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ZŠ a SŠ

**THE USAGE OF THE PASSIVE IN ENGLISH AND CZECH IN DIFFERENT TEXT  
TYPES**

**Bakalářská práce**

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Prohlašuji, že jsem bakalářskou práci vypracoval samostatně a použil jen uvedených zdrojů a literatury.

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## **ABSTRACT**

The total number of passive structures in English texts (three passages of texts, each numbers 1000 words) amounts to 46. The count of passives in the equal amount of Czech texts adds up to 29. It presents an appreciable difference. The findings also show a significant difference in the number of passive structures across various text types. This ought to be taken into account in the process of teaching and learning English.

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## INTRODUCTION

The subject of the passive voice seems to be characterised by a remarkable degree of contradictoriness. Learners of English tend to avoid paying a proper attention to this issue not only in the process of studying but they seem not to be incorporating the passives even at the stage of using the language. The role of teachers is not any smaller in this process.

What proportion of students, however, would be able to tackle sentences such as *Ten pokoj se právě uklízí*, *Prý bydlí v Anglii* or *Rodí se méně děti* both successfully and effectively?

A relatively large number of students who are far from being beginners would struggle to express these sentences in English as naturally as a native speaker. Given the differences in the passive voice formation between English and Czech and the view that people should learn to communicate above all without concerning themselves with the correctness both result in a lack of awareness of this issue.

This thesis aims to deal with the possibilities and restrictions of the passive voice formation. It provides a number of example sentence structures and complete sentences to explain the formation of particular kinds of passive structures.

The practical part offers data on numbers of individual kinds of the passive voice, their comparison and further commentary. Another aim of this thesis addressed in the practical part is to ascertain whether the passive voice really occurs in English more frequently than in Czech. These findings should be taken into consideration in the process of teaching as well.

Personally, I found it difficult to identify the passive voice both in English and Czech at the beginning. As I was progressing, though, my accuracy in the passive voice identification improved as well. On the practical side, I am able to express and translate certain structures more expertly now. And this thesis, after all, aims to facilitate this very task.

## THEORETICAL PART

### 1. Voice

#### 1.1 Definition and function of the grammatical voice in general

According to Dušková (2012, p. 253), the voice refers to the participants of a verbal action and to the form of a verb. The voice also determines the syntactical-semantic relationship of these participants to the verbal action (Dušková, 2012, p. 253). The voice is an effective means that enables us to use the language efficiently and skilfully, it helps us interact more naturally with respect to the language given.

#### 1.2 Division of voice into the active and the passive form

Alexander (1989, p. 241) defines the active voice as a form of voice in which „the subject of the verb is the person or thing doing the action.“ In other words, if we express what the subject does we use an active verb (Murphy, 2004, p. 84):

*John **cooked** the food last night.* (Alexander, 1989, p. 241)

The passive voice is characterised by the fact that the action is done to the subject (Alexander, 1989, p. 241). According to Murphy (2004, p. 84), in this case we express what happens to the subject:

*The food **was cooked** last night.* (Alexander, 1989, p. 241)

#### 1.3 Preferred voice

A large proportion of authors (for example Dušková, 2012, p. 253, Jacobs, 1995, p. 159, Greenbaum, Quirk, 1990, p. 45) highlights that if there is a choice between active and passive, **the norm is the active**. Dušková (2012, p. 253) states that the number of verbs that can be used in the active is much larger in comparison to the number of verbs forming the passive, where it is basically possible to use only verbs carrying an object. Jacobs (1995, p. 159) elaborates on the matter of this preference more, saying that many authors disapprove of the passive and some of them associate the usage of the passive with dishonest politicians who use it to deceive and confuse the public. Based on the corpus study of 5.000 finite verb forms consisting equally of scientific English materials and dialogues from plays and novels, the proportion of the active voice is over 88% (Dušková, 1999, p. 113). Most English speakers find the active voice more natural and it is certainly more common. Still, in spite of these claims, in some contexts passive structures tend to be stylistically preferred to their active counterparts. Concrete situations and contexts in which the passive voice is superior will be dealt with later on.



## 2. Passive voice in English

### 2.1 Grammatical structure of the passive voice

As Broughton (1990, p. 3.) puts it, the object of a verb in the active form becomes the subject of the passive sentence. The subject of the sentence in the active voice may be dropped. Look at the following example sentences using both voice forms (Swan, 1996, p. 408):

ACTIVE: *They built **this house** in 1486.* (*this house* = object of the sentence)

PASSIVE: ***This house** was built in 1486.* (*this house* = subject of the sentence)

In most cases, the passive voice is formed by the auxiliary verb **be** and the **past participle** (in the following table pp) of the verb. Other varieties will be explained later.

The following table deals with the passive voice in all verb tenses and is adapted from Swan, Walter (1997, p. 176):

PASSIVE TENSE	STRUCTURE	EXAMPLE
simple present	<i>am/are/is</i>	English <b>is spoken</b> here.
present progressive	<i>am/are/is being + pp</i>	Excuse the mess: the house <b>is being painted</b> .
simple past	<i>was/were + pp</i>	I <b>was not invited</b> , but I went.
past progressive	<i>was/were being + pp</i>	I felt I <b>was being watched</b> .
present perfect	<i>have/has been + pp</i>	<b>Has Mary been told?</b>
past perfect	<i>have been + pp</i>	I knew I <b>had been forgotten</b> .
<i>will</i> future	<i>will be + pp</i>	You <b>will be told</b> soon.
future perfect	<i>will have been + pp</i>	Everything <b>will have been done</b> by Tuesday.
<i>going to</i> future	<i>am/are/is going to be + pp</i>	Who <b>is going to be invited?</b>

Swan, Walter (1997, p. 176) also point out the fact that future progressive passive (*will be being + past participle*) and perfect progressive passive (*have/has been being + past participle*) are used only rarely.

### 2.2 Agent

In most cases, the subject of an active sentence is not expressed in the sentence using the passive form (Broughton, 1990, p. 3.). If we need to say who does the action in the passive structure, we usually use the preposition **by + noun**. This constituent is called **the agent**, which represents the subject of the corresponding active sentence (Swan, Walter, 1997, p. 177):

*This house was built in 1486 **by Sir John Latton**.*

Formed into the equivalent active form, the sentence would be as follows:

***Sir John Latton** built this house in 1486.*

Swan (1996, p. 410) quotes that the proportion of passive forms including the agent accounts for 20 per cent.

### 2.2.1 Reasons for not using the agent in a passive structure

Alexander (1989, p. 244) says that the agent is used only when it is necessary to express who or what is responsible for the specific event or the recipient of the information has to know it. Greenbaum, Quirk (1990, p. 45) expand further on the agentless use of passive structures:

The agent is omitted:

1. If the identity of the agent of the action is unknown:

*Many lifeboats were launched from the Titanic only partly filled.*

2. If the speaker wishes to avoid accepting or assigning responsibility:

*A mistake has been made in calculating your change.*

3. There might be no reason to express the agent because it is unimportant or obvious from the context:

*Nowadays sleeping sickness can usually be cured if it is detected early enough.*

4. In scientific and technical writing is the emphasis put on objectivity. In these fields the writers tend to avoid the subject *I* or *we* and it allows them to focus on processes and experimental procedures:

*The subject was blindfolded and a pencil was placed in the left hand.*

(Example sentences were taken from Greenbaum, Quirk, 1990, p. 45, 46)

### 2.2.2 The function of the agent in a passive structure

Jacobs (1995, p. 170) elaborates on the relevance of the agent in linguistic contexts. In some cases the passive structure is used, not because the agent is unimportant, but because it carries **new** information. The beginning and the end of a sentence convey the most significant information. While the initial position of the clause is intended for **old** information prominent in English, the aim of the clause-final position is to express **new** information. Jacobs (1995, p. 170) states these two following examples:

*The leadership of this department and the responsibility for implementing the complex reforms needed to make our new program work will be taken over **by Jessica Hewitt**.*

***Jessica Hewitt** will take over the leadership of this department and the responsibility for implementing the complex reforms needed to make our new program work.*

From the first sentence follows that the person who will take up the position and responsibility involved is just Jessica Hewitt. The second sentence emphasises what position or responsibilities Jessica Hewitt will take up.

## 2.3 Instrument

Another part of a passive structure used to state an instrument with which an agent performs an action is introduced by the preposition *with*:

*He was shot (by the policeman) **with a rifle**.* (Swan, 1996, p. 410)

*A circle was drawn in the dirt **with a stick**.* (Willis, 1991, p. 170)

The instrument, just as the agent, is not a necessary constituent to keep the sentence grammatical. It can as well be omitted.

## 2.4 Possibilities of the passive voice formation in English

As a general rule, the English passive voice can be formed with verbs used **transitively** (Quirk et al., 1972, p. 803). The transitive verb is a verb that can be followed by an object (Alexander, 1989, p. 241). There are several exceptions to this rule that will be addressed later on. See this example of a pair of sentences containing a **transitive verb followed by an object**:

active: *Someone **found this wallet** in the street.*

*(found = a transitive verb, this wallet = an object)*

passive: ***This wallet was found** in the street.* (both examples taken from Alexander, 1989, p. 242)

### 2.4.1 Ditransitives and the passive voice in English

Many verbs can be followed by two objects, for example *give, lend, send, show*. These two objects are referred to as an “indirect object“ (henceforth IO) and a “direct object“ (henceforth DO) (Swan, 1996, p. 411). In the publication by Jacobs (1995, p. 161) IO and DO are termed the “goal“ and the “theme“. In case of these ditransitive verbs, either object can function as the subject of a passive sentence (Willis, 1991, p. 170). Again, this rule does not apply without exceptions.

These two objects of a ditransitive verb can be ordered in two patterns (Hewings, 2013, p. 44):

active: 1st pattern: verb + IO + DO

*Alice gave (verb) us (IO) that vase (DO).*

2nd pattern: verb + DO + **preposition** + IO

*Alice gave (verb) that vase (DO) **to** (preposition) us (IO).*

passive: 1st pattern in which IO of an active sentence becomes a subject of a passive sentence:

*We were given that vase (by Alice).*

2nd pattern in which DO of an active sentence becomes a subject of a passive sentence:

*The vase was given (to) us (by Alice).*

(Examples taken from Hewings, 2013, p. 44).

Alexander (1989, p. 242) clarifies the usage of the preposition preceding IO in a passive structure. In a sentence “*This pen was given (to) me.*” it is possible to omit the preposition *to* (or *for*) before a personal pronoun, but not usually otherwise: “*This pen was given **to** my father*” (Alexander, 1989, p. 242).

