

Proficiency exam preparation course: Grammar and usage component

Session 4 (Lesson 7-8) Advanced Passive II Relative Causes

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BEFEKTETÉS A JÖVŐBE

Session 4 (Lesson 7-8)

Advanced Passive II

Relative Clauses

I. Advanced Passive II

Azt beszélük/hiszik/tartják róla, hogy...

I. Present Simple

1. Azt beszélük róla, hogy kémkedik a CIA-nak.

Simple Passive: passive + TO +V1

A: They say that he spies for the CIA.

P: It is said that he spies for the CIA.

P: He is said to spy for the CIA.

2. Azt beszélük róla, hogy a CIA fel szokta bérelni kémkedésre.

Double passive: passive + to BE V3

A: They say that the CIA hires him to spy on people.

P: It is said that he is hired by the CIA to spy on people.

P: He is said to be hired by the CIA to spy on people.

II. Future Simple

Azt gondolják róla, hogy jövőre kinevezik.

Simple Passive: Simple Passive: passive + TO +V1

A: They think that he **will** get a promotion.

P: It is thought that he **will** be promoted/he **will be** given a promotion/a promotion **will be** given to him.

He is thought to get a promotion.

Double passive: passive + to BE V3

He is thought to be promoted/to get promoted next year.

P1: A promotion is thought to be given to him next year.

P2: He is thought to be given a promotion next year.

They are said to have been training J.B. for this mission for 2 months.

2. Double passive: passive + have been being V3

Azt beszélnek James Bond-ról, hogy két hónapig képzették ki erre a küldetésre.

A: They say that J. B. was being trained for this mission for 2 months.
has been being trained
had been being trained

P: It is said that J. B. was being trained for this mission for 2 months.
has been being trained
had been being trained

P: J.B. is said to have been being trained for this mission for 2 months.

3. Antecedence: Azt beszélték James Bond-ról, hogy két hónapig képzették ki erre a küldetésre.

A: They **said** that they **had been training** James Bond for this mission for 2 months. Előidejűség/függő beszéd/antecedence/indirect speech

P: They **were said to have been training** James Bond for this mission for two months.

P: James Bond **was said to have been being trained** for this mission for two months.

Practice

Task 1

Transform the following sentences into passive form keeping the original meaning.

1. They say he is a philanthropist.
It _____.
He _____.
2. They believe she is working as a bartender in New Orleans.
It _____.
She _____.
3. People think that he has lost all his money gambling.
It _____.
He _____.
4. People say that he was working for the mafia for decades.
It _____.
He _____.

5. They think she was only hired for her looks.
It _____.
She _____.
6. They say the doctors are operating on the minister now.
It _____.
The doctors _____.
The minister _____.
7. They believed Tom had been arrested for embezzlement.
It _____.
Tom _____.
8. They say government agents executed him because he knew too much.
It _____.
The government agents _____.
He _____.
9. People think that the organization were training the dog for nine months.
It _____.
The organization _____.
The dog _____.
10. They think that the management is discussing the matter now.
It _____.
The management _____.
The matter _____.
11. People believed that Brad Pitt had cheated on Angelina Jolie.
It _____.
Brad Pitt _____.
Angelina Jolie _____.
12. People thought that workers had been building the secret passage for over 2 years.
It _____.
Workers _____.
The secret passage _____.

Task 2

Translate the sentences into English using passive voice.

1. Úgy tartják, hogy megcsalja a barátnőjét. (simple & double passive)
2. Azt beszélük róla, hogy most börtönben van.
3. Azt beszélük róla, hogy most börtönbüntetését tölti egy fegyházban. (serve one's time, penitentiary)
4. Úgy hitték, hogy egy csavargó tört be a házba. (simple & double passive) (tramp, burgle/break into)
5. Azt gondolták róla, hogy évekig árult drogot. (simple & double passive)
6. A szülők azt gondolják a gyerekekről, hogy most épp a házijukat csinálják.

II. Relative Clauses

Non-identifying (bővítő) relative clauses: when adding extra information that is not an integral part of the sentence, and it is marked with comas (... , non-identifying clause, ...)

1. Who, which when referring to the subject (aki, amely)

My sister, who has just turned 28, is a journalist for the New York Times.

The church, which is about 5 kilometers from here, was built in the 16th century.

2. Accusative who or whom and which referring to the subject (akit, amelyet)

Mr Smith, who/whom we met at the party, is my ex-husband.

His third book, which is about a historical event, was nominated for the Noble Prize.

3. Whose, ...of which (akinek a ..., amelynek a...)

Dr. Lewis, whose office is in Baker Street, was arrested last night.

This strange book, the author of which is an African woman, is a best-seller.

4. Preposition + whom/which or who/which...+ preposition

Brad Pitt, with whom I had made an interview two years ago, was taken to hospital last night. =

Brad Pitt, who/whom I had made an interview with two years ago, was taken to hospital last night.

