRECTLY						
	The source word	The correct answer	“False friend”	Number of incorrect answers	Number of answers	Expressed as a percentage (%)
1	asparágus	smilax	asparagus	46	53	86,792
2	areál	limits	areal	34	53	64,151
3	antika	antiquity	antics	31	54	57,407
4	dekáda	ten days	decade	29	54	53,704

4.2 The results of the second questionnaire

In the second questionnaire the respondents' task was to translate words into Czech. There are again two words translated by respondents correctly. The English word *smoking* is translated into Czech as *kouření*, not as *smoking* as it could be presumed because *smoking* is translated into English as *dinner jacket* or *black tie*. Another word translated absolutely flawlessly was *signature* - *podpis/signatura*. The list continues in descending order from 100 % of correct answers to 85 %.

THE LIST OF WORDS TRANSLATED FROM ENGLISH INTO CZECH MOSTLY CORRECTLY						
	The source word	The correct answer	“False friend”	Number of correct answers	Number of answers	Expressed as a percentage (%)
1	smoking	kouření	smoking	54	54	100
2	signature	podpis	signatura	54	54	100
3	traffic	doprava	trafika	53	54	98,148
4	dress	šaty	dres	53	54	98,148
5	mute	ztlumit	mutovat	53	54	98,148
6	desk	psací stůl	deska	52	54	96,296
7	serious	vážný	seriózní	51	54	94,444
8	step	krok	step	50	54	92,593

9	pasta	těstoviny	pasta	50	54	92,593
10	decade	deset let	dekáda	49	54	90,741
11	barracks	kasárny	baráky	48	54	88,889
12	promote	povýšit	promovat	48	54	88,889
13	criminal	zločinec	kriminál	48	54	88,889
14	deacon	jáhen	děkan	47	53	88,679
15	basin	povodí	bazén	47	54	87,037
16	transparent	průhledný	transparent	47	54	87,037
17	chef	šéfkuchař	šéf	47	54	87,037
18	get engage	zasnoubit se	angažovat se	47	54	87,037
19	journal	deník	žurnál	46	54	85,185
20	maturity	dospělost	maturita	46	54	85,185
21	spleen	slezina	splín	46	54	85,185

The table below shows words which were mostly mistaken by respondents. The most confusing was the translation of the word *active*. 43 respondents filled in the wrong answer *aktivní* instead of *bystrý*. They made more mistakes in this questionnaire than in the first one. It follows that the translation from English into Czech is more difficult for learners than from Czech into English.

THE LIST OF WORDS TRANSLATED FROM ENGLISH INTO CZECH MOSTLY INCORRECTLY						
	The source word	The correct answer	“False friend”	Number of incorrect answers	Number of answers	Expressed as a percentage (%)
1	active	bystrý	aktivní	43	54	79,630
2	perverse	zarytý	perverzní	37	54	68,519
3	scheme	chytrý podvod	schéma	35	54	64,815
4	title	nárok	titulek	35	54	64,815
5	consultant	primář	konzultant	35	54	64,815

6	distance	předběhnout	distancovat	33	53	62,264
7	bonbons	fondány	bonbóny	33	54	61,111
8	fantasy	podivný sen	fantazie	31	54	57,407
9	Psst!	Sst!	Pšt!	30	54	55,556
10	antics	vylomeniny	antika	30	54	55,556

4.3 The results according to the respondent's sex

During the evaluation I researched if there is a difference in the answers according to the respondent's sex. My conjecture was that the man's answer would differ from the woman's one a little. I compared the women's results expressed as a percentage with the men's ones. The differences of these values were arranged in descending order. My surmise proved correct. Each questionnaire contains some exercises which were filled in differently by women and by men. In the case of translation from Czech into English the biggest difference between women's and men's answer was in the exercise with the word pair *rande - date*. Approximately 95,5% of men respondents answered correctly compared to women who translated *rande* as *date* only in 75%. Another word pair with the difference about 20% was *eventuálně - in such a case* but women were in this case more successful than men. The table below contains the words which were answered differently according to respondent's sex.

THE LIST OF WORDS TRANSLATED FROM CZECH INTO ENGLISH				
	The correct translation	Correct answers by men	Correct answers by women	The difference
1	date	95,455 %	75 %	20,455 %
2	in such a case	45,455 %	65,625 %	20,170 %
3	can	54,545 %	74,194 %	19,649 %
4	jail	95,455 %	78,125 %	17,330 %
5	continuous	72,727 %	56,25 %	16,477 %

6	top hat	81,818 %	65,625 %	16,193 %
7	outfit	59,091 %	75 %	15,909 %
8	grammar school	72,727 %	87,5 %	14,773 %
9	diagram	63,636 %	78,125 %	14,489 %
10	master	63,636 %	78,125 %	14,489 %
11	meeting	95,455 %	81,25 %	14,205 %
12	ten days	54,545 %	40,625 %	13,920 %

I repeated the same procedure with the values from the second questionnaire. The most different value was almost 34 %. Men mostly translated the word *adept* into Czech incorrectly as *adept* not as *odborník*. Only about 48 % of them chose the correct answer contrary to women. 81 % of women answered correctly. Other examples are in the table below.

THE LIST OF WORDS TRANSLATED FROM ENGLISH INTO CZECH				
	The correct translation	Correct answers by men	Correct answers by women	The difference
1	odborník	47,619 %	81,25 %	33,631 %
2	pravidelná schůze	90,909 %	68,75 %	22,159 %
3	potrava	40,909 %	62,5 %	21,591 %
4	slezina	72,727 %	93,75 %	21,023 %
5	psací písmo	86,364 %	65,625 %	20,739 %
6	župan	61,905 %	81,25 %	19,345 %
7	splachovací nádržka	68,182 %	50 %	18,182 %
8	souhlas	61,905 %	78,125 %	16,22 %
9	poprava	90,909 %	75 %	15,909 %
10	nedůvěra	61,905 %	46,875 %	15,03 %
11	kličkovat	76,190 %	62,5 %	13,69 %
12	vyloženiny	36,364 %	50 %	13,636 %
13	primář	27,273 %	40,625 %	13,352 %
14	kupole	68,182 %	81,25 %	13,068 %

5 CONCLUSION

The phenomenon of “false friends” is an important lexical topic usually unknown by Czech learners of English. Students should be familiarized with “false friends” to reduce making mistakes in the translation. A beginner or advanced learner, both should know that these confusing words exist and try to avoid the wrong usage. “False friends” occur in many languages, for example in German, Slovak, Spanish, etc.

My research shows that “false friend” word pairs are confusing for Czech university students. *Swimming pool, tank, zero, gambling, department, tap dance* etc. were not so problematical. Only a few respondents chose the wrong answer. But *smilax* was mostly translated incorrectly as well as, for example, *limits. Asparágus* was translated by its “false friend” as *asparagus* or *areál* as *areal*. *Antiquity* and *ten days* were half-and-half translated correctly. In the case of translations from English into Czech, *kouření* for *smoking* and *podpis* for *signature* were translated absolutely correctly by all respondents. *Doprava* for *traffic*, *šaty* for *dress* and *ztlumit* for *mute* were answered incorrectly only by 1 student. This questionnaire was more problematical. The results were indicative of it. *Active* was more often translated wrongly as *aktivní*, *perverse* as *perverzní*, *scheme* as *schéma*, *title* as *titulek* or *consultant* as *konzultant*.

During the research I examined if the answers were different according to the respondent's sex. The word *rande* was translated correctly as *date* by about 95 % of men against women (only 75 %). In this case men were more successful than women as well as in the translations of words *kriminál* - *jail*, *kontinuální* - *continuous*, *cylindr* - *top hat*, etc. Women had more correct answers in exercises with words *eventuálně* - *in such a case*, *kanystr* - *can*, *dres* - *outfit*, *gymnázium* - *grammar school*, etc. The results of the second questionnaire fared similarly as the first one. Some words were easier to translate for men, some for women. Men were more successful in the cases of words *rendezvous* - *pravidelná schůze*, *cursive* - *psací písmo*, *cistern* - *splachovací nádržka*, *execution* - *poprava*, *censure* - *nedůvěra*, etc. The number of correct answers by women was higher in these cases: *adept* - *odborník*, *aliment* - *potrava*, *spleen* - *slezina*, *robe* - *župan*, etc.

I was also interested in the respondents' opinions and comments on the questionnaires and the lexical phenomenon of “false friends”. Regarding the questionnaires, the respondents mentioned some technical improvement such as activating

the scroll bars. One of the reproofs was the length of the questionnaire because each contained eighty-seven exercises. The respondents had a problem with the translation of Czech words *aktiv* or *asparágus* because they did not know them, so they mostly guessed the correct answer. But I encountered also a positive response. Completing the questionnaires was more comfortable because they were electronic. The students appreciated the choice of the answer from the hint. Most of them heard about “false friends” for the first time and considered them as a really interesting phenomenon. They tested their range of vocabulary. Those who had encountered “false friends” before still made mistakes but fewer.

The evaluation of results was time-consuming. This and programming in Delphi took a lot of time. However, I consider this research really interesting and useful. I have enriched my English vocabulary and acquainted closer with “false friends” and their typology. During creating the questionnaires I have improved my programming skills.

REFERENCES

- Binzinger, T. (1998). *Naučte se programovat v Delphi - podrobný průvodce začínajícího uživatele*. Prague: Grada Publishing.
- Carpenter, E. (1993). *Collins Cobuild English Guides 4 Confusable Words*. Glasgow: HarperCollins Manufacturing.
- Cruse, D. A. (1986). *Lexical Semantics*. Cambridge: Cambridge University Press.
- Dolgoplov, Y. (2004). *A Collection of Confusable Phrases: False 'Friends' & 'Enemies' in Idioms & Collocations*. Coral Springs: Llumina Press.
- Hladký, J. (1990). *Zrádná slova v angličtině*. Prague: Státní pedagogické nakladatelství.
- Hughes, G. (2000). *A History of English Words*. Malden: Blackwell Publishing Ltd.
- Land, C. (2011). *Nemluvte Czenglishy - Zbavte se nejčastějších chyb v angličtině*. Brno: Computer Press.
- McCarthy, M., and O'Dell, F. (2005). *English Vocabulary In Use*. Dubai: Oriental Press.
- Poslušná, L. (2009). *Nejčastější chyby v angličtině a jak se jich zbavit*. Brno: Computer Press.
- Sparling, D. (1989). *English or Czenglish? Jak se vyhnout čechismům v angličtině?*. Prague: Soukromé pedagogické nakladatelství.
- Spradbery, E. M. (2010). *False Friends Faux Amis*. Leicester : Troubador Publishing Ltd.
- Stevens, J. (2010). *Procvičujeme si... Zrádná a správná slova*. Prague: Grada Publishing.
- West, C. (2010). *Recycling Advanced English*. Cambridge: Cambridge University Press.

Other sources:

- Belhán, R. C. (2006). "Towards a Typological Classification of False Friends". *Dialnet*. Retrieved from http://dialnet.unirioja.es/servlet/fichero_articulo?codigo=2198562

Lingea Lexicon 5 (2008). Anglicko-český největší slovník [computer software]. Lingea s.r.o.

Wilson, R. C. M. (2010). "Commonly Confused Words - free online and printable exercises". *AutoEnglish*. Retrieved from <http://www.autoenglish.org/gr.false.pdf>

SUMMARY IN CZECH

Tato bakalářská práce se zabývá lexikálním jevem zvaným „false friends“ neboli zrádná slova. Teoretická část nabízí rozdělení a popis zrádných slov. Pojednává se v ní o zrádných slovech morfologických, ortografických, fonologických, syntaktických, bez ekvivalentů a dalších skupinách snadno zaměnitelných slov. U všech typů zrádných slov lze nalézt konkrétní příklady, které byly čerpány z odborné literatury. Hlavním zdrojem zrádných slov byla kniha Zrádná slova v angličtině Josefa Hladkého.

Praktická část věnuje pozornost cíli této práce a celému výzkumu. Popisuje vytváření všech dotazníků, jejich rozesílání i způsob vyhodnocování získaných výsledků. Další podkapitola se soustředí na účastníky výzkumu, kterými byli studenti různých vysokých škol. Je zde popsán způsob, jakým byli respondenti oslovováni a jaké byly jejich reakce po vyplnění dotazníků.

Následující kapitola obsahuje konkrétní výsledky obou dotazníků a zaměřuje se také na otázku, zda se výsledky liší v závislosti na pohlaví respondenta. U každého dotazníku je vypsán seznam slov s nejvyšším a nejnižším počtem správných překladů. Ze zkoumání odpovědí žen a mužů vychází, že se jejich překlady liší v závislosti na jejich pohlaví.

APPENDIX

“False friends”

<u>Czech word</u>	<u>Correct translation</u>	<u>“False friend”</u>	<u>Translation of FF</u>
A			
absolvovat	graduate	absolve	dát rozhřešení
abstinent	teetotaller	abstinent	střídmý
adept	novice	adept	odborník
akord	chord	accord	dohoda
aktiv	meeting	active	bystrý
aktualita	topic event	actuality	skutečnost
alimenty	alimony	aliment	potrava
antika	antiquity	antics	skotačení
antikvariát	second-hand bookshop	antiquarian	starožitník
aprobace	teaching qualification	approbation	chvála, souhlas
areál	grounds	areal	oblastní
arch	sheet of paper	arch	oblouk
asparágus	smilax	asparagus	chřest
B			
barák	shack	barracks	kasárny
bazén	swimming pool	basin	povodí
bonbón	sweet	bonbon	fondán

C

cenzura	ensorship	censure	nedůvěra
cisterna	tank	cistern	splachovací nádržka
cylindr	top hat	cylinder	(kyslíková) bomba

D

dekáda	ten days	decade	deset let
děkan	dean	deacon	jáhen
dementovat	deny	dement	duševně upadat
deska	board	desk	psací stůl
distancovat	dissociate	distance	předběhnout
dóm	cathedral	dome	kupole
dóza	tin	dose	dávka
dres	outfit	dress	šaty

E

(dát) echo	tip off	(cheer to) echo	mohutně povzbuzovat
eventuálně	in such a case	eventually	nakonec
evidence	record	evidence	nasvědčovat
exekuce	seizure	execution	poprava

F

fantazie	imagination	fantasy	podivný sen
----------	-------------	---------	-------------

G

galanterie	haberdashery	gallantry	statečnost
------------	--------------	-----------	------------

geniální	brilliant	genial	laskavý
----------	-----------	--------	---------

gumovat	rub out	gum	slepit
---------	---------	-----	--------

gurmán	gourmet	gourmand	nenasyta
--------	---------	----------	----------

gymnázium	grammar school	gymnasium	tělocvična
-----------	----------------	-----------	------------

H

hazard	gambling	hazard	nebezpečí
--------	----------	--------	-----------

hymna	anthem	hymn	chvalozpěv
-------	--------	------	------------

K

kanystr	can	canister	dóza
---------	-----	----------	------

katedra	department	cathedra	biskupský stolec
---------	------------	----------	------------------

kompéndium	handbook	compendium	soubor her
------------	----------	------------	------------

koncept	draft	concept	pojem
---------	-------	---------	-------

konkurence	competition	concurrence	souběh
------------	-------------	-------------	--------

kontinuální	continuous	continual	nepřetržitý
-------------	------------	-----------	-------------

konzultant	supervisor	consultant	primář
------------	------------	------------	--------

kreatura	monster	creature	stvoření
kriminál	jail	criminal	zločinec
kurzíva	italics	cursive writing	psací písmo

L

legitimace	identity card	legitimacy	legitimnost
------------	---------------	------------	-------------

M

manéž	ring	manege	jezdecká škola
manufaktura	manufactory	manufacture	průmysl
maturita	school-leaving exam	maturity	dospělost
mixér	blender	mixer	míchačka
mutovat	break one's voice	mute	tlumit

N

nula	zero	null and void	neplatný
------	------	---------------	----------

P

paragon	receipt	paragon	vzor
paragraf	section sign	paragraph	odstavec
pasta	paste	pasta	těstoviny
perverzní	perverted	perverse	zarytý

promovat	graduate	promote	povýšit
prospekt	leaflet	prospect	budoucnost
provize	commission	provision	zaopatření
Pst!	Shh!	Psst!	Sst!

R

rande	date	rendez-vous	pravidelná schůze
referovat	report	refer	vztahovat se
respektive	precisely	respective	vlastní
róba	gown	robe	župan

S

seriózní	trustworthy	serious	vážný
schéma	diagram	scheme	chytrý podvod
signatura	shelf mark	signature	podpis
skripta	college textbook	script	písmo
smoking	black tie	smoking	kouření
splín	blues	spleen	slezina
step (tanec)	tap dance	step	krok
step (oblast)	prairie	step	schod
stipendium	scholarship	stipend	plat
sympatický	agreeable	sympathetic	soucitný

Š

šéf	boss	chef	šéfkuchař
šikanovat	bully	chicane	kličkovat

T

tablo	photographs of school-leavers	tableau	živý obraz
titulek	headline	title	nárok
trafika	tobacco shop	traffic	doprava
transparent	banner	transparent	průhledný

V

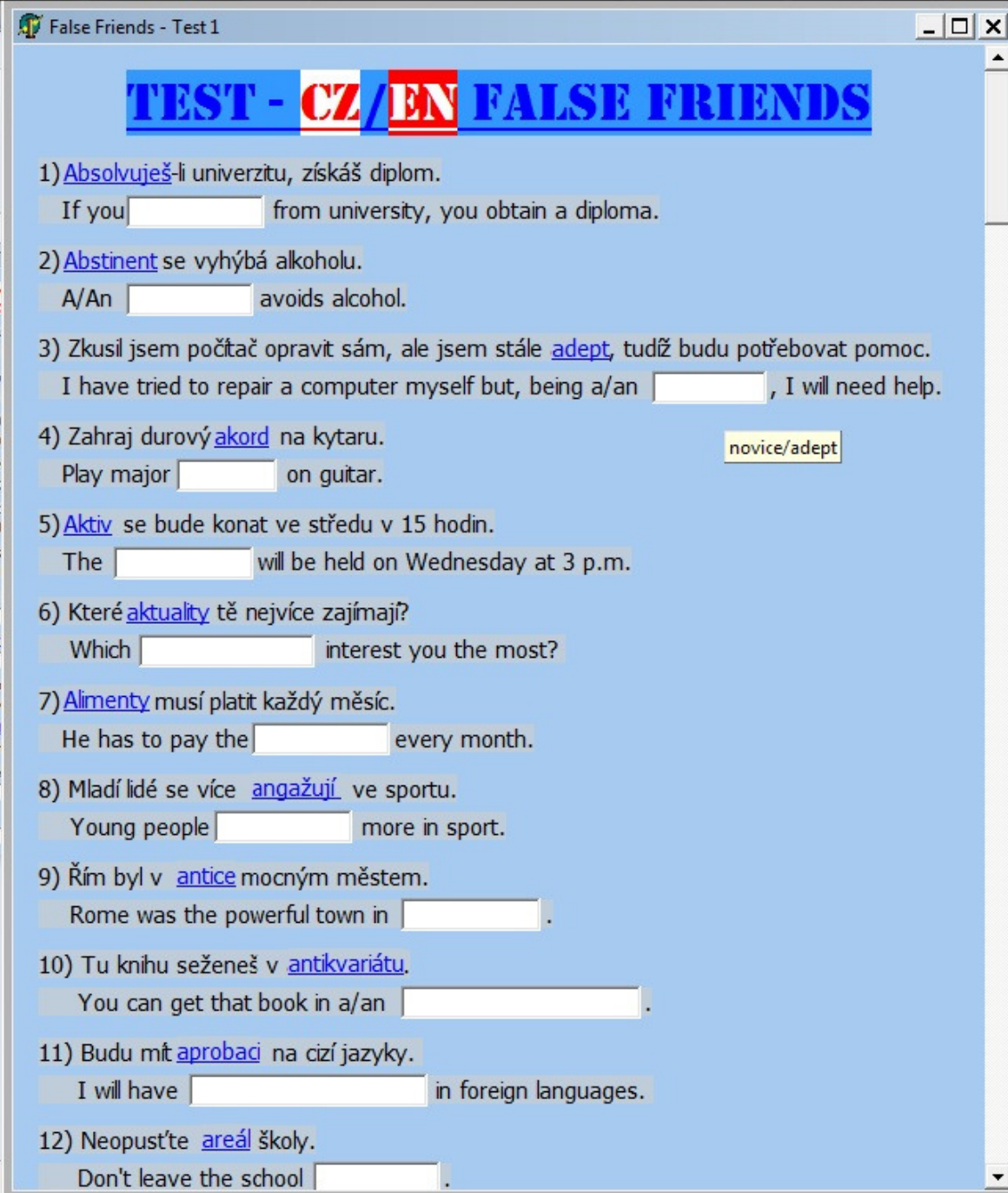
virtuózní	master (of)	virtuous	poctivý
-----------	-------------	----------	---------

Ž

žurnál	magazine	journal	deník
--------	----------	---------	-------

The questionnaires

The first questionnaire - *False Friends - Test 1 (Test 1 En.exe)*



False Friends - Test 1

TEST - CZ/EN FALSE FRIENDS

- 1) Absolvuješ-li univerzitu, získáš diplom.
If you from university, you obtain a diploma.
- 2) Abstinent se vyhýbá alkoholu.
A/An avoids alcohol.
- 3) Zkusil jsem počítač opravit sám, ale jsem stále adept, tudíž budu potřebovat pomoc.
I have tried to repair a computer myself but, being a/an , I will need help.
- 4) Zahraj durový akord na kytaru.
Play major on guitar. novice/adept
- 5) Aktiv se bude konat ve středu v 15 hodin.
The will be held on Wednesday at 3 p.m.
- 6) Které aktuality tě nejvíce zajímají?
Which interest you the most?
- 7) Alimenty musí platit každý měsíc.
He has to pay the every month.
- 8) Mladí lidé se více angažují ve sportu.
Young people more in sport.
- 9) Řím byl v antice mocným městem.
Rome was the powerful town in .
- 10) Tu knihu seženeš v antikvariátu.
You can get that book in a/an .
- 11) Budu mít aprobaci na cizí jazyky.
I will have in foreign languages.
- 12) Neopust'te areál školy.
Don't leave the school .

The second questionnaire - *False Friends - Test 2 (Test 2 Cz.exe)*

The screenshot shows a window titled "False Friends - Test 2" with a teal background. At the top, there is a blue banner with the text "TEST - EN / CZ FALSE FRIENDS" in white and red. Below the banner, there is a list of 20 items, each consisting of an English word followed by a Czech translation input field. The items are:

- 1) absolves from sins
- 2) abstinent life
- 3) adept at gathering information
- 4) accord
- 5) active akord/dohoda
- 6) actuality
- 7) aliment
- 8) got engaged
- 9) antics
- 10) antiquarian
- 11) approbation
- 12) areal
- 13) arch
- 14) asparagus
- 15) barracks
- 16) basin
- 17) bonbons
- 18) censure
- 19) cistern
- 20) cylinder

The third questionnaire - *Udaje.exe*

The screenshot shows a Windows application window titled "Form1" with a blue background. The main heading is "Respondent's information / Údaje respondenta:". The form contains the following fields and controls:

- Titul:** A dropdown menu with "Vyberte" selected.
- Jméno:** A text input field with "Zadejte" as a placeholder.
- Příjmení:** A text input field with "Zadejte" as a placeholder.
- Znalost cizích jazyků:** A group box containing four checkboxes:
 - Anglický jazyk
 - Německý jazyk
 - Francouzský jazyk
 - Další jazyk
- Délka znalosti AJ - roky:** A dropdown menu with "Vyberte" selected, showing a list of numbers from 1 to 9, with "5" highlighted.
- Vysoká škola:** A text input field with "Zadejte" as a placeholder.
- Fakulta:** A text input field with "Zadejte" as a placeholder.
- Obor:** A text input field with "Zadejte" as a placeholder.
- Buttons:** Four buttons are located at the bottom right: "Potvrdit", "Uložit", "Vymazat", and "Ukončit".

Exercises

The first questionnaire - *False Friends - Test 1 (Test 1 En.exe)*:

- 1) Absolvuješ-li univerzitu, získáš diplom.
If you absolve/graduate from university, you obtain a diploma.
- 2) Abstinent se vyhýbá alkoholu.
A/An abstinent/teetotaler avoids alcohol.
- 3) Zkusil jsem počítač opravit sám, ale jsem stále adept, tudíž budu potřebovat pomoc.
I have tried to repair a computer myself but, being a/~~an~~ novice/adept, I will need help.
- 4) Zahraj durový akord na kytaru.
Play major chord/accord on guitar.
- 5) Aktiv se bude konat ve středu v 15 hodin.
The active/meeting will be held on Wednesday at 3 p.m.
- 6) Které aktuality tě nejvíce zajímají?
Which actualities/topical events interest you the most?
- 7) Alimenty musí platit každý měsíc.
He has to pay the aliment/alimony every month.
- 8) Mladí lidé se více angažují ve sportu.
Young people get involved/engage more in sport.
- 9) Řím byl v antice mocným městem.
Rome was the powerful town in anties/antiquity.
- 10) Tu knihu seženeš v antikvariátu.
You can get that book in a/~~an~~ secondhand bookshop/antiquarian.
- 11) Budu mít aprobaci na cizí jazyky.
I will have teaching qualification/approbation in foreign languages.
- 12) Neopust' te areál školy.
Don't leave the school limits/areal.
- 13) Odevzdejte nejméně 3 archy.
Hand in at least 3 arches/sheets of paper.
- 14) Asparágus je rostlina z Afriky.
Smilax/Asparagus is a plant from Africa.

15) Na kraji města je mnoho opuštěných baráků.

There are many deserted barracks/shacks on the fringes of the town.

16) Máte ve vašem městě veřejný bazén?

Do you have a public swimming pool/basin in your town?

17) Mám koupit bonbóny nebo kytici?

Shall I buy sweets/bonbons or a bouquet?

18) Uspořádáme kampaň proti cenzuře na Internetu.

We will organize the campaign against the ensorship/ensure on the Internet.

19) Z cisterny unikly 2 tuny oleje.

Two tons of oil leaked from the tank/cistern.

20) Nasaďte si cyлиндry, pánové.

Put on your eylinders/top hats, gentlemen.

21) První dekáda tohoto měsíce bude rušná.

First ten days/decade of this month will be eventful.

22) Děkan je hlavou univerzity.

Dean/Deacon is a head of university.

23) Dementovala všechny ty fámy.

She demented/denied all the rumours.

24) Vytesal jméno svého otce na kamennou desku.

He carved his father's name into a stone slab/desk.

25) Distancuji se od těchto názorů.

I distanee/dissociate myself from these views.

26) Tento dóm pochází ze třicátých let.

This cathedral/dome dates back to the thirties.

27) Dostala jsem zdarma dózu na čaj.

I got a tea tin/dose for free.

28) Taneční dres je nákladný.

Dancing dress/outfit is expensive.

29) Někdo musel dát policii echo.

Someone must have echoed/tipped the police off.

30) Mohl byste mi eventuálně zavolat?

Could you call me eventually/in such a case?

- 31) Vedete si evidence svých zaměstnanců?
Do you keep a/an evidence/record of your employees?
- 32) Soud nařídil exekuci domu.
The court ordered the seizure/execution of the house.
- 33) Je to žena s bujnou fantazií.
She is a woman with a vivid fantasy/imagination.
- 34) Tohle můžeš sehnat v galanterii.
You can get this in haberdashery/gallantry.
- 35) Mám geniální nápad.
I have got a genial/brilliant idea.
- 36) Gumovala si své poznámky.
She was rubbing/gumming out her notes.
- 37) Tvůj otec je vyhlášený gurmán.
Your father is well-known gourmet/gourmand.
- 38) Má dcera stále studuje na gymnáziu.
My daughter is still studying at gymnasium/grammar school.
- 39) Hazard je začátek jejich konce.
Gambling/Hazard is their downfall.
- 40) Naučte se státní hymnu nazpaměť.
Learn a national hymn/anthem by heart.
- 41) Naplň kanystr vody.
Fill up the water can/canister.
- 42) Vše má na starosti katedra anglického jazyka.
The Cathedra/Department of English is in charge of everything.
- 43) Otevřete se své kompodium.
Open your handbook/compendium.
- 44) Vypracujte koncept a pošlete ho e-mailem.
Make a concept/draft and send it via e-mail.
- 45) Čelíme tvrdé konkurenci.
We face the tough competition/concurrence.
- 46) Kontinuální kontaktní čočky nemusíte v noci vyndávat.
You do not have to take the continuous/continual contact lenses out at night.

- 47) Můj konzultant mi pomohl s bakalářskou prací.
My supervisor/consultant helped me with my undergraduate thesis.
- 48) Nějaká kreatura straší lidi v lese.
A creature/monster haunts people in the forest.
- 49) Patříš do kriminálu.
You belong to jail/criminal.
- 50) Nadpis napište kurzívou.
Write the title in ursive/italics.
- 51) Prokažte svou totožnost legitimací.
Prove your identity by your legitimacy/identity card.
- 52) Cirkusová manéž byla plná lvů.
The circus manege/ring was full of lions.
- 53) Manufaktura je velká dílna s mnoha dělníky.
Manufactory/Manufacture is a big workshop with many factory workers.
- 54) Studium ukončíš s maturitou.
You will finish your studies with the maturity/school-leaving exam.
- 55) V kuchyni mi chybí ještě mixér.
The blender/mixer is still missing in my kitchen.
- 56) Mutuje, jelikož je v pubertě.
His voice is breaking/muting because he is in his teens.
- 57) Dnešní teplota je na nule a níž.
Today's temperatures are at null/zero or below.
- 58) Vystavte mi paragon.
Issue me a paragon/receipt.
- 59) Paragrafu se také říká dvojité S.
The section sign/paragraph is also called the double S.
- 60) Namaž si sardelovou pastu na pečivo.
Spread your bread with anchovy pasta/paste.
- 61) Má opravdu perverzní fantazii.
She has really perverted/perverse imagination.
- 62) Promoval jsem na Západočeské univerzitě v roce 2001.
I promoted/graduated from University of West Bohemia in 2001.

- 63) Ráda bych si nechala vytisknout nějaké prospekty.
I'd like to have some leaflets/prospeets printed.
- 64) Dostává 20% provizi za vše, co prodá.
He gets 20% commission/provision on everything he sells.
- 65) Pst, někdo jde.
Psst/Shh, someone is coming.
- 66) S kým máš rande?
Who is your date/rendezvous?
- 67) Poreferuj mi o té akci.
Give me a report/refer on that event.
- 68) Přijela jsem před týdnem, respektive před 8 dny.
I arrived a week ago, precisely/respective 8 days ago.
- 69) Fotili jsme se v plesových robách.
We were taking pictures of us in ball robes/gowns.
- 70) Vypadá jako seriózní obchodní partner.
He gives the impression of being serious/trustworthy business partner.
- 71) Načrtněte schéma zapojení.
Sketch the circuit diagram/scheme.
- 72) Knihu najdete podle signatury.
You will find the book by shelf mark/signature.
- 73) Tvá skripta jsou na stole.
Your college textbook/script is on the table.
- 74) Vstup jen ve smokingu.
Smoking/Black tie only.
- 75) Mám splín.
I have the spleen/blues.
- 76) Už jsi někdy zkusil step?
Have you ever tried step/tap dance?
- 77) Step se nachází v Severní Americe.
The prairie/step is situated in North America.
- 78) Zažádejte si o stipendium.
Apply for a scholarship/stipend.

- 79) Seznámila se se sympatickým mužem.
She has met a/an sympathetic/agreeable man.
- 80) Kde je šéf?
Where is the boss/chef?
- 81) Jeho spolužáci ho šikanují.
His classmates chicane/bully him.
- 82) Vystavujeme naše tablo.
We exhibit our tableau/photographs of school-leavers.
- 83) Novinový titulek má čtenáře zaujmout.
The newspaper headline/title should engage the readers.
- 84) Kup mi balíček cigaret v trafice.
Buy me a packet of cigarettes in a tobacco shop/traffie.
- 85) Protestující nesli transparenty s hesly.
The protesters carried transparent/banners with slogans.
- 86) Je to naprosto virtuózní houslistka.
She is a consummate virtuous/master of the violin.
- 87) Módní žurnál vychází každý týden.
The fashion magazine/journal comes out every week.

The second questionnaire - *False Friends - Test 2 (Test 2 Cz.exe)*:

1) <u>absolves</u> from sins	dát rozhrěšení/ absolveovat
2) <u>abstinent</u> life	abstinující /střídmý
3) <u>adept</u> at gathering information	odborník/ adept
4) accord	akord /dohoda
5) active	bystrý/ aktivní
6) actuality	aktualita /skutečnost
7) aliment	potrava/ alimenty
8) get engaged	zasnoubit se/ angažovat se
9) antics	antika /vylomeniny
10) antiquarian	antikvariát /starožitník
11) approbation	souhlas/ aprobace
12) areal	areál /oblastní
13) arch	oblouk/ areh (papíru) /areha
14) asparagus	chřest/ asparágus
15) barracks	kasárny/ baráky
16) basin	bazén /povodí
17) bonbons	bonbóny /fondány
18) censure	nedůvěra/ enzura
19) cistern	eisterna /splachovací nádržka
20) cylinder	bomba (kyslíková)/ eylindr
21) decade	deset let/ deset dnů
22) deacon	děkan /jáhen
23) become <u>demented</u>	bláznit/ dementovat
24) desk	psací stůl/ deska
25) distanced	předběhnout/ distancovat
26) dome	kupole/ dóm
27) dose	dávka/ dóza
28) dress	dres /šaty
29) cheer to <u>echo</u>	dát eeho /mohutně povzbuzovat
30) eventually	eventuálně /nakonec
31) no <u>evidence</u>	žádná evidence /nenasvědčovat

32) execution	poprava/ exekuce
33) fantasy	fantazie /podivný sen
34) gallantry	galanterie /statečnost
35) genial	geniální /laskavý
36) gum	slepit/ gumovat
37) gourmand	nenasyta/ gurmán
38) gymnasium	gymnázium /tělocvična
39) hazard	nebezpečí/ hazard
40) hymn	chvalozpěv/ hymna
41) canister	dóza/ kanyst
42) cathedra	katedra /biskupský stolec
43) compendium	soubor her/ kompendium
44) concept	pojem/ koncept
45) concurrence	souběh/ konkurence
46) continual	kontinuální /nepřetržitý
47) consultant	primář/ konzultant
48) creature	stvoření/ kreatura
49) criminal	kriminál /zločinec
50) <u>cursive</u> writing	kurzíva /psací písmo
51) legitimacy	legitimnost/ legitimace
52) manege	jezdecká škola/ manéž
53) manufacture	manufaktura /průmysl
54) maturity	maturita /dospělost
55) mixer	mixér /míchačka
56) mute	mutovat /ztlumit
57) null and void	neplatný/ nulový
58) paragon	vzor/ paragon
59) paragraph	odstavec/ paragraf
60) pasta	pasta /těstoviny
61) perverse	perverzní /zarytý
62) promote	promovat /povýšit
63) prospect	budoucnost/ prospekt

64) make <u>provision</u>	zaopatřit/ provize
65) Psst!	Pšt!/Sst!
66) rendezvous	rande /pravidelná schůze
67) refer	vztahovat se/ referovat
68) respective	vlastní/ respektive
69) robe	župan/ róba
70) serious	vážný/ seriózní
71) scheme	chytrý podvod/ schéma
72) signature	podpis/ signatura
73) script	skripta /písmo
74) smoking	kouření/ smoking
75) spleen	splín /slezina
76) step	step/krok
77) Mind your <u>step</u> !	schod/ step
78) stipend	plat/ stipendium
79) sympathetic	soucitný/ sympatický
80) chef	šéfkuchař/ šéf
81) chicane	šikanovat/kličkovat
82) tableau	živý obraz/ table
83) title	nárok/ titulek
84) traffic	trafika /doprava
85) transparent	průhledný/ transparent
86) virtuous	poctivý/ virtuózní
87) journal	deník/ žurnál