Gethin (1992, p. 156) points out that DO is usually an abstract or concrete thing and the other object (IO) is usually a person. Still, IO can be a thing as well:

*I gave **what she said** a lot of thought.* (what she said = IO not representing a person)  
(Example sentence from Gethin, 1992, p. 156)

Regarding the subject of a passive clause, Alexander (1989, p. 242) states that sentence “*I was given this pen.*” is more likely to occur than its alternative “*This pen is given to me.*” In English, personal subjects are more common than inanimate ones. People tend to be more interested in people or animals rather than things (Alexander, 1989, p. 242).

#### 2.4.2 Passive constructions after verbs followed by a *to*-infinitive

Passive structures are common after verbs followed by a *to*-infinitive:

*He **hates to be criticised.*** (Alexander, 1989, p. 242)

*He **wanted to be forgiven.*** (Willis, 1991, p. 170)

#### 2.4.3 Active pattern verb + *to*-infinitive + object

Hewings (2013, p. 46) presents two groups of verbs. First group consists of verbs ***appear, begin, come, continue, seem, tend***. These verbs have corresponding meanings whether they are used in active or passive sentences. Hewings (2013, p. 46) quotes these two following example sentences belonging to this group:

*People have come to see organic food as something only the wealthy eat.*

The active construction used in this sentence corresponds to

*Organic food has come to be seen as something only the wealthy eat.*

The other group consists of verbs ***agree, aim, arrange, attempt, hope, refuse, want***. The following pair of example sentences taken from Hewings (2013, p. 46) demonstrates that the first sentence using the active voice **does not correspond** to the second sentence in the passive:

*Petra wanted to help me. x I wanted to be helped by Petra.*

#### 2.4.4 Active pattern verb + object + *to*-infinitive

Swan (1996, p. 412) provides the following pair of example sentences consisting of this pattern:

Active voice: *He asked me to send a stamped addressed envelope.*

Passive voice: *I was asked to send a stamped addressed envelope.*

#### 2.4.5 Continuous passive

Continuous passive is formed with a form of the auxiliary *be* that is followed by *being* and the past participle of a main verb (Willis, 1991, p. 170). The following two examples are taken from the same publication:

*Jobs are still being lost.*

*It was being done without his knowledge.*

#### 2.4.6 Passive constructions after verbs followed by a gerund:

*I remember being taken to the zoo when I was a child.*

*I don't like being told what to do.*

(Examples taken from Murphy, 2004, p. 88)

#### 2.4.7 Preparatory *it* and the passive voice

A large number of authors (Woods, McLeod, 1990, p. 86, Willis, 1991, p. 172, Swan, 1996, p. 412, Alexander, 1989, p. 244, 245) deals with this device of preparatory *it*. Each of them addresses a rather different aspect of this tool.

According to Woods, McLeod (1990, p. 86), the purpose of this structure is to avoid too long subject that would unbalance the sentence. He stresses that the following sentence

*It was discovered that the virus could be controlled by...*

is a better variety than

*That the virus could be controlled by ... was discovered.*

Woods, McLeod (1990, p. 86) explain that the second sentence is not wrong, but it feels ugly regarding the stylistics. It places too much within the subject and the information following the verb is postponed greatly.

Willis (1991, p. 172) elaborates on different usage of this preparatory *it* and presents two following examples. According to him it suggests that a certain opinion or belief is shared by many people:

*It was said that he could speak their language.*  
*It is thought that about a million puppies are born each year.*

Swan (1996, p. 412) explains, for a change, that the preparatory *it* enables us to use clauses functioning as objects in active sentences in passive structures, which would not normally be possible:

**active voice**



**passive voice**

*They all thought that she was a spy.*

*It was thought that she was a spy.*

*We felt that he was the right man for the job.*

*It was felt that he was the right man for the job.*

*The newspaper say his company is in trouble.*

*It is said that his company is in trouble.*

Alexander (1989, p. 245) recommends using the preparatory *it* if the facts in a statement are uncertain. This structure also allows the speaker to be cautious that makes the situation safer for him or her. This author brings the following example:

1) *Muriel pays less income tax than she should.*

2) *It is said that Muriel pays less income tax than she should.*

Alexander (1989, p. 244) also expands on another usage of preparatory *it* that deals with the importance of the information given. He offers these two example questions and answers:

*Who composed that piece? - It was composed by Mozart.*

*What destroyed the village? - It was destroyed by a bomb.*

In this way, the important information is emphasised by being put at the end of the sentence.

## 2.4.8 Preparatory *there* in passive sentences

With some verbs such as *acknowledge, allege, believe, consider, fear, feel, know, presume, report, say, suppose, think, understand* it is possible to use *there* as a **preparatory subject**. The complete pattern is *There + passive + to be + complement* (Alexander, 1989, p. 245). Swan, Walter (1997, p. 182) offer these two example sentences:

*There are thought to be fewer than twenty people still living in the village.*

*There were said to be ghosts in the house, but I never heard anything.*

## 2.4.9 Passive voice constraints

### 2.4.9.1 Stative and dynamic passives

Many authors (Swan, 1996, p. 409, Broughton, 1990, p. 103, Alexander, 1989, p. 242) restrict themselves to an explanation that stative verbs are not normally used in the passive. To be more accurate, some verbs can be used both in their stative and dynamic senses. Passive structures can only consist of verbs in their dynamic sense. Alexander (1989, p. 242) presents this example:

stative sense of a verb: *This desk measures 125 x 60 cms.*

- this sentence cannot be transformed into the passive

dynamic sense of a verb: *This desk has been measured.*

- possible in the passive

Jacobs (1995, p. 164), however, enlarges on this issue rather more. He states two pairs of example sentences in the passive consisting of two sentences that use two verbs in stative sense. This author demonstrate a stative passive by these examples:

*The village **was surrounded** by coniferous trees.*

*The village **was** (quickly) **surrounded** by guerrillas.*

*The area of settlement **was separated** from the rest of the region by a mountain range.*

*The outer layer **was separated** from the nucleus by physicists using laser beams.*

In this context, Jacobs (1995, p. 165) defines so called **symmetric predicate**. It includes verbs such as *connect, join, attach, separate*. These verbs, whether they are active or passive, when they are used statively, allow their noun phrases to stay in the same position:

The kneebone connects to the thighbone.

The kneebone is connected to the thighbone.

(Jacobs, 1995, p. 165)

In either voice, the order of their arguments can be reversed without a significant change of meaning. See the following examples by Jacobs (1995, p. 165):

*The thighbone **connects** to the kneebone.*

*The kneebone **connects** to the thighbone.*

*The kneebone **is connected** to the thighbone.*

*The thighbone **is connected** to the kneebone.*

#### 2.4.9.2 Prepositional verbs and the passive

Hewings (2013, p. 44) presents three groups of prepositional verbs dividing these two- and three-word verbs according to whether they can be used in the passive or not or they can be used in the passive only in a certain sense. Gethin (1992, p. 155) and Quirk et al. (1972, p. 804, 805), additionally, focus on prepositional verbs that can be used in the passive only under certain conditions more thoroughly.

Gethin (1992, p. 155) demonstrates that some prepositional verbs can form a passive structure unless they express a movement:

active: *People very rarely **enter/go into** these rooms.*

passive: *These rooms are very rarely entered. (**not gone into** in this context)*

Gethin (1992, p. 155) points out that if these prepositional verbs do not have their literal meaning and the movement is not expressed, they can be used in the passive:

*The matter has been **gone into** very thoroughly.*  
*No conclusion has yet been **arrived at**.*  
(Gethin, 1992, p. 155)

Quirk et al. (1972, p. 804) use the same prepositional verbs in their example sentences, i.e. *go into* and *arrive at*. He explains that these verbs can be part of a passive structure only in their **abstract (figurative)** use:

*The problem was very carefully gone into by the engineers.*  
*The expected result was arrived at.*

On the contrary, it is **not possible** to form the following sentences due to the fact that the verbs are used in **concrete** terms (Quirk et al., 1972, p. 804):

\* *The tunnel was very carefully gone into by the engineers.*  
\* *The splendid stadium was arrived at.*

At this stage, when prepositional verbs are being dealt with, it would be interesting to mention a point by Jacobs (1995, p. 162, 163). This author presents these two example sentences:

*Seven monarchs have slept in that four-poster bed.*  
*A surveyor walked through the forest.*

Jacobs (1995, p. 162, 163) aims to demonstrate that these two sentences consist of intransitive verbs followed by prepositional phrases. Still, their passive counterparts exist:

*That four-poster bed has been slept in by seven monarchs.*  
*The forest was walked through by a surveyor.*  
(Jacobs, 1995, p. 163)

Compared with the previous example sentences, these two intransitive verbs *sleep* and *walk* followed by prepositions does not translate as entities carrying relevant meanings in these sentences. Should we return to the example sentence by Quirk et al. (1972, p. 804) *The expected result was arrived at*, this prepositional verb *arrive at st* translates as “to reach an agreement about st” (dictionary.cambridge.org). But there is no relevant translation of *walk through st* that would fit the context of the sentence *The forest was walked through by a surveyor* stated by Jacobs (1995, p. 163). This author concludes that these intransitive verbs *sleep* and *walk* followed by prepositions are in this case reanalysed as prepositional transitive verbs (*sleep in*, *walk through*). Dušková (2012, p. 251) also addresses this issue. She explains that these intransitive verbs followed by a preposition can be substituted for one-word transitive verbs:

sleep in a bed = occupy/use a bed  
walk through a forest (surveyor) = measure a forest



### 2.4.9.3 Object constraints

Quirk et al. (1972, p. 805, 806) state that it is not possible to transform an object consisted of **reflexive, reciprocal** or **possessive pronoun** into the passive, provided such object co-refers to the corresponding subject of the active sentence. These authors offer these three ungrammatical examples:

\* *Paul **himself** could be seen in the mirror.*

\* ***Each other** could hardly be seen in the fog.*

\* ***His** head was shaken by the handsome, bald doctor.*

(If the doctor shook his own head, it would be impossible to use this construction. If he, however, shook somebody else's head, that passive structure would be grammatical.)

### 2.4.9.4 Sentences with infinitive and clausal objects

Swan (1996, p. 412) suggests that these cannot normally be transformed into passive structures. He states these two following examples that are **impossible** to use:

\* *To meet her was hoped by John.*

\* *That his company is in trouble is said by the newspapers.*

Nevertheless, it is correct to use *It is said that his company is in trouble* (Swan, 1996, p. 412), or *His company is said to be in trouble*.