This book, on which this movie was based, was a best seller. =

This book, which this movie was based on, was a best-seller.

Identifying (szűkítő) relative clauses: the extra information in the sentence is an integral part of the sentence that cannot be removed; thus, no coma is used in the sentence.

1. Who/that (aki, aki), that/which (ami, amely)

My sister who/that lives in New York is a journalist for the New York Times.

The book that/which I had read first was better than the sequel.

2. The relative pronoun can be left out if the pronoun is the object of the clause.

The girl (who/that) you met in the party is my girlfriend.

The book (that/which) you gave me was great.

It is the best book (that/which) I've ever read.

3. Whose,of which

I know the family whose house burnt down yesterday.

I saw the Ferrari the tires of which were punctured.

4. Preposition + whom/which or who/which...+ preposition

I had a class with the teacher with whom you had an argument. =

I had a class with the teacher who/that you had an argument with.

The knife with which he was killed was found close to the murder site. =

The knife which he was killed with was found close to the murder site.

5. In which = where

This is the house in which my mother lived. =This is the house where my mother lived.

6. Why

That's why we left the party early. That is the reason why we left the party early.

7. What, that, and which

a. *'What' is used when the relative pronoun is the object of the clause. It never refers to a noun. (Never use 'what' with a noun.)*

I cannot hear what you are saying. What I did was wrong. I knew what he meant. I didn't know what to do.

b. *'That' or 'which' is used when there is an object in the clause. They always refer to a noun. (Use 'that' or 'which' with a noun.)*

I liked the books that/which I got for my birthday.

c. *'Which' can refer to a whole sentence, in that case a coma is used before 'which'. (Use '..., which' to make a judgment about a whole sentence.)*

The neighbors are always listening to music very loudly, which greatly annoys me.

He didn't marry her, which has been his greatest regret ever since.

He has failed the exam again, which is a shame.

Task 3

Complete the text with a relative pronoun and/or a preposition as needed.

_____ linguists refer to language _____ symbolic power they refer to the power of language users not just to say things correctly and appropriately, but to 'do things with words'. This well-known phrase _____ John Austin is usually taken to refer to a speaker's ability, given the right conditions, to bring _____ a change of reality through words: to marry or christen or vote are acts _____ come to pass by sheer performance of appropriate words by the appropriate person. Indeed, these utterances are a prime example _____ the symbolic power of performatives. Ultimately, Austin suggested _____ all utterances have a performative dimension, as they all have _____ speech act theory calls a perlocutionary effect, _____ is, they act _____ reality through the very performance of the words uttered. Some scholars _____ Bourdieu argue _____ it is ultimately the power of history _____ gives words their symbolic power. History is made _____ little speech acts _____ can sediment through time in the form of tradition and subvert the tradition _____ conditions are right. More recently, philosophers of language, interested _____ the relation of language and symbolic power, have looked less _____ large entities for the source of symbolic power _____ to the language users themselves and _____ they do with language to uphold or subvert the power of dominant institutions. Bourdieu eloquently demonstrated in 'Language and Symbolic Power' _____ the exercise of symbolic power can also take the form of rituals, _____ is, uses of language _____, rather than contest convention, reinforce dominant values. Rituals can range _____ ostensible communication acts _____ verbal politeness such as 'Hi, how are you?' – 'Fine, how are you?' _____ the mindless use of current euphemisms such as 'empowerment' or 'partnership'. These rituals do not carry any particular referential meaning, their purpose is rather to wield subjective and social symbolic power _____ upholding the conventional ethos of friendly interaction and democratic opportunity. Thereby, ritualized speech fills the vagaries of daily life _____ soothing, predictable little verbal practices _____ mirror and uphold the larger social order. To understand the link between symbolic

form and symbolic power, it is useful to go back to a little essay _____ the French semiologist and literary critic Barthes published in 1957 _____ the title 'Myth Today'. Myth, he said, empties words and images of their historical context and fills them _____ timeless ideological content _____ serves the interests of its creators. Myth highlights the fact _____ language makes meaning not only by referring _____ or standing _____ things in the world, but by evoking or indexing them. In its indexical capacity, myth is, however, ambiguous. It can bring to the fore _____ we have called the realm of the symbolic. It can take the form of narratives _____ reveal essential truths _____ the human condition even if the events _____ they relate are fictional. _____ the other hand, myth can be a form of speech _____ the symbolic order has been hijacked and replaced by the subjective realm of a symbolic order _____ masquerades as a symbolic order. It is a way of using language less for its objective truth value _____ for the subjective beliefs and emotions it expresses, elicits, and performs. _____ other words, beyond its referential meaning, mythic speech focuses _____ the aesthetic, _____ is, perceptual, aspects of words and _____ the affective impact of their connotations, and the way they shape the relationship _____ addresser and addressee. It then transforms subjective connotation _____ objective denotation _____ if it were a conventional meaning _____ everybody agrees _____.