

Proficiency exam preparation course: Grammar and usage component

Session 3 (Lesson 5-6) Advanced Passive Structures I Articles and Relative Clauses

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BEFEKTETÉS A JÖVŐBE

Session 3 (Lesson 5-6)

Advanced Passive Structures I

Articles and Relative Clauses

I. Advanced Passive Structures with Gerund and To Infinitive

1. Passive structures with gerund

After verbs requiring gerund such as

like, love, enjoy, hate, dislike, avoid, can't stand, can't bear etc.

For more details see handout 'Session 2'. 'A' stands for 'active sentence' and 'P' stands for 'passive sentence'.

a. The subject in the active first clause becomes the subject in the passive second clause.

Step 1 A: Tom hates that/when people call him names.

Step 2 P: Tom hates that/when **he is called** names.

Step 3 P: Tom hates ~~that/when he is~~ called names.

Step 4 **Verb requiring gerund** (e.g. hate) + **being +V3**

Step 5 P: Tom hates being called names.

b. The direct object (tárgy) in the active second clause becomes the subject in the passive second clause.

Step 1 A: Tom hates when/that people call his kids names.

Step 2 P: Tom hates when/that his kids are called names.

Step 3 P: Tom hates ~~when/that his kids are~~ called names.

Step 4 **Verb requiring gerund** (e.g. hate) + **object of active 2nd clause** (his kids) **being +V3**

Step 5 P: Tom hates his kids being called names.

c. Expressing antecedence in the second clause

The subject in the active first clause becomes the subject in the passive second clause expressing antecedence.

Step 1 A: Tom hated that people **had called** him names.

Step 2 P: Tom hated that he had been called names.

Step 3 P: Tom hated ~~that he had been~~ called names.

Antecedence in the second clause is expressed by the use of HAVE + V3

Step 4 **Verb requiring gerund + having been + V3**

Step 5 P: Tom hated having been called names.

d. Expressing antecedence in the second clause. The direct object (tárgy) in the active second clause becomes the subject in the passive second clause.

Step 1 A: Tom hated that people **had called** his kids names.

Step 2 P: Tom hated that his kids **had been called** names.

Step 3 P: Tom hated ~~that his kids~~ **had been called** names.

Step 4 **Verb requiring gerund + object of active 2nd clause (his kids) + having been + V3**

Step 5 P: Tom hated his kids having been called names.

Practice tasks.

Task 1 Rewrite the sentences keeping the original meaning with the use of gerund.

1. She dislikes if others make fun of her in public.
She _____.
2. He hates that people don't throw away trash.
He _____ trash _____. (P)
He _____ people _____. (A)
3. Katie can't stand when others laughed at her.
Katie _____. (P)
Katie _____ others _____. (A)
4. Tom was sick of that people had gazed at him for his height.
Tom _____. (P)
Tom _____ people _____. (A)
5. Sue disliked that her boss had humiliated her friend.
Sue _____ her friend _____. (P)
Sue _____ her boss _____. (A)

Task 2 Translate the following sentences into English.

1. Utálja, ha nem figyelnek rá.
2. Utálta, hogy nem figyeltek rá.
3. Patrick nem bírta elviselni, ha iskolában régen megkritizálták.
4. Patrick nem bírta elviselni, ha iskolában régen megkritizálták a munkáját.

2. Passive structures with to infinitive

Verbs requiring to infinitive + another verb

e.g. want, would like, refuse, try, need, promise, request, ask, demand, etc.

a. The subject in the sentence is the same.

Step 1 A: He wants that they should promote him.

Step 2 He wants ~~that he should~~ be promoted.

Step 3 **Verb requiring to infinitive + Passive: be + V3 → TO + BE + V3**

Step 4 P: He wants to be promoted.

Negative sentence:

P: He wants to be not promoted. = He wants not to be promoted.

= P: He doesn't want to be promoted.

b. The subject in the two clauses is not the same.

Step 1 A: He wants that they should promote his colleague.

Step 2 He wants ~~that his colleague should~~ be promoted.

Step 3 **Verb requiring to infinitive + new subject + Passive: be + V3 → TO + BE + V3**

Step 4 P: He wants his colleague to be promoted.

Negative sentence:

P: He wants his colleague to be not promoted. = He wants his colleague not to be promoted.

= P: He doesn't want his colleague to be promoted.

c. BE + adjective + to + passive: be + V3

A: It was sure that they would give an award to the film.

P1 P2 (P1 direct object=tárgy; P2 indirect object=részes hat.)