## 2.5 Infinitives without the preposition "to"

In the publication by Hewings (2013, p. 44) these infinitives without "to" are referred to as **bare infinitives**. There is not the preposition "to" between some verbs and their objects in the active form. Among these verbs are *feel, hear, help, make, observe, see*. However, the preposition "to" must be present in passive structures:

active: 1) *I saw him come out of the house.*      2) *They made him tell them everything.*

passive: 1) *He was seen **to** come out of the house.*      2) *He was made **to** tell them everything.*

(Example sentences used from Swan, 1996, p. 413)

## 2.6 Transformation of an object complement

DO of a sentence in the active voice can be followed by an object complement. This object complement is a noun or an adjective describing or classifying the object. In the passive structure it is transformed into the subject complement (Swan, 1996, p. 413).

**active object complement**

(Swan, Walter, 1997, p. 182)



**passive subject complement**

Swan (1996, p. 413, 414) presents the following example sentences:

Queen Victoria considered him <b>a genius</b> .	He was considered <b>a genius</b> by Queen Victoria.
They elected Mrs Sanderson <b>President</b> .	Mrs Sanderson was elected <b>President</b> .
We all regarded Kathy as <b>an expert</b> .	Cathy was regarded as <b>an expert</b> .
Most people saw him as <b>a sort of clown</b> .	He was seen as <b>a sort of clown</b> .
You have made the house <b>beautiful</b> .	The house has been made <b>beautiful</b> .

## 2.7 “GET“ passive

In some cases, the auxiliary verb *be* used in a passive structure can be replaced by *get*. Large number of authors (Murphy, 2004, p. 88, Alexander, 1989, p. 245, Greenbaum, Quirk, 1990, p. 45) remarks that this alteration is applied mainly in informal English. Jacobs (1995, p. 167) provides three informal example sentences using the auxiliary verb *get*:

*She **got** arrested by the feds last night.*  
*Yesterday Cyril's **got** broken into by some drunks.*  
*Somehow his whole bill **got** charged to her credit card number.*

Murphy (2004, p. 88) points out that this auxiliary *get* is not possible to use with verbs in their stative meaning:

*Jill **is liked** by everybody.* (not gets liked)  
*He was a mystery man. Very little **was known** about him.* (not got known)

Murphy (2004, p. 88) mentions these 5 following expressions: *get married, get divorced, get dressed, get lost and get changed*. He as well states that these 5 expressions do not represent passive in meaning. According to Greenbaum, Quirk (1990, p. 45), these phrases suggest that the subject is responsible for the action to a certain extent. Jacobs (1995, p. 167) offers some explanation of how to differentiate between *get* passives and uses of *get* before a past participle or an adjective. Jacobs (1995, p. 167) uses two examples in which *get* means *become* and occurs before adjectives:

- 1) *Leslie got angry at the naval officer.*
- 2) *Leslie got irritated at the naval officer.*

In case of the first sentence, the adjective is identifiable easily, but the fact that the adjective in the second sentence is in the same form as the past participle of the corresponding verb makes the identification more difficult (Jacobs, 1995, p. 167). The same author advises trying to insert the adverb *very* between *got* and the following word. If it stays grammatical, it suggests that the word in question is an adjective. Another example by Jacobs (1995, p. 167):

*Kermit got (very) confused by Ernie's explanation.*

Jacobs (1995, p. 167) demonstrates that this sentence does not apply a passive voice but an adjective. The same author attributes a certain causative sense to the verb *get*, a sense that denotes “cause to become” or “cause to happen.”

From what is explained in this chapter, English sentence “*We got stuck in a traffic jam so we didn’t make it on time.*” stresses the act of stopping more and it would translate into Czech as “**Uvázli** jsme v dopravní zácpě a proto jsme to nestihli včas.“ On the contrary, English sentence “**We were stuck** in a traffic jam for more than an hour.“ emphasises the state of waiting and not being able to move on. Czech translation could be “**Zůstali jsme uvíznutí** v dopravní zácpě víc než hodinu.“

## 2.8 Pseudo-passives

Jacobs (1995, p. 165) defines pseudo-passive sentences as “sentences that look at first glance somewhat like passives but actually have predicate adjectives instead of the past participles of verbs.” In the publication by Quirk et al. (1972, p. 809), this grammatical feature is referred to as the quasi-passive.

Jacobs (1995, p. 165, 166) uses words *rotted* and *rotten* to explain the distinction. He points out that *rotted* is a **past participle** and therefore can be used in a sentence:

*The rope had been **rotted** by the damp salty air.*

*Rotten*, however, is an *adjective* and it would make the sentence above ungrammatical:

\* *The rope had been **rotten** by the damp salty air.*

(both examples taken from Jacobs, 1995, p. 166)

Jacobs (1995, p. 166) describes the consequences of this distinction further. Whereas the past participle (in this example *rotted*) specifies a result, a state and also a process (in this case the process of rotting caused by the dampness), the adjective (*rotten*) refers only to the state.

Jacobs (1995, p. 166) points out that in other cases, when the form of a past participle is identical to the form of the corresponding adjective, the identification of the form can be difficult and such sentences can be ambiguous (the examples on the right side below):

*The door was **shut** by the butler.*

*The door was **shut**.*

*The factory was **closed** by the inspectors.*

*The factory was **closed**.*

(examples taken from Jacobs, 1995, p. 166)

If the word *shut* on the right side was interpreted as an adjective, the door would not just be open, without referring to the event, the action of closing (Jacobs, 1995, p. 166).

## 2.9 Active verbs with a passive meaning

Several active verbs can sometimes have a passive meaning (Alexander, 1989, p. 243). The same author states following examples:

*This surface cleans easily.*

Alexander (1989, p. 243) explains that this sentence really means *It can be/It is cleaned easily*. Here are two more examples from Alexander (1989, p. 243) covering this feature:

*These clothes wash well. The wine is selling quickly.*

Dušková (2012, p. 255) also addresses this matter and she terms this phenomenon mediopassive. She says that it generally corresponds to the reflexive passive in Czech. The translation of these three example sentences above would be:

*Tento povrch se dobře čistí.*

*Tohle oblečení se dobře pere.*

*To víno se rychle prodává.*

## 3. Passive voice in Czech

### 3.1 Possibilities of the passive voice formation in Czech

There are two kinds of the passive voice in Czech (Mužíková et al., 2007, p. 58):

- periphrastic passive (in the publication by Dušková, 2012, p. 249 it is termed compound passive),
- reflexive passive

#### 3.1.1 Periphrastic passive

Dušková (2012, p. 249) states that this kind of Czech passive corresponds to the passive voice in English. She explains that the periphrastic passive consists also of the auxiliary *be – být* and the past participle of the lexical verb:

*obraz je prodán x the picture is sold* (Dušková, 2012, p. 250)

Dušková (2012, p. 250, 251) notes, despite this, that monotransitive verbs (preceding direct object) can be transformed into the passive in Czech and regarding ditransitives, only the direct object can become a subject of a passive sentence. This author then specifies that it is also impossible to form the passive construction in this way when a verb is followed by a preposition. English sentence *This possibility has been reckoned with* does not allow Czech equivalent using the periphrastic passive Dušková (2012, p. 251).

The on-line source [cs.wikipedia.org](http://cs.wikipedia.org) adds that this kind of the Czech passive allows to state the agent:

*Hrad byl založen Karlem IV. x The castle was found by Charles IV.*

### 3.1.2 Reflexive passive

Mužíková et al. (2007, p. 58) say that the reflexive passive is formed by a verb in an active form + a word *se*. According to their publication, this kind of the Czech passive is more frequent and less formal in comparison to the periphrastic passive and does not allow to state the agent:

\* *Dům se staví dělníky* (Mužíková et al., 2007, p. 58)

Martinková et al. (2004, p. 92) present following examples of the Czech reflexive passive:

*dům se staví x the house is being built*

*tančilo se celou noc x all night was danced through*

Martinková et al. (2004, p. 92) points out that it is necessary to distinguish the reflexive passive from the reflexive form of some Czech verbs in which *se, si* do not denote the passive voice:

*přeji si.. x I wish..*

*smáli se x they laughed*

Regarding the choice between the periphrastic and the reflexive passive in Czech, Dušková (1999, p. 161) explains that the choice depends on the individual verb. This author states these examples:

*this is denoted as..*                      *to je označováno/se označuje jako..* (both forms possible in Czech)  
but

*it is said that..*                      *říká se, že..* (*je říkáno, že..* would be hardly acceptable)

The English passive voice do not take this reflexive form (Dušková, 2012, p. 250).

### 3.1.3 Subjectless passive

The kind of passive structure where the subject is missing (or more accurately it is not expressed) can be applied within both periphrastic and reflexive kinds of the Czech passive voice. Dušková (2012, p. 265) presents the following examples:

*rozkazu bylo uposlechnuto x the command was obeyed*

*vaší žádosti bude vyhověno x your request will be complied with*

*o tomto bodě se dlouho diskutovalo x this point was discussed at length*

*s nějakým zdržením se počítá x some delay is allowed for*

There is no such equivalent in the English language (Dušková, 2012, p. 265).

### 3.2 Unambiguity

The on-line source cs.wikipedia.org explains that one of the main purposes of using the passive voice is to make certain that the information in question is not ambiguous:

*Auta převáží lodě.* x *Cars transport ships.*

*Lodě převáží auta.* x *Ships transport cars.*

(Czech sentences are taken from cs.wikipedia.org)

Whereas in English these two sentences are not ambiguous due to the fixed word order that English applies, in Czech they are. The word *auta* can represent either subject or object of the sentence. The same applies to the word *lodě*. The usage of the passive will differentiate between the meanings:

*Auta jsou převážena loděmi.*

*Lodě jsou převáženy auty.*

(cs.wikipedia.org)

Dušková (1999, p. 166, 167) also deals with this matter. She says that Czech has the distinction of the inflectional character of the language and the word order does not generally have grammatical function. The sentence components can remain in the same place regardless of the voice:

*Diagnózu děláme jen z předchorobí.* (active voice)

*Diagnóza se dělá jen z předchorobí.* (passive voice)

(Examples taken from Dušková, 1999, p. 167)

On the contrary, the word order fulfils a grammatical function in English and sentence parts cannot be arranged as freely as the Czech language allows (Dušková, 1999, p. 166).

## 4. Function of the passive voice

In spite of the fact that some previous chapters include certain explanation of the function of the passive, this section offers a further extension.

