

Proficiency exam preparation course: Grammar and usage component

Session 5 (Lesson 9-10) Reduced Relative Clauses

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BEFEKTETÉS A JÖVŐBE

Session 5
Lesson 9-10

Reduced Relative Clauses

USE

Reduced relative clauses reduce (i.e. shorten) active and passive sentences. The subject and/or the tense in the reduced relative clause is specified in the other, non-reduced clause. Therefore, the subject (and often the tense) in both clauses is identical, and this is why the other non-reduced clause can imply (i.e. implicitly provide) the missing information in the reduced relative clause.

I. Gerund (verb + ing) reduces (i.e. shortens) active sentences.

1. Reducing a continuous relative clause

a. Continuous tense in the reduced relative clause + simple tense in the other clause.

Normal (non-reduced) relative clause: While I was walking on the beach, I found a wallet.

Reduced relative clause: While/When walking on the beach, I found a wallet.

Note: The subject and the tense in the other, non-reduced clause specifies the subject ("I") and the tense (past tense) in the reduced relative clause.

Normal (non-reduced) relative clause: While he is walking on the beach, he will find a wallet.

Reduced relative clause: While/when walking on the beach, he will find a wallet.

Note: The subject and the tense of the other, non-reduced clause specifies the subject ("he") and the tense (future) in the reduced relative clause. Future tense is not used after while/when/if-clauses; therefore, the first clause is in present continuous tense instead of future continuous.

Normal (non-reduced) relative clause: While we are walking on the beach, we find a wallet.

Reduced relative clause: While walking on the beach, we find a wallet.

Note: The subject and the tense of the other, non-reduced clause specifies the subject ("we") and the tense (present) in the reduced relative clause.

b. Continuous tense in the reduced relative clause + continuous tense in the other clause.

Normal (non-reduced) relative clause:

While/when I was walking on the beach, I was talking with a friend.

Reduced relative clause:

While/when walking on the beach, I was talking with a friend.

Note: The subject and the tense of the other, non-reduced clause specifies the subject (“I”) and the tense (past tense) in the reduced relative clause.

Normal (non-reduced) relative clause:

While he is walking on the beach, he will be talking with a friend.

Reduced relative clause:

While/when walking on the beach, he will be talking with a friend.

Note: The subject and the tense of the other, non-reduced clause specifies the subject (“he”) and the tense (future) in the reduced relative clause. Future tense is not used after while/when/if-clauses; therefore, the first clause is in present continuous tense instead of future continuous.

Normal (non-reduced) relative clause:

While we are walking on the beach, we are talking with a friend.

Reduced relative clause:

While walking on the beach, we are talking with a friend.

Note: The subject and the tense of the other, non-reduced clause specifies the subject (“we”) and the tense (present) in the reduced relative clause.

2. Imbedded reduced relative clause

The reduced relative clause is imbedded between two clauses (in the sentence)

a. Reducing a continuous clause

Normal (non-reduced) relative clause:

The woman in the red dress who is sitting at the bar is flirting with you.

Reduced relative clause:

The woman in the red dress sitting at the bar is flirting with you.

Note: The subject and the tense of the other, non-reduced clause specifies the subject (“the woman”/“she”) and the tense (present) in the reduced relative clause.

b. Reducing a simple clause that specifies the subject

Normal (non-reduced) relative clause:

The device that measures the make-up of the Martian atmosphere has had a malfunction.

Reduced relative clause:

The device measuring the make-up of the Martian atmosphere has had a malfunction.

3. Expressing a cause-and-effect relationship between two clauses

A consequence of the first clause is expressed in the second clause: Clause 1..., which + Clause 2

Normal (non-reduced) relative clause:

Past and present experiences drive people's interactions with others, which shapes the way they think about themselves and others.

Reduced relative clause:

Past and present experiences drive people's interactions with others, shaping the way they think about themselves and others.

4. Transforming/Reducing the first clause

a.

In the "normal" sentence, there are two equal clauses with a subject + verb + object sequence (in both of them). Then, the subject in the first clause is omitted, and the first clause is transformed into a gerund clause; thus, the first clause becomes the (complex) subject of the sentence and the second clause contains the predicate (verb (+object)). This structure is frequently used when the subject/doer of the first clause is unknown or unimportant.

Normal (non-reduced) relative clause:

If they/doctors/nurses provide treatment on the phone, they will provide help to patients sooner.

Reduced relative clause:

Providing treatment on the phone will provide help to patients sooner.

b. Omitting the "it is + adjective + to infinitive + verb" structure

Normal (non-reduced) relative clause:

It was a good solution to provide treatment to patients on the phone, because it (has) reduced waiting lists considerably.

Reduced relative clause:

Providing treatment to patients on the phone proved to be a good solution, (thus) reducing waiting lists considerably.

Normal (non-reduced) relative clause:

If/when patients recalled good memories, they could feel more relaxed.

Reduced relative clause:

Recalling good memories made the patients feel more relaxed.

or

When/while recalling good memories, the patients could feel more relaxed. (=while they were recalling good memories, the patients could feel more relaxed.)

II. Past Participle (3rd form of the verb) reduces passive sentences

1. The reduced relative clause is imbedded in the sentence

Normal (non-reduced) relative clause:

The house that/which was/had been built in the 18th century was demolished last week.

Reduced relative clause:

The house built in the 18th century was demolished last week.

Normal (non-reduced) relative clause:

The test that/which will be taken next week by all students will be difficult.

Reduced relative clause:

The test taken by all students next week will be difficult.

III. Reducing an adjectival clause

1. Reducing the first clause containing an adjective

Normal (non-reduced) relative clause:

Although it is/was useful, the new device will be/is/was too expensive for use by everyday people.

Reduced relative clause:

Although useful, the new device will be/is/was too expensive for use by everyday people.

Note: The subject and the tense of the other, non-reduced clause specifies the subject (“the new device”/“it”) and the tense (“future”/“present”/“past”) in the reduced relative clause.

2. Imbedded reduced clause containing an adjective

Normal (non-reduced) relative clause:

The person who was responsible for the project has been fired.

Reduced relative clause:

The person responsible for the project has been fired.

IV Practice Tasks

Task 1.

Rewrite the sentences using a reduced relative clause. You may modify the sentence but remember to keep the original meaning. Sometimes more than one answer may be correct.

1. We crashed into a bush while we were sledging down the slope.
_____.
2. I always get bored while I am doing my math homework.
_____.
3. They found a solution for the problem, which has generated more profit for the company.
_____.
4. She was thinking about the holiday when she started to cry.
_____.
5. The teacher who is grading test papers in the staff room can be quite forgetful.
_____.
6. The test which was especially made for the exam has been piloted by thirty students.
_____.
7. The tourist guide was describing a house that was built in the 18th century by the Habsburgs.
_____.
8. Although this sport is expensive, it is enjoyed by many.
_____.
9. When the volunteers gave food to the homeless, they became very happy and thankful.
_____.
10. I was reading this book when this idea came to my mind.
_____.
11. Although it is delicious, this cake is very difficult to bake.
_____.
12. When people travelled in horse-drawn carriages, trips took much longer.
_____.

Task 2

Translate the following sentences into Hungarian using a reduced relative clause.

1. Amíg a rádiót hallgatta, odaégette az ételt, amit melegített.
_____.
2. Ez a probléma, ami eddig minden értekezleten felmerült, már sok figyelmet kapott.
_____.
3. Amikor a gyerekek a Télapóra gondoltak, elkezdtek megírni a kívánságlistájukat.
_____.
4. A híres költő, aki a múlt század végén született, rengeteg elismerést kapott a verseiért.
_____.
5. A Székesegyháznak, ami két éve lett felújítva, beszakadt a teteje.

_____.

6. A lány, aki a tanárral beszélget, az iskola legjobb tanulója.

_____.

7. Amíg a tengerparton sétáltunk, rengeteg kagylót találtunk.

_____.

8. Habár unalmas volt, az előadás fontos témákat taglalt.

_____.

9. Megsérült a térdem, miközben teniszeztem.

_____.

10. A könyveket, amiket az Oxford Kiadó ad ki, világszerte elismerik.

_____.

Task 3

Underline reduced relative clauses in the sentences below. Transform these reduced relative clauses into “normal”, non-reduced relative clauses. Write your answers under the sentences.

1. Language ecology associated with second language acquisition has received more attention recently.

2. The major principle inherent in the language ecological approach is that the language, the learner/user of the language, and the environment are not separated from one another, nor are they scrutinized in isolation.

3. Ecological linguists focusing on how natural and social factors shape linguistic patterns highlight the relationship established between language and its sociocultural environment.

4. It is an intriguing question how adolescent and adult second language learners socialized in their first culture experience second language socialization.

5. This view is also multiscalar, because it considers not only the individuals learning or using the language but also the educational, social and historical context.

6. In terms of the learner’s biographical timescale, the learner being taught the second language is also the former child having been socialized in the first language and the future adult wishing to use his/her languages in various ways.

7. The ecological perspective encompasses the approach taken by this study, since it takes a holistic and complex look at language learners and their language learning processes comprising linguistic, psychological, emotional as well as environmental factors with a regard for temporal changes.

8. Inherent part of the ecological perspective, language socialization plays a crucial role in the process of socialization.

9. In the case of second language acquisition, the second language socialization of one language learner greatly differing from that of other learners or native speakers has become the focus of attention.

10. Consequently, second language learners' identity construction based on first language social, cultural, and linguistic experiences is not a tabula rasa; thus, their past experiences as former children shaping their social, cultural, and linguistic identity must be taken into account when teaching them the second language which is interwoven with second language cultural, social, historical, and ideological dimensions.

11. Drawing on this holistic approach, it is highly intriguing to explore how English speakers from various linguacultural backgrounds having undergone diverse socialization and enculturation processes construct meaning in English language interactions.

12. 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 the multicultural backgrounds of English speakers.

13. Besides the interactants' various backgrounds, their different histories, goals, aspirations, dreams, and fears also driving these interactions shape the speakers' identity, which then further shapes their second language learning trajectories.

14. Therefore, it is not surprising that the number of studies exploring language learners' identity construction has been on the rise in the past two decades.

Proficiency Test

Read the following text and decide **for each line** whether one of the underlined parts (marked A, B, C, D) is incorrect. If you find an incorrect part, please put the letter under it into the box at the end of the line. If there is no incorrect part, put a tick (✓) in the box. The first one (0.) has been done for you as an example.

Example:

Nasa's latest probe sending to Mars has provided crucial evidence about the geology of the ancient planet. **Answer:**
A B C D **0. B**

Reddish rock powder <u>originated from</u> the first hole <u>drilled into</u> a <u>Martian</u> mountain by NASA's curiosity rover has <u>yield</u> the mission's first <u>confirmation</u> of a mineral mapped <u>from</u> orbit.	A B C D	Answer 1.
"This connects us <u>with</u> the mineral identifications <u>from</u> orbit, <u>which</u> can now help <u>to</u> our investigations as we climb the slope and test <u>hypotheses derived out of</u> the <u>orbital</u> mapping,"	A B C D	2.
said Curiosity Project Scientist John Grotzinger, of the California Institute of Technology in Pasadena. Curiosity <u>collected</u> the powder by <u>drills into</u> a rock <u>outcrop</u> at the base of Mount Sharp in late September.	A B C D	3.
The robotic arm <u>was delivered</u> a pinch of the sample <u>to</u> the Chemistry and Mineralogy (CheMin) <u>instrument inside</u> the rover.	A B C D	4.
This sample, from a <u>target</u> called "Confidence Hills" within the "Pahrump Hills" outcrop, <u>consisted of</u> much more hematite than any rock or soil sample previously analyzed by <u>CheMin</u> during the <u>two-year-old</u> mission.	A B C D	5.
Hematite is an iron-oxide mineral that <u>gives clues</u> about ancient environmental conditions <u>from when it formed</u> .	A B C D	6.
In observations <u>have been reported</u> in 2010, before <u>selection</u> of Curiosity's landing site, a mineral-mapping instrument on NASA's <u>Mars</u> Reconnaissance Orbiter <u>provided</u> evidence <u>for</u> hematite in the geological unit that <u>includes</u> the Pahrump Hills outcrop.	A B C D	7.
The landing site is inside Gale Crater, <u>an</u> impact <u>basin</u> about 96 miles (154 kilometers) <u>as</u> diameter <u>with</u>	A B C D	8.
		9.
		10.
		11.

<p>the <u>layered</u> Mount Sharp <u>which is rising</u> about three miles (five kilometers) high in the center.</p> <p>A B C D</p>	12.
<p><u>Much</u> of Curiosity's first year on Mars <u>was spent</u> <u>with investigating</u> outcrops in a low area of Gale Crater called "Yellowknife Bay," near the spot where the rover <u>landed</u>.</p> <p>A B C D</p>	13.
<p>The rover found an ancient lakebed. Rocks there <u>held</u> evidence of wet environmental conditions billions of years ago <u>offering</u> ingredients and <u>an</u> energy source <u>favoring</u> for microbial life, if Mars ever had microbes.</p> <p>B C D A</p>	14.
<p>The Pahrump Hills outcrop includes multiple layers uphill from its lowest layer, where the Confidence Hills sample was drilled. The layers <u>vary about</u> texture and may also be different <u>in concentrations</u> of hematite and other minerals.</p> <p>A B C D</p>	15.
<p>The rover team <u>is now using</u> Curiosity to survey <u>of</u> the outcrop and <u>assess</u> possible targets <u>for</u> close inspection and drilling.</p> <p>A B C D</p>	16.
<p>The mission may spend weeks to months at Pahrump Hills before it <u>proceeds</u> farther <u>up</u> the <u>stack</u> of geological layers <u>forming</u> Mount Sharp.</p> <p>D A B C</p>	17.
<p>Those higher layers include an <u>erosion-resisting band</u> <u>of</u> rock higher on Mount Sharp with such a strong orbital <u>signature</u> of hematite, it is called "Hematite Ridge."</p> <p>D A B C</p>	18.
<p>The target <u>being drilled</u> <u>at</u> Pahrump Hills is much softer and more <u>deeply eroded</u> than Hematite Ridge.</p> <p>A B C D</p>	19.
<p>Another NASA Mars rover, Opportunity, made a key discovery of hematite-rich spherules on a different part of Mars in 2004. That <u>finding</u> was important <u>for</u> evidence of <u>a water-soaking</u> history that produced</p> <p>A B C D</p>	20.
<p>those mineral concretions. The form of hematite at Pahrump Hills is different and is most important as a clue about oxidation conditions. <u>Plenty of</u> other <u>evidences</u> in Gale Crater has <u>testified to</u> the ancient presence of water.</p> <p>A B C D</p>	21.
<p>The organizations <u>responsible</u> for the mission <u>sponsored</u> by NASA and <u>report to the directors</u> <u>in charge of</u> the project.</p> <p>A B C D</p>	22.

Score: ____/22

Pass score: 15 points