STEP 1 P1: It was sure that an award would be given to the film.

P2: It was sure that the film would be given an award.

STEP 2 P1: It was sure that an award would be given to the film.

STEP 3 **P1: An award was sure to be given to the film.**

STEP 2 P2: It was sure that the film would be given an award.

STEP 3 **P2: The film was sure to be given an award.**

Practice tasks.

Task 3 Rewrite the sentences keeping the original meaning with the use of to infinitive or gerund.

1. He wouldn't like that Tom should invite us to the party.
He _____ Tom _____.
He _____ us _____ by _____.
2. Did he refuse that they should treat him disrespectfully?
Did he _____?
3. My desire was that they should appoint him director. But they chose someone else.
I (want) _____ him _____.
4. It is not sure that the examiner will ask you that question.
P1 That question _____.
P2 You _____.
5. It was likely that her parents were not going buy her a car for her birthday.
She _____.
A car _____.
6. These kids can't stand if they are threatened with punishment.
These kids _____.
7. She did her best to prevent anyone from following her at night.
She (avoid) _____.
8. She likes if people call her dog Jenny.
She _____.
9. She didn't accept that people treated her badly.
She _____.
10. Sarah disliked when they her parents had taken her favorite teddy bear away from her.
Sarah _____ (P)
Sarah _____ (A)
11. It was not sure that the former number one tennis player would be given a wild card at Wimbledon.
The former number one tennis player _____.
A wild card _____.
12. She has never accepted that anyone would discriminate against her because she is a woman.
_____.

II. ARTICLES

Definite article: the

Indefinite article: a, an Zero article: no article used

The use of articles:

1. There is no definite article (the) before nouns when we speak about them in general such as

- **plural countable nouns:** I like dogs.
- **plural uncountable nouns:** She doesn't like milk.
- **names of languages:** She is learning Russian. **BUT** She is learning THE Russian language.
- **names of colors:** I love purple. **BUT** I love the color purple.
- **names of meals, holidays, feasts, seasons, months, the days of the week:**
Christmas is my favorite holiday. I love summer. I don't have breakfast. I hate Monday(s).
- **BUT if we talk about a specific time expression, the definite article may be used:**
They are getting married in the summer. The evening was warm. I will always remember the Christmas when I met you.

2. However, we use the definite article when we speak about specific nouns.

I like purple. (in general)	vs.	I like the purple in your T-shirt. (specific color)
I love dogs. (in general)	vs.	I love the dogs next door. (specifically speaking)
Water is essential to life. (general idea)	vs.	The water in River Danube is polluted. (specified water)

3. There is no definite article before

- **names of streets, squares, parks:** Let's meet at Széchenyi Square. Do you still live in Király Street?
- **names of sports, school subjects, disciplines:** Humanities are as important as sciences. Do you prefer history to mathematics? He goes to baseball practice every day.
- **certain institutions when we talk about them in general:** He is in prison. The kids go to school by bus. He was in hospital for a month. They go to church every Sunday.
- **BUT the definite article is used if we talk about specific institutions:** Nobody was in the church. I always wait for him in front of the school. He is in the hospital where my sister works.
- **before 'bed', 'work', and 'home'.** Are you (at) home now? Home is where the heart is. She is not going to work today. It's late, the kids should be in bed now.
- **before last, this, that, next in time phrases:** Let's meet this/next weekend.
- **before rivers, lakes, and mountains:** River Thames, Lake Balaton, Mecsek Mountain etc.
- **before geographical names:**
continents: in/to Europe/Australia **BUT** the Antarctic, the Arctic
countries: in/to England/Hungary **BUT** the UK, the U.S.A., the Netherlands, the Hague, the Mideast
- **before monuments:** Heroes' Square, Piccadilly Circus, Canterbury Cathedral
- **in phrases:** on TV, on demand, upon request, on average

4. The definite article is used in phrases such as

- **in the morning/afternoon/evening/daytime, during the day** **BUT** **at noon/midnight/dusk/dawn**
- **musical instruments:** Can you play the guitar/piano/violin/flute/drum/oboe/keyboards...?
- **the cinema/ theater/ opera/downtown/ city center; the countryside/the country**

- Let's go to the theater/the downtown/the countryside tonight.
- **when referring to the whole family:** The Taylors are rude people, I don't like them.
 - **adjectives used as plural nouns:** the + adjective:
The rich will always be rich and the poor will always be poor. The German (=German people) drink a lot of beer.
 - **directions:** in the east/west/south/north, in the center/middle, on the right/left, in/at the corner, in the foreground/background etc.
 - **in phrases:** on/over the phone, on the radio, on the internet, on the spot, on the contrary
look sy in the eye, pat sy on the shoulder, to be paid by the hour, be in the red, have the courage to do sg, to be on the same page/side
 - **before cardinals:** the first/last/second/tenth etc. Henry VIII (pronounced as 'Henry the eighth')
 - **before superlatives:** the fastest, the least, the most expensive etc.
BUT a fastest car = a very fast car, a most expensive watch = a very expensive watch

5. There is no indefinite article (a, an)

- **with uncountable nouns:** information, advice, news, furniture, equipment, damage, work, homework, housework, luggage, baggage, space, research
I have much/some/little news to tell you.
Let me give you some/a piece of advice.
No damage was caused by the storm.
Being a teacher is hard work.
I conducted research on how to enhance students' motivation to learn languages.
Glass is a solid substance.
- BUT:** I admire the works of Shakespeare/Picasso.
I could find a space to park my car.
Can I have a glass of red wine?
- **means of transport:** go/travel/come by car/tram/bus/train/plain/bicycle etc.
BUT
- **when referring to a specific vehicle:** sleep in the car, take the train, be on the plane, sit in the boat
- **with phrases:** be in trouble, in confidence, in silence, with/without hesitation/pleasure/satisfaction
by mistake/chance/accident/heart, on foot/tiptoe, be on board, etc.

6. The Indefinite article is used when speaking about

- **a person's job or situation:** He is an astronomer. He was in a hurry. The car was in a bad condition.
- **any indefinite countable noun:** She was wearing a warm coat. He is reading a book. He had a sandwich for breakfast.
- **in phrases such as What a/n + noun, such a/n + noun**
What a great movie! Never in my life have seen such a slushy movie.
- **in phrases such as**
once in an hour/a year etc., to be in a hurry, make a decision, make a noise, make a fuss, take a step, take a seat, go for a walk, give a presentation etc. have a sandwich,
in low voice, in a...way/manner/fashion: in an interesting way=interestingly
with/without a smile/word/sigh

Task 4

Complete the text with an article: definite (the)/indefinite (a/an)/zero article (no article).

As _____ second language acquisition was gradually associated with _____ study of language ecology, _____ ecological perspective provided _____ bridge to link _____ second language to _____ language socialization. _____ major principle inherent in _____ language ecological approach is that _____ language, _____ learner/user of _____ language, and _____ environment are not separated from _____ one another, nor are they scrutinized in _____ isolation; instead, they are studied as _____ interactional and dialogic relationship. _____ main tenets of _____ ecological approach include _____ emergent nature of language and language use, _____ crucial role of _____ affordances of _____ environment, _____ mediating function of _____ language in _____ education, and _____ historicity and _____ subjectivity of _____ second language learning experience with _____ inherent conflict existing within it.

_____ Ecological linguists focus on how natural and social factors shape _____ linguistic patterns and how these patterns, in turn, influence _____ nature and _____ society. It is _____ intriguing question how _____ adolescent and adult second language learners socialized in their first culture experience _____ second language socialization. _____ ecological view of _____ second language acquisition is dynamic, temporal and replete with _____ changes. This view is also multiscalar, because it considers not only _____ individuals learning or using _____ language but also _____ educational, social and historical context. In terms of _____ learners' biographical timescale, _____ learner being taught _____ second language is also _____ former child having been socialized in _____ first language and _____ future adult wishing to use his/her languages in _____ various ways. _____ ecological perspective encompasses _____ approach taken by this study, since it takes _____ holistic and complex look at _____ language learners and their language learning processes comprising linguistic, psychological, emotional as well as environmental factors with _____ regard for temporal changes.

As _____ inherent part of _____ ecological perspective, _____ language socialization plays _____ crucial role in _____ process of socialization. In _____ case of second language acquisition, _____ second language socialization of one language learner greatly differs from that of _____ other learners or _____ native speakers. Consequently, _____ second language learners' identity construction based on _____ first language social, cultural, and linguistic experiences is not _____ tabula rasa; thus, their past experiences as _____ former children shaping their social, cultural, and linguistic identity must be taken into _____ account when teaching them _____ second language which is interwoven with _____ second language cultural, social, historical, and _____ ideological dimensions.

Drawing on this holistic approach, it is highly intriguing to explore how _____ English speakers from various linguacultural backgrounds who have undergone _____ diverse socialization and enculturation processes construct meaning in _____ English language interactions. In this global world, _____ English language exchanges take place between _____ native English speakers or _____ non-native English speakers or between _____ native and _____ non-native English speakers, resulting in _____ multicultural backgrounds of English speakers. Besides _____ interactants' various backgrounds, their different histories, goals, aspirations, dreams, and fears also drive these interactions and shape _____



speakers' identity, which then further shapes their second language learning trajectories. Therefore, it is not _____ surprise that _____ number of studies exploring _____ language learners' identity construction has been on _____ increase in _____ past two decades.

Task 5 Proficiency Exam Task

All <u>individuals</u> become cultural <u>being</u> through <u>the</u> process called <u>enculturation</u>	0. C
<u>refers to</u> how people think and <u>act</u> similarly in <u>a</u> country. Family, friends, education, media,	1.
and hobbies teach <u>an</u> individual <u>to</u> prefer <u>the</u> ways of behavior, thinking, and speaking <u>that</u>	2.
other people in <u>the</u> country <u>prefer</u> . It settles <u>on</u> people like invisible glasses, <u>being shaped</u>	3.
<u>how</u> they <u>perceive</u> and <u>interpret</u> things, people, and events around them. <u>The</u> process	4.
<u>becomes</u> complete <u>by</u> late adolescence, and these cultural perspectives, <u>have become part of</u>	5.
and shape <u>the person's</u> identity, are invisible <u>to</u> the individual. Individuals <u>becoming</u> aware of	6.
<u>their first</u> language culture and <u>socialization</u> <u>when</u> they encounter <u>with</u> another culture or a	7.
new language, <u>enabling</u> them <u>to</u> compare and contrast <u>two cultures</u> . <u>Since</u> language is	8.
<u>a paramount media</u> <u>of</u> socialization and enculturation, language and culture <u>are interwoven</u>	9.
<u>in</u> language learning, <u>which being held</u> true <u>for</u> second language acquisition, as well. Learning	10.
<u>a second language</u> can <u>be shaping</u> not only <u>learners'</u> linguistic identity construction but <u>also</u>	11.
their cultural and social identity construction, <u>since</u> with <u>the</u> new language <u>coming</u> <u>a</u> new	12.
<u>consciousness</u> as well. <u>In this</u> study, <u>the</u> terms socialization and enculturation are <u>being</u> used	13.
<u>synonymously</u> , <u>as</u> they denote the processes and experiences <u>experienced</u> by <u>novices</u> in a	14.
new real or <u>imaginative</u> community. These <u>overlapping</u> terms reflect <u>the</u> different <u>theoretical</u>	15.
<u>stance</u> of researches <u>studying</u> such <u>phenomenons</u> instead of <u>semantic</u> differences <u>embedded</u>	16.
in these terms.	17.
Identity construction is <u>vital</u> in <u>recognizing</u> oneself as <u>distinct</u> and different from others <u>as well</u>	18.
as <u>in</u> <u>realizing</u> similarities and differences <u>between</u> oneself and others. Language <u>has played</u>	19.
<u>a vital</u> role in <u>the</u> individual's social, cultural, and <u>linguist</u> identity construction. <u>Therefore</u> ,	20.
<u>learning</u> a new language <u>should shape</u> <u>the</u> individual's identity construction <u>at</u> various levels	21.
and in various ways. <u>Consequently</u> , identity <u>ought to be</u> (re)produced in <u>discourse</u> . Thus	22.
identity is not <u>independent of</u> context and situation; <u>rather</u> , it <u>emerges</u> and <u>shapes</u> in	23.
and <u>via</u> social <u>interactions</u> ; therefore, identity <u>maybe</u> perceived <u>as</u> social behavior	24.
<u>having characteristic of</u> an individual or a group. Finally, identity <u>has become</u> viewed as <u>a</u>	25.
<u>constantly changing</u> , diverse, heterogeneous, and often <u>fragmenting</u> , or <u>incomplete</u> entity.	26.
it is <u>highly</u> intriguing <u>to</u> explore how English speakers <u>came</u> from various <u>linguacultural</u>	27.
<u>backgrounds</u> who <u>have undergone</u> diverse socialization <u>and</u> enculturation <u>processes</u> construct	28.
meaning in <u>the</u> English language interactions. Thus, it <u>came</u> as <u>not</u> a surprise <u>that</u> the number	29.
of studies <u>explored</u> language learners' identity construction <u>has been</u> on <u>the increase</u> in the	30.
past two decades.	