### 4.1 Focused on subject

Woods, McLeod (1990, p. 85) point out that the frequent aim of the subject is to tell us what the sentence is about. It tells us what the writer is focusing on:

*The hospital will be opened by Princess Alexandra.* (Woods, McLeod, 1990, p. 86)

In the sentence above the author aims to focus on **the hospital**. In the opposite case the author would focus on **Princess Alexandra** (the following example is also taken from Woods, McLeod, 1990, p. 86):

*Princess Alexandra will open the hospital.*

## 4.2 Instructions and scientific writing and the passive voice

Woods, McLeod (1990, p. 86) state that it is an over-generalisation to say that the passive voice is primarily used in scientific writings. In sum, the passive is used when the writer wishes to focus on the process itself rather than the person or thing that causes the action. A larger number of authors, however, (Hughes, 2005, p. 107, Swan, 1996, p. 410, Jacobs, 1995, p. 170, Dušková, 1999, p. 179) claims that the passive predominates in science writing. Hughes (2005, p. 107) connects the passive with the language of instructions on medicines. These items could cause harm, therefore the author needs to keep this topic serious. Hughes (2005, p. 107) offers following examples:

*Two tablets **should be swallowed** whole with water.*

*Two tablets **to be taken** before breakfast. Not **to be taken** with alcohol.*

According to Jacobs (1995, p. 170), there is a tendency to avoid redundancy in scientific writing, therefore sentences:

***The experimenter** fills the bulb with hydrogen at an initial pressure of...*

*The bulb is filled with hydrogen **by the experimenter** at an initial pressure of...*

(Jacobs, 1995, p. 170)

would be unlikely to occur. Furthermore, the first example sentence would give the experimenter the prominent position of the subject, which would be unnecessary (Jacobs, 1995, p. 170).

Dušková (1999, p. 179) presents several facts about the frequency of the passive voice occurrence both in English and Czech. Here is some of the data provided by Dušková (1999, p. 179):

Scientific writing (English): the proportion of the passive voice structures accounts for 20.68 % in relation to the active voice.

Conversation (English): the proportion of the passive voice structures accounts for 3.24 % in relation to the active voice.

Scientific writing (Czech): the proportion of the passive voice structures accounts for 15.60 % in relation to the active voice.

Conversation (Czech): the proportion of the passive voice structures accounts for 1.88 % in relation to the active voice.

In case of the Czech language, both periphrastic and reflexive forms are included. And in spite of the fact that Czech is endowed with two forms of the passive, in English it is used more frequently. The reason for this is, as stated above, that word order in English fulfils a grammatical function and sentence parts cannot be arranged as freely as in Czech (Dušková, 1999, p. 166).

### 4.3 Easy and smooth language

Broughton (1990, p. 3), Swan, Walter (1997, p. 178) and Kenny et al. (2008, p. 196) state that the passive is an effective way to avoid awkwardness while expressing a complete thought. Swan, Walter (1997, p. 178) stress that an active verb would require an unwanted new subject when we intend to go on talking about the same thing. To illustrate this issue, Kenny et al. (2008, p. 196) use the following example sentences:

*She first saw the film when she was fifteen, and **has been haunted** ever since by some of the scenes.*

*..is more skilful option than..*

*She first saw the film when she was fifteen, and some of the scenes have haunted her ever since.*

### 4.4 General opinion

The passive voice is often used with verbs such as *think, believe, know* and *say* to suggest a general opinion (Kenny et al., 2008, p. 196):

*She **is said** to be our greatest living writer.* (Kenny et al., 2008, p. 196)



## **Practical part**

### **5. Procedure explanation**

My intention is to provide six passages of texts that represent three pairs of text types both in English and Czech. The extent of each text passage is 1000 words. The first pair is comprised of specialised and expert texts dealing with a field of special education, which is my second subject of study. The second pair consists of text passages from a journalistic area. The third pair deals with fiction. In other words, I intend to use three English text passages covering different text types and compare them with their Czech equivalents. Similarly to Dušková (1999, p. 179), I aim to count the number of all passive structures and compare their proportion between English and Czech passages of texts. The numbers of individual kinds of the passive voice will be stated in tables within each text type and further commentaries will be provided as well. In spite of the fact that Dušková (1999) made a much more thorough comparison, I aim to focus on this issue as well, especially given that Czech uses two kinds of the passive voice. Yet passive structures are supposed to occur in English more frequently. At the conclusion part I aim to provide a summary report dealing with the findings.

## 6. Specialised texts

### 6.1 English specialised text “Special Education”

I opted for this article available online ([en.wikipedia.org/wiki/special\\_education](http://en.wikipedia.org/wiki/special_education)) for the purpose of researching the passive voice. The numbers of passive structures are stated in the following tables:

passive tense	number of structures
past perfect	0
past simple	2 <sup>1)</sup>
past continuous	0
present perfect	2 <sup>2)</sup>
present simple	20 <sup>3)</sup>
present continuous	0
<b>the total number of passive structures</b>	<b>24</b>

additional data (included in the total number of passive structures)	number of structures
passive structures including agents	2 <sup>4)</sup>
passive structures including instruments	0
passive structures including infinitive constructions	3 <sup>5)</sup>

Example quotations representing the kinds of passive structures quantified above:

- 1) *...if the students were only given access to a typical classroom education.*
- 2) *For students...two primary methods have been used for identifying...*
- 3) *Whereas special education is designed specifically for students with special needs,...*
- 4) *...the student is severely distracted by the normal activities...*
- 5) *Special education programs need to be individualized...*

This article is written in highly impersonal style and the performers of actions are expressed less frequently. It applies especially to the (providers of) services that students with special needs receive, as there is a large number of specialists (e.g. psychologists, pediatricists, speech therapists) and institutions where these specialists work. This article aims just to define the scientific discipline special education in general (it only provides specifications and conditions) and there are hardly any actions or developments of events over time being dealt with. Together with the claims that the passive is used frequently in scientific writings (Hughes, 2005, p. 107, Swan, 1996, p. 410, Jacobs, 1995, p. 170, Dušková, 1999, p. 179), the need to keep the topic serious (Hughes, 2005, p. 107), the need to use the prominent position of the subject effectively (Jacobs, 1995, p. 170) and the fact that what is in the position of the subject of a sentence is particularly important for the author (Woods, McLeod, 1990, p. 85), it all results in a great number of passive structures in this text. Despite the large proportion of passive forms in this text, the structures are not very grammatically diverse, which might be typical of this type of text as well. Thus they do not cover so many types of passives dealt with in the theoretical part.

Here I would like to point out a high incidence of the word *student*. Together with other analogues such as *learner, child or people* this text passage contains 46 equivalents of this word.

This fact implies that the aim of this text is to centre on students with special needs. There is also the highest number of passive structures (12) using these words as a subject or at least as a part of a wider noun phrase.

There is a total of 8 nouns in this passage representing **educators, teachers, researchers, educational professionals and schools**, which is in sharp contrast to the total of 46 **students** (or other people receiving the care). Not even in one case does the word **educator** function as a subject of the passive structure. As pointed out in the theoretical part (Jacobs, 1995, p. 170), the words such as *educator* or *teacher* would be redundant in subject positions. Additionally, there is a large number of possible participants (including parents and close relatives) and organisations caring for students with special needs. Here is only one of many examples:

*...if the students were only given access to a typical classroom education.*

(all example sentences used in this chapter taken from [en.wikipedia.org/wiki/special\\_education](http://en.wikipedia.org/wiki/special_education))

Transformed into the active voice, the subject, the performer of the action would have to consist of even tens of constituents to maintain it precise. At it would be practically impossible. This structure is also interesting from another perspective. Translated precisely, it would be ungrammatical in Czech. The word **students** would function as the indirect object in the active voice, which is unacceptable to use it as a subject in the passive. The other passive forms could be translated into Czech, because existing in active form, the objects of the sentences would be in the accusative case, besides, the author do not use prepositional verbs, so this text do not demonstrate the particularities of the English passive to a larger extent.

## 6.2 Czech specialised text

I chose a printed publication "Speciální pedagogika" (Fischer, Škoda, 2008, p. 44-47) for this part of my thesis. Below are numbers of passive structures:

<b>passive voice</b>	<b>number of structures</b>
periphrastic	17 <sup>1)</sup>
reflexive	0
subjectless periphrastic	0
subjectless reflexive	1 <sup>2)</sup>
<b>the total number of passive structures</b>	<b>18</b>

Examples of structures representing the kinds of the passive voice that can be found in this text passage:

- 1) *...hemiparéza je způsobena rozsáhlejším poškozením mozku...*  
*Postižené děti jsou obvykle celoživotně odkázány na pomoc druhých,...*  
*Kvadruparéza je z jedné třetiny zapříčiněna prenatálními faktory,...*  
*Děti musí být krmeny sondou.*  
*Uvědomění si vlastního těla je obvykle lokalizováno...*  
*Spastickou obrnou jsou postiženy všechny čtyři končetiny,...*
- 2) *Udává se, že jí (diskinetickou formou) trpí přibližně pětina jedinců...*

The text passage used here deals with several types of cerebral palsies. This issue also falls into the field of special education. The style of this passage is again strictly impersonal. We cannot find a single sentence here written in the first person singular or plural from the perspective of the authors.

## 7. Newspaper texts

### 7.1 English newspaper texts

News stories in newspapers hardly ever reach the length of 1000 words. For this reason I was forced to use two newspaper articles. The first of them is a front-page article entitled “Putin moves to prop up Assad”, the heading of the second article is “GPs offered thousands of pounds to cut number of hospital referrals.” Both of them were published in The Guardian on the 2nd of October 2015. The numbers of passive structures are presented in the tables below:

passive tense	number of structures
past perfect	1 1)
past simple	5 2)
past continuous	1 3)
present perfect	0
present simple	7 4)
present continuous	2 5)
<b>the total number of passive structures</b>	<b>16</b>

additional data (included in the total number of passive structures)	number of structures
passive structures including agents	3 6)
passive structures including instruments	0
passive structures including infinitive constructions	2 7)

Example quotations representing the kinds of passive structures quantified above:

- 1) *...American-backed rebels reported that they had been hit.*
- 2) *Syrian activists reported a number of airstrikes in the country's north and centre, including in the province of Hama, where they said locations controlled by another US-backed rebel group, Tajamu al-Izzah, were hit.*
- 3) *...that Iranian forces were also being deployed in Syria...*
- 4) *The Russian defence ministry said its planes had hit 12 Islamic State targets, including a command centre and two arms depots, although the areas where it said the strikes took place are not held by Isis.*
- 5) *GP practices are being offered thousands of pounds...*
- 6) *The rewards are being offered by clinical commissioning groups, the local NHS bodies...*
- 7) *UN diplomatic efforts are likely to be frozen as a result.*

## 7.2 Czech newspaper texts

As in the previous chapter, I have used two newspaper articles to grasp the number of passive structures in this kind of texts. The following two articles consist of 1000 words as well. The heading of the first article is “Sněmovna odmítla časově neomezené povinné kvóty“ and the second article is entitled “Czerninův vnuk boj o majetek nevzdává.“ Both of them are taken from Právo and were published on the 2nd of October 2015.

Below is the information on the occurrence of passive structures in this type of text:

passive voice	number of structures
periphrastic	6 <sup>1)</sup>
reflexive	0
subjectless periphrastic	1 <sup>2)</sup>
subjectless reflexive	1 <sup>3)</sup>
<b>the total number of passive structures</b>	<b>8</b>

And here are examples of individual kinds of passive structures:

- 1) *“Nícméně jsme byli demokratickým způsobem přehlasováni a jsme členy EU,...“*
- 2) *V Česku bylo za poslední dobu zadrženo přes 50 převaděčů.*
- 3) *Řízení a soudy o vydání majetku jsou však v této věci pozastavené a čeká se na konečné vyřešení otázky kolem Czerninova občanství.*

## 8. Fiction texts

### 8.1 English fiction text

I have opted for a book entitled “Foggy Mountain Breakdown”, which is a collection of stories by the American writer Sharyn McCrumb (born in 1948). I have chosen a story “A Shade of Difference” to search for passive structures. The numbers of passive structures are presented in tables below:

passive tense	number of structures
past perfect	0
past simple	3 <sup>1)</sup>
past continuous	0
present perfect	0
present simple	3 <sup>2)</sup>
present continuous	0
<b>the total number of passive structures</b>	<b>6</b>

additional data (included in the total number of passive structures)	number of structures
passive structures including agents	0
passive structures including instruments	1 <sup>3)</sup>
passive structures including infinitive constructions	2 <sup>4)</sup>

Example quotations representing the kinds of passive structures quantified above:

- 1) *Tacked to the wall in from of him was a sign he'd printed with his laundry marker:  
EXAM TOMORROW!*
- 2) *Now I'm expected to navigate.*
- 3) *"Oughtn't you to be weighted down with a chain forged of old ballot boxes or something?"  
asked Milton mildly.*
- 4) *Breakfast – a French roll to be eaten on the way to the university.*

## 8.2 Czech fiction text

I decided to use a work by Bohumil Hrabal "Obsluhoval jsem anglického krále" to search for passive structures. And their number here is the lowest of all texts analysed (see the following table).

<b>passive voice</b>	<b>number of structures</b>
periphrastic	2 1)
reflexive	1 2)
subjectless periphrastic	0
subjectless reflexive	0
<b>the total number of passive structures</b>	<b>3</b>

Here are two examples:

- 1) *...že pan zvěrolékař byl viděn...*
- 2) *...číšníci mě učili, jak se balí do ubrousku nůž a vidlička,...*

## **9. Comparisons**

### **9.1 English-Czech comparison within each text type**

#### **9.1.1 Specialised texts**

The number of passive structures in the English specialised text is 24, whereas the Czech specialised text comprises 18 passives. Contrasted with the findings by Dušková (1999, p. 179), which are also presented in the chapter 4.2 of this thesis, the difference in the number of passives between the English and the Czech text is a bit more substantial. It amounts to 25 %, while Dušková (1999, p. 179) states approximately 5 %.

#### **9.1.2 Newspaper texts**

The English newspaper texts consist of 16 passive structures. Their Czech counterparts comprise only 8 passives, which represents difference of 50 %. It differs significantly from the findings by Dušková (1999, p. 179).

#### **9.1.3 Fiction texts**

The passive voice occurs only in six cases in the English fiction text, the passage of the Czech fiction text comprises of 3 passive structures. This comparison, as in case of the previous text type, represents also the difference of 50 %.

### **9.2 Comparison of English texts**

The specialised English text consists of 24 passives. 16 passive structures are used in English newspaper texts and the English fiction text comprises 6 passive structures.

To compare the English specialised text with the English newspaper texts with respect to the number of passive structures, one of the reasons for the lower number of passives in newspaper texts is that the aim of news coverage is usually not to deal with or to describe a specific scientific field. The subjects of the sentences are more diverse, they represent various organisations, authorities, policymakers, officials and countries. The attention is paid to more diverse aspects of the development rather than focusing on one concrete matter. And perhaps for that reason the passive structures are obviously more grammatically diverse in comparison to the English specialised text. Regarding the usage of the passive in different tenses, the English specialised text consists primarily of present simple tense (20 structures). While there is not the only continuous form within the passive voice in the specialised text, there is one continuous form in the past tense and two continuous forms in the present tense in newspaper texts. The specialised text focuses on a rather permanent matter, conditions and relations that do not change or evolve. The text passage centres around somewhat unchangeable circumstances, matters that are generally true. These newspaper texts, on the other hand, deal with current issues and



happenings that change very fast. This also contributes to the fact that the usage of the passive voice in newspaper text is grammatically more diverse. Except for the continuous form of the past and present tense, the newspaper texts also consist of one passive structure in the past perfect tense, the passive tense does not occur, however, within the present perfect tense. While the overwhelming majority of passive structures in the specialised text can be found within the present simple tense (20 structures), it does not apply to the newspaper texts (only 4). There is even a higher number of passives (5) within the past simple tense in newspaper texts.

Regarding the English fiction text, the number of passive structures is much lower in comparison to the newspaper texts. This fact can be attributed to the genre itself and added to it, the text also consists of a dialogue where the passive does not occur so plentifully. It is possible to find only 3 passive structures within the present simple tense and the past simple tense is represented by 3 passive structures as well. The fiction text is the only one within which one passive structure includes an instrument. Two agents can be found in the specialised text, three agents in newspaper texts and there is no agent expressed in the fiction text. It is not possible to find any passive structures within the future tense and the text passages used in this thesis do not consist of any examples of a “get” passive, preparatory it and there within the passive tense, either.

### 9.3 Comparison of Czech texts

The Czech specialised text is dominated by the periphrastic form of the passive voice (17 structures). Nevertheless, the Czech specialised text consists of one subjectless reflexive passive structure:

*Udává se, že jí (diskinetickou formou) trpí přibližně pětina jedinců...*

In spite of the fact that the Czech reflexive passive can be mainly found in informal contexts, the variety *je udáváno* would be hardly acceptable (see examples by Dušková [1999, p. 161] in chapter 4.1.2).

In case of Czech texts there is a considerably lower number of passives within the newspaper texts compared to the number of passives in the specialised text. The decrease amounts to 56 % (compared to 33 % in case of English texts). In spite of this fact, the widest variety of passive structures can be found within the newspaper texts, periphrastic passive along with its subjectless form and one example of subjectless reflexive passive is used in the newspaper texts. This finding regarding the largest variety of passive structures within newspaper texts applies also to the English texts.

The Czech fiction text consists only of 3 passives and in spite of its informal style, two of them are periphrastic.

## CONCLUSION

The first aim of this thesis was to analyse the issue of the passive voice both in English and Czech. This thesis explains how the passive voice is formed, it deals with the rules and restrictions of the passive voice formation. The reader is encouraged, whether in the position of a learner of English or the English teacher, to consider that the passive voice is a significant and useful tool that is instrumental in the communication that is smooth, efficient and applied skillfully. This is achieved by means of the following:

- example sentence structures or complete sentences
- the comparison of different sources
- using various sources to provide complete information
- comments and explanations
- pointing out the differences between English and Czech passive voice
- the information on and the comparison of the number of passive forms

The second aim was to verify that the passive voice occurs more frequently in English compared to the Czech language.

Below is the summary of findings stated in the practical part:

literary genre	the number of passive structures	
	in English	in Czech
specialised literature	24	18
newspaper articles	16	8
fiction literature	6	3
total	46	29

These figures, when the number of English passives are set against the number of Czech passives, show that the proportion of the passive voice usage is 37 % higher in English. Dušková (1999, p. 179) states only 5 % higher incidence of passive structures in English texts compared to Czech texts. Her findings are also dealt with in chapter 4.2 of this thesis. In spite of the fact that Czech uses two forms of the passive (periphrastic and reflexive), English really seems to use the passive more frequently. This fact should prompt both students and teachers of English to pay this issue a proper attention.

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# APPENDICES

## Appendix 1:

### Special Education

**Special education** (also known as **special needs education**, **aided education**, **vocational education**, and **limb care authority education**) is the practice of educating students with special needs in a way that addresses their individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and their community, than may be available if the student were only given access to a typical classroom education.

Common special needs include learning disabilities, communication disorders, emotional and behavioral disorders, physical disabilities, and developmental disabilities.<sup>14</sup> Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, or a resource room.

Intellectual giftedness is a difference in learning and can also benefit from specialized teaching techniques or different educational programs, but the term "special education" is generally used to specifically indicate instruction of students with disabilities. Gifted education is handled separately.

Whereas special education is designed specifically for students with special needs, remedial education can be designed for any students, with or without special needs; the defining trait is simply that they have reached a point of underpreparedness, regardless of why. For example, even people of high intelligence can be underprepared if their education was disrupted, for example, by internal displacement during civil disorder or awar.

In most developed countries, educators modify teaching methods and environments so that the maximum number of students are served in general education environments. Therefore, special education in developed countries is often regarded as a service rather than a place.<sup>[2][3][4][5][6]</sup> Integration can reduce social stigmas and improve academic achievement for many students.<sup>12</sup>

The opposite of special education is *general education*. General education is the standard curriculum presented without special teaching methods or supports.

### Identifying students or learners with special needs

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Some children are easily identified as candidates for special needs due to their medical history. They may have been diagnosed with a genetic condition that is associated with intellectual disability, may have various forms of brain damage, may have a developmental disorder, may have visual or hearing disabilities, or other disabilities.

For students with less obvious disabilities, such as those who have learning difficulties, two primary methods have been used for identifying them: the *discrepancy model* and the *response to intervention model*. The discrepancy model depends on the teacher noticing that the students' achievements are noticeably below what is expected. The response to intervention model advocates earlier intervention.

In the discrepancy model, a student receives special education services for a specific learning difficulty (SLD) if the student has at least normal intelligence and the student's academic achievement is below what is expected of a student with his or her IQ. Although the discrepancy model has dominated the school system for many years, there has been substantial criticism of this approach (e.g., Aaron, 1995, Flanagan and Mascolo, 2005) among researchers. One reason for criticism is that diagnosing SLDs on the basis of the discrepancy between achievement and IQ does not predict the effectiveness of treatment. Low academic achievers who also have low IQ appear to benefit from treatment just as much as low academic achievers who have normal or high intelligence.

The alternative approach, response to intervention, identifies children who are having difficulties in school in their first or second year after starting school. They then receive additional assistance such as participating in a reading remediation program. The response of the children to this intervention then determines whether they are designated as having a learning disability. Those few who still have trouble may then receive designation and further assistance. Sternberg (1999) has argued that early remediation can greatly reduce the number of children meeting diagnostic criteria for learning disabilities. He has also suggested that the focus on learning disabilities and the provision of accommodations in school fails to acknowledge that people have a range of strengths and weaknesses and places undue emphasis on academics by insisting that students should be supported in this arena and not in music or sports.

### Individual needs

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A special education program should be customized to address each individual student's unique needs. Special educators provide a continuum of services, in which students with special needs receives varying degrees of support based on their individual needs. Special education programs need to be individualized so that they address the unique combination of needs in a given student.<sup>18</sup>

In the United States, Canada, and the UK, educational professionals use the initialism IEP when referring to a student's individualized education plan. For children who are not yet 3, an IFSP. (Individual Family Service Plan)It contains 1) information on the child's present level of development in all areas; 2) outcomes for the child and family; and 3) services the child and family will receive to help them achieve the outcomes.<©2011, 2000 PACER Center>

Students with special needs are assessed to determine their specific strengths and weaknesses.<sup>[8]</sup> Placement, resources, and goals are determined on the basis of the student's needs. Accommodations and Modifications to the regular program may include changes in the curriculum, supplementary aides or equipment, and the provision of specialized physical adaptations that allow students to participate in the educational environment as much as possible.<sup>[9]</sup> Students may need this help to access subject matter, physically gain access to the school, or meet their emotional needs. For example, if the assessment determines that the student cannot write by hand because of a physical disability, then the school might provide a computer for typing assignments, or allow the student to answer questions verbally instead. If the school determines that the student is severely distracted by the normal activities in a large, busy classroom, then the student might be placed in a smaller classroom such as a resource room.

## Methods of provision

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Schools use different approaches to providing special education services to students. These approaches can be broadly grouped into four categories, according to how much contact the student with special needs has with non-disabled students (using North American terminology):...

## Appendix 2:

### Oboustranná hemiparéza

Oboustranná hemiparéza je způsobena rozsáhlejším poškozením mozku v obou hemisférách koncového mozku. Spastickou obrnou jsou postiženy všechny čtyři končetiny, avšak intenzita postižení není rovnoměrná. Tato forma dětské mozkové obrny je jedna z nejtěžších. Postižené děti jsou obvykle celoživotně odkázány na pomoc druhých, je charakteristická snížená inteligence a časté epileptické záchvaty (M. Renotiérová, 2003).<sup>50</sup>

### Kvadruparetická forma dětské mozkové obrny

Kvadruparetická forma je nejzávažnější formou DMO. Vzniká jako následek **poškození rozsáhlých částí senzomotorické oblasti kortexu**. Kvadruparéza je z jedné třetiny zapříčiněna prenatálními faktory, často jsou zaznamenány malformace mozku. Nízká porodní hmotnost se vyskytuje ve 25 % případů. J. Kraus (2005)<sup>51</sup> uvádí, že častou příčinou jsou též infekce CNS (meningitidy, encefalitidy, meningoencefalitidy). Při kvadruparéze je postiženo celé tělo, hlava, trup a všechny čtyři končetiny. Hlava se nachází v tzv. **opistotonním postavení (opistotonus)** způsobeném spasmu zádočných a šíjových svalů. Trup je v důsledku svalových spasmů ohnutý dozadu. Paže jsou převážně ohnuté v pronačním postavení. Ruce jsou zataty v pěst, vytočeny v zápěstí směrem dolů a ven. Ruka se nepodílí na úchopu, zůstává bez síly, pevný stisk není možný. Narušeny jsou i úchopy – kvadruparetik je obvykle schopen pouze pinzetového úchopu, kterého se neúčastní celá ruka. Nohy a kyčle jsou často v chybném postavení, natažené, s vnitřní rotací (M. Vítková, 2004).<sup>52</sup>

**Těžké formy kvadruparézy** jsou nápadné už v novorozeneckém věku. Objevují se poruchy primárních reflexů (sání, polykání, otvírání úst), spontánní pohyblivost je podle vzoru tonických šíjových reflexů. Děti musí být krmeny

<sup>50</sup> RENOTIÉROVÁ, M.: *Somatopedické minimum*. Olomouc, Univerzita Palackého 2003.

<sup>51</sup> KRAUS, J., ET AL.: *Dětská mozková obrna*. 1. vyd., Praha, Grada Publishing 2005.

<sup>52</sup> VÍTKOVÁ, M. (ed.): *Integrativní speciální pedagogika. Integrace školní a sociální*. 2. vyd., Brno, Paido 2004.



sondou. Od prvních týdnů života je patrné natažení dolních končetin, ohnutí rukou a konstantní opistotonus s natočením hlavy.

U **středně těžké formy kvadruparézy** je patologický vývoj patrný na konci 1. trimenonu. Dítě nezvedne hlavičku, chybí vzpor na předloktí („nepase koničky“), patrné je asymetrické držení hlavy, nohy a kyčle jsou ohnuté.

Vnější podněty provokují u kvadruparetika Moorův reflex – úlekovou reakci s rozhozením rukou a nohou, s opistotonním postavením hlavy. Opistotonus a vysoké napětí obličejových svalů způsobují mimickou inaktivitu postižených. Často jsou otevřena ústa. Vytékají sliny, protože bývá postiženo i polykání. Příjem potravy je značně ztížen, neboť chybí pohyb mandibuly ze strany na stranu, tudíž postižení jedinci nedokáží žvýkat. Chybí také postranní pohyb jazyka.

Velmi je ztížen vývoj řeči. Dochází k **dysartrii** až **anartrii**. Osobám s dobrým intelektem mohou v dospělosti právě tyto poruchy bránit v sociálním začlenění (J. Kraus et al, 2005).<sup>53</sup> Vnímání je málo diferencované a velmi narušené. Opírá se pouze o distanční smysly (zrak, sluch), ale chybí přímé kontakty a podněty. Následkem je strach z pohybu a z prostoru. Uvědomění si vlastního těla je obvykle lokalizováno jen na oblast hlavy a rukou.

Ve většině případů doprovází kvadruparetickou formu DMO další postižení: obvykle **těžká mentální retardace, smyslové vady**, častý výskyt **epilepsie**. Největší riziko představuje obávaný **Westův syndrom**. Patří mezi časné epileptické encefalopatie a svou incidencí je srovnatelný s DMO, tj. postihuje cca tři promile dětí. U devadesáti sedmi procent případů se objeví do jednoho roku věku, maximum výskytu je mezi 3. až 7. měsícem. Typické pro tento syndrom jsou infantilní spasmusy, tzv. bleskové křeče (rozhození paží s následnou tonickou flexí horních končetin), doprovázené hysarytmií na EEG. Mnohdy je spouštěcím faktorem prvních infantilních spasmů vakcinace, zejména proti pertussi (dávivému kašli).<sup>54</sup> Po vzniku záchvatů Westova syndromu dochází k zástavě nebo regresi psychomotorického vývoje dítěte (V. Šípková, 2002).<sup>55</sup> Persistující mentální retardace se objevuje u 85 % případů dětí postižených tímto syndromem!

### Nespastické formy dětské mozkové obrny

Pro tyto formy DMO je charakteristická **absence svalového napětí** (D. Opatřilová, 2003)<sup>56</sup>. Poškození v mozku, způsobující nespastické formy DMO, se projevují mimo pyramidovou dráhu. Pro cílenou volní motoriku je rozhodující

<sup>53</sup> KRAUS, J., ET AL.: *Dětská mozková obrna*. 1. vyd., Praha, Grada Publishing 2005.

<sup>54</sup> KOMÁREK, V.: Věkově vázané epileptické syndromy u dětí. *Pediatric pro praxi*, 2004, č. 5, s. 233–235.

<sup>55</sup> ŠÍPKOVÁ, V.: Westův syndrom. *Vox Pediatrae* 2002, roč. 2, č. 3, s. 27–28.

<sup>56</sup> OPATŘILOVÁ, D.: *Pedagogická intervence v raném a předškolním věku u jedinců s dětskou mozkovou obrnou*. Brno, Masarykova univerzita 2003.



korové motorické centrum. Motorická kůra má somatotopickou reprezentaci jednotlivých skupin kosterního svalstva. Určitým svalům tedy odpovídá určitá oblast kůry. Bez motorické kůry by nebyl možný úmyslný pohyb, ale bez nižších oblastí mozku (bazální ganglia, retikulární formace) by nebylo možné jeho **přesné a jemné řízení**. U člověka se při vypracovávání pomalých, ustálených motorických programů (vzorců) uplatňuje spolupráce kůry s bazálními ganglii. Po jiné dráze, zahrnující mozeček, se připravují programy pro pohyby úmyslné a rychlé.

### Dyskinetická forma dětské mozkové obrny

Ve starší literatuře se objevuje celá řada synonym názvu této formy DMO (např. dyskineticko-dystonická forma, extrapyramidální forma, atetóza, atetoidní forma). Její příčinou je **poškození mozku v oblasti bazálních ganglií**. Bazální ganglia jsou součástí **extrapyramidové dráhy** podílející se na řízení pohybů člověka. Tato dráha začíná v korových motorických centrech, v podkorových centrech (bazální ganglia, retikulární formace) je přepojena na další neurony a odtud pokračuje do míchy. Extrapyramidová víceneuronová dráha představuje vývojově starší koordinační aparát zajišťující stereotypní pohyby a postoj. Bazální ganglia u člověka umožňují realizaci plynulého pohybu. Poškození bazálních ganglií vyvolává pohybový chaos, který se demonstruje jako **nepotlačitelné pohyby**.

Dyskinetická forma patří mezi méně časté formy DMO. Udává se, že jí trpí přibližně pětina jedinců postižených DMO. V etiologii značně převažují perinatální faktory (asfyxie, hypotrofičtí novorozenci s hypoxií), dále to jsou faktory prenatální a jen malou část tvoří postnatální nebo nezjistitelné faktory. I. Lesný (1985)<sup>57</sup> uvádí, že na vzniku této formy DMO se nejčastěji podílí novorozenecká žloutenka, která je následkem inkompatibility Rh-faktoru mezi matkou a plodem. Tato forma DMO je charakterizovaná **mimovolními pomalými kroutivými pohyby**. Tyto abnormální pohyby postihují obvykle ruce, nohy, případně celé horní nebo dolní končetiny. V některých případech je postiženo svalstvo tváře a jazyka, což vede ke grimasám, žmoulavým pohybům úst, mlaskání apod. Abnormální pohyby se nezřídka zvyrazňují při emočním stresu, a naopak mizí ve spánku. J. Kraus (2005)<sup>58</sup> rozlišuje dvě podskupiny dyskinetické formy DMO:

- podskupina **hyperkinetická**
- podskupina **dystonická**.

U hyperkinetické podskupiny jsou velmi nápadné abnormální, masivní neúčelné pohyby. Naproti tomu u dystonické podskupiny jsou časté a charakteristické náhlé změny svalového tonu. Dytonické případy se vyskytují častěji.

<sup>57</sup> LESNÝ, I.: *Dětská mozková obrna ze stanoviska neurologa*. Praha, AVICENUM 1985.

<sup>58</sup> KRAUS, J., ET AL.: *Dětská mozková obrna*. 1. vyd., Praha, Grada Publishing 2005.

V praxi se můžeme vzácně setkat i se **smíšenou dystonicko-hyperkinetickou formou**.

Novorozenci s dyskinetickou formou DMO bývají zprvu hypotoničtí. Zvýšení svalového napětí je patrné až kolem poloviny druhého trimestru. Vývoj dyskinetické formy DMO je pozvolný a nenápadný. Mezi první symptomy patří nadměrné otevření úst a neschopnost vydržet v jedné poloze. Teprve mezi 1. až 3. rokem se příznaky plně rozvíjejí, zejména jsou patrné mimovolní pohyby končetin. Rozsah mimovolních pohybů je různý, od malých jednotlivých záškubů až po rozsáhlé pohyby celé poloviny těla.

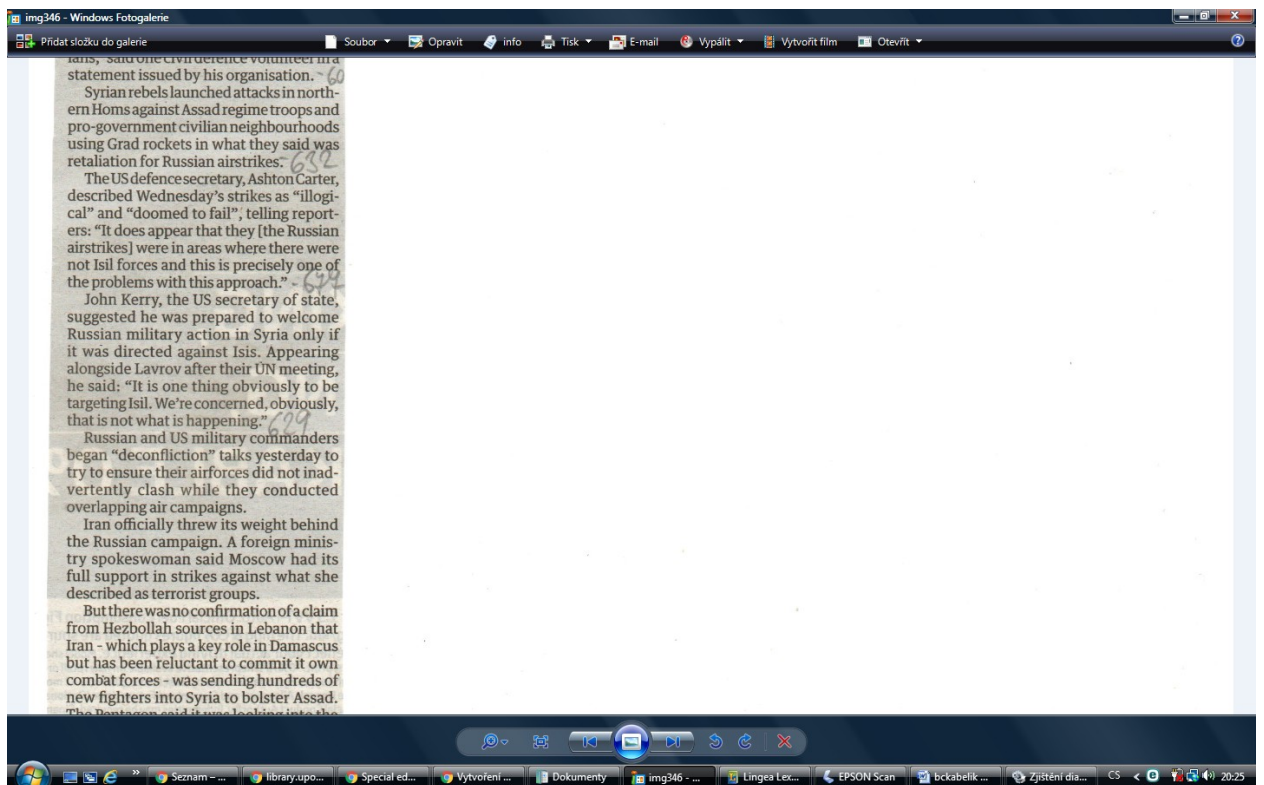
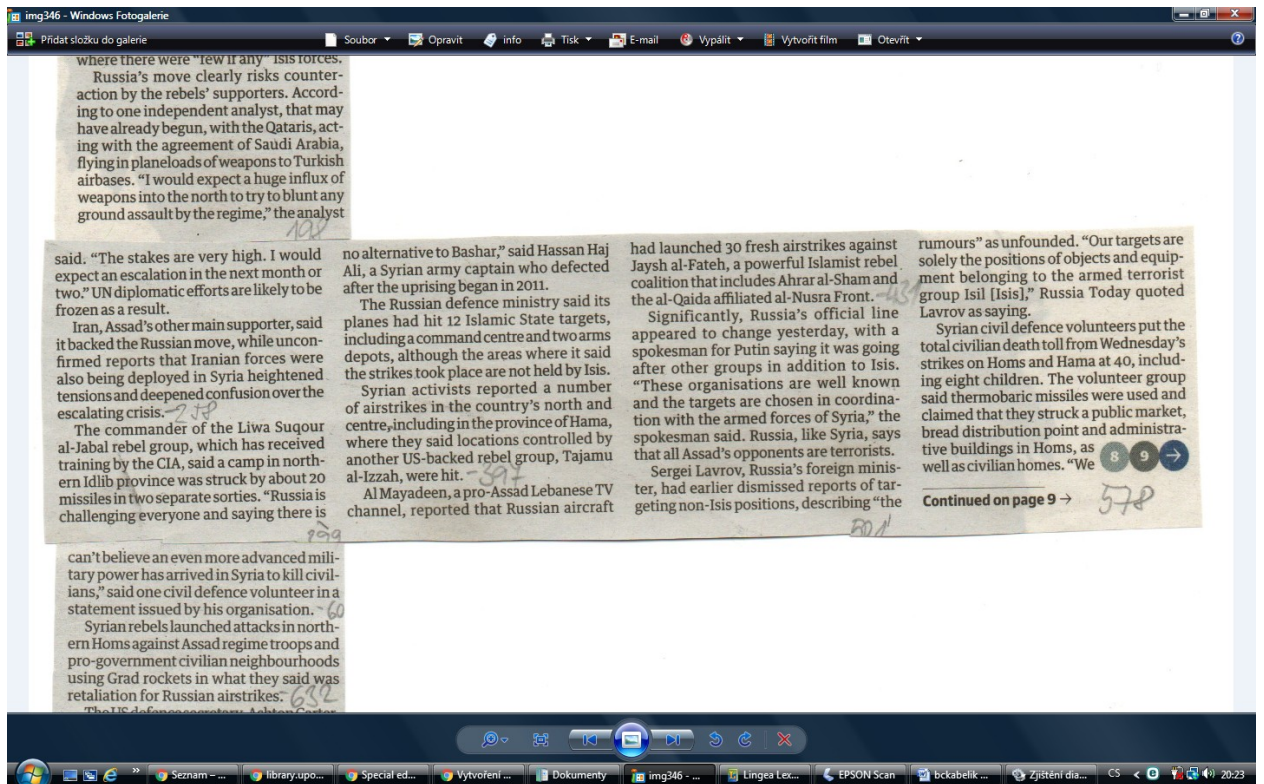
Řeč dystoniků bývá značně **nesrozumitelná** a pomalá. Z dalších doprovodných postižení se přidružují poruchy sluchu, zrakové problémy (strabismus), problémy s polykáním. Vzhledem k tomu, že dyskinetická forma DMO vzniká násled-

### Appendix 3:

#### Putin moves to prop up Assad







## GPs offered thousands of pounds to cut number of hospital referrals

**Denis Campbell and agencies**

GP practices are being offered thousands of pounds for cutting the number of patients they refer to hospital for appointments such as consultations with specialists, scans and operations, according to an investigation. - 134

First appointments for cancer - which should occur within two weeks of a GP suspecting the disease - are included in some of the targets to cut referrals, a freedom of information study by Pulse magazine found. - 807

The rewards are being offered by clinical commissioning groups (CCGs), the local NHS bodies responsible for planning and commissioning healthcare.

Dr Emma Rowley-Conwy, a GP in Lambeth, south London, said the targets were "counter to other initiatives that encourage GPs to refer earlier for suspected cancers". - 852

Some CCGs have argued that the incentives do not represent a conflict of interest for doctors.

Guidance from the General Medical Council says doctors must not accept any "inducement, gift or hospitality" that affects or could be seen to affect the way a doctor treats or refers patients. - 900

But Professor Clare Gerada, former chairman of the Royal College of GPs, told Pulse such schemes risked "interfering with the doctor-patient relationship". She said: "Once we start incentivising to reduce activity, then it puts a conflict within the consulting room."

Some of the CCGs that provided details to Pulse said they were focused on cutting "unnecessary" referrals. Others had much broader targets to cut referrals for "high activity" specialities.

Pulse said at least nine CCGs - covering hundreds of thousands of patients - were offering the rewards. Some doctors told the magazine that CCGs were now increasingly using them to cut costs. - 1000

The findings come as the eighth National GP Worklife Survey, carried out by Manchester University, found that GPs' overall job satisfaction was lower than in all surveys undertaken since 2001.

Dr Rosie Loftus, joint chief medical officer at Macmillan Cancer Support,

**Appointments for suspected cancer - which should take place within two weeks - were part of some of the targets to cut referrals**

**14 days**

## Appendix 4:

### Sněmovna odmítla časově neomezené povinné kvóty

Takřka idylická shoda mezi koalicí a opozicí kolem migrační krize a odmítání povinných kvót, která ještě v polovině června při mimořádné schůzi pano-

**Byli jsme demokratickým způsobem přehlasováni a jsme členy EU, tak to račme přijmout**

**Karel Schwarzenberg**

vala ve Sněmovně, včera vzala za své. Osmihodinovou debatu ovládly hádky a obviňování ze zrady českých národních zájmů.

Důvodem rozkolu se stalo nedávné jednání evropské rady ministrů, kde většina přehlasovala Česko při schvalování povinných kvót. A Sobotkova vláda za to schytala od ODS, Úsvitu a okamurovců zdrcující kritiku. Zastání našla jen u TOP 09, jejíž předseda a bývalý šéf diplomacie Karel Schwarzenberg upozornil, že se Česku rozhodnutí nemusí líbit, nicméně bylo demokratické a mělo by ho přijmout. - 105

**Žaloba neprošla**

Naproti tomu šéf ODS Petr Fiala označil přístup české vlády za velkou evropskou komedii. Tomio Okamura šel ještě dál a vyzval vládu k demisi za přijetí diktátu Bruselu bez odporu.

Nicméně nakonec Sněmovna 91 hlasy proti 20 schválila usnesení, v němž odmítla trvalý přerozdělovací mechanismus. Ten má podle Bruselu zavést rozdělování uprchlíků pomocí povinných kvót na neomezenou dobu.

(Pokračování na str. 2)



(Pokračování ze str. 1)

Proti trvalému přerozdělování bude příští týden bojovat ministr vnitra Milan Chovanec (ČSSD) v Bruselu.

Sněmovna se v usnesení vyslovila i pro zachování volného pohybu v rámci Schengenu. -191

Úsvit s ODS chtěly předtím prosadit, aby se vláda zachovala jako Slovinci a bránila se proti kvótám u Evropského soudního dvora. Jejich návrh podpořilo 55 poslanců z klubů ODS, Úsvitu a KSČM, k němuž se přidalo sedm koaličních – čtyři soc. dem, dva lidovci a jeden babišovec. -140

Premiér Bohuslav Sobotka (ČSSD) dal v debatě jasně najevo, že vláda nebude podnikat žádné zbrklé kroky, byt' rozhod-

## Vláda hrála velkou evropskou komedii

Petr Fiala

nutí o povinných kvótách považuje za chybné. Přesto bude rozhodnutí respektovat a nepůjde stejnou cestou jako Slovensko. -20

Karel Schwarzenberg ho podpořil slovy: „Já sám jsem proti kvótám, já je považuji za nesmyslné, to je pravda. A fekněme také, že v dobrém partnerském vztahu to, co poskytujete miliard, dobrovolně, jestli jsem znárodněn, tak to nevnímáte zrovna jako pokrok.“ a dodal: „Nicméně jsme byli demokratickým způsobem přehlasováni a jsme členy EU, tak to račme přijmout, místo abychom tady trávili čas nepřetržitým remcáním, což nám vůbec nepomůže.“

Jeho slova ale na kritiky vládního postupu příliš nezabrala. Podle Petra Fialy (ODS) česká vláda kapitulovala. Její údajná nečinnost tak prý ohrožuje i budoucí možnosti obhajoby českých zájmů v EU. -367

„Jasně se ukázalo, že vláda tady hrála velkou evropskou ko-

Foto PRÁVO – Petr Hloušek



Bohuslav Sobotka včera ve Sněmovně varoval před hysterií kolem běženců.

medii. Na jedné straně ukazovala veřejnosti a médiím, že bojuje proti kvótám, ale na druhé straně v okamžiku, kdy došlo na lámání politického chleba, zařadila zpátečku, aby si v EU neudělala příliš mnoho nepřátel.“ prohlásil šéf ODS. -415

Sobotku obvinil, že se obává vyloučení své strany z Evropské socialistické internacionály, a vicepremiéra Andreje Babiše (ANO) ze zastavení dotací plynoucích také do jeho Agrofertu.

Ačkoliv komunisté hlasovali pro návrh ODS a Úsvitu, jejich šéf Vojtěch Filip apeloval na vlá-

du s tím, že je třeba řešit příčiny současné krize. -461

„Odstraňovat příčinu a hledat řešení je podle mého soudu mnohem podstatnější než řešit pouze následky. Protože pokud neodstraníme příčinu migrační vlny, následky se budou jenom dramaticky zhoršovat,“ dodal Filip. -490

## Chovanec: Přejde druhá vlna běženců

Ministr Chovanec zkritizoval německou vládu, která podle něj změnila názory, a zdůraznil, že přijde druhá migrační vlna. „A to je slučování rodin, dámy a páno-

vé,“ pravil Chovanec s tím, že přes 60 procent přicházejících migrantů jsou muži, z nichž většina bude chtít sloučit rodinu. -55

Chovanec zopakoval důležitost boje s převaděči. Podle něj se „krvavého a šlehaného byznysu“ účastní na 30 tisíc lidí. „A ty je potřeba pochytat, sebrat jim peníze a maximum jich zavřít,“ dodal ministr vnitra. V Česku bylo za poslední dobu zadrženo přes 50 převaděčů. -382

Jeden byl Čech, ostatní jsou většinou Syřané, Maďari, a dokonce i občané Švédska. -595 (ada, nig)

## Czerninův vnuk boj o majetek nevzdává

Radka Kovářová

Již více než dvacet let se Karl Eugen Czernin (59), vnuk Eugena Czernina a jeho manželky Josefíny Czerninové, princezny ze Schwarzenbergu, marně snaží vybojovat zpět majetek, který byl šlechtickému rodu zkonfiskován po druhé světové válce na základě Benešových dekretů. -639

Teď se jeho právník Pavel Alfery Hrdina snaží oživit kauzu

novou žalobou na české ministerstvo vnitra. Podal ji v červenci a zatím o ní pražský městský soud nerozhodl. -17

Klíčová otázka, kterou chce aby po 70 letech soud odpověděl, je, zda Eugen Czernin měl, nebo neměl československé státní občanství a zda se za války aktivně účastnil boje za osvobození od fašismu. -699

Stejně jako mnozí další získal Eugen Czernin, který měl německou národnost, po zabrání

Jde o zámek v Jindřichově Hradci, vodní hrad Švihov, hrad Andělská Hora a rozsáhlé lesy, polnosti a pozemky

Sudet v roce 1939 automaticky německé občanství, a po válce v listopadu 1945 si tak musel

znovu požádat o zachování toho československého. Tehdejší úřady však až do jeho smrti v roce 1955 řízení neukončily, a tedy ani nijak nerozhodly. -711

Bez priznaného československého občanství však nemají jeho potomci na restituci nárok. A ve hře není málo.

Karl Eugen Czernin chce získat zpět například rodový zámek v Jindřichově Hradci, vodní hrad Švihov na Klatovsku, hrad Andělská Hora na Karlovarsku

k tomu rozsáhlé lesy a polnosti a další rozlehlé pozemky v chmelařské oblasti na Lounsku a Rakovnicku. Hodnota tohoto majetku je dnes špatně vyčísitelná.

## Žalují vnitro

„Patří k nejrozsáhlejším restitucním nárokům u nás,“ myslí si další jeho advokát, Petr Haluza. Řízení a soudy o vydání majetku jsou však v této věci pozastavené a čeká se na konečné vyřeše-

ní otázky kolem Czerninova občanství.

„Dědicové se snaží přesvědčit ministerstvo vnitra i české správní soudy, že si československé občanství Eugen Czernin zasloužil. Ministerstvo vnitra je však přesvědčeno, že nikoli.“

Karl Eugen Czernin v minulosti neuspěl ani pražského městského soudu, který jeho žádost o priznání československého občanství jeho dědovi zamítl. -896

(Pokračování na str. 3)



(Pokračování ze str. 1)

Proti tomu podal kasační stížnost k Nejvyššímu správnímu soudu, ale ani s ní v roce 2007 neuspěl. Od té doby se předložením nových svědectví, které mají dokládat aktivní pomoc Eugena Czernina v protifašistickém odboji, snaží o znovuoobnovení řízení.

Ministerstvo však trvá na svém a žádost o obnovu letos v lednu nepovolilo. Rozhodnutí v rámci tzv. rozkladu přezkoumával ministr vnitra Milan Chovanec (ČSSD), který jej letos v květnu také zamítl. - 964

Právník Karla Eugena Czernina Pavel Alfery Hrdina proto vnitro letos v červenci u pražského městského soudu zažaloval.

V žalobě uvádí, že v roce 2008 byly zjištěny nové důkazy. Podle

něj existují dva svědci, bývalý komorník a kuchařka na zámku v Jindřichově Hradci, kteří v notářsky ověřených výpovědích uvádějí, že Eugen Czernin ukryl v jednom ze sálů do skryše vzniklé snížením stropu zbraně, které měly sloužit k odboji proti Němcům.

## Appendix 5:

### Foggy Mountain Breakdown

Milton Palmerston tapped his pencil against his monogrammed coffee mug as if he were calling himself to order. Tacked to the wall in front of him was a sign he'd printed with his laundry marker: EXAM TOMORROW! The fact that his floor was buried beneath piles of scribbled notes and political reference books should have been sufficient reminder of this, but Milton couldn't be sure. Last February he had left his overcoat on the bus to Petersborough, and hadn't noticed the loss until his advisor drew him aside a week later and offered to lend him the money for one. That had been during finals week, too. - 119

After that he had taken to jotting reminders on his hand. His left hand at the moment read: GLOVES! BREAKFAST! DIEFENBAKER/RECIPROCITY! He stared at the message. Did he somehow owe a breakfast to John G. Diefenbaker? Surely not. He hazarded another guess. *Gloves*—in his coat pocket. *Breakfast*—a French roll to be eaten on the way to the university. And *Deifsnbaker/Reciprocity* must refer to the article he had just spent an hour reading, of which he remembered nothing. He reluctantly admitted to himself that he knew the rest of the course material like the back of his hand—which was to say, that it made very little sense to him at the moment. He was blanking out again from the pressure.

Obtaining a master's in history was more difficult than his family cared to believe, although they were grudgingly impressed



that someone who had to keep a copy of his own address—*twenty-four Wessex Drive*, he thought hastily (just checking)—could memorize so many less familiar names and dates. Usually such facts and figures danced about in his head—*what was the importance of a fly swatter in the diplomatic history of the French Third Republic?* (he never forgot that)—but during exam week, his mine of information became a barren tunnel salted with surface trivia.

Milton sighed. Trying to figure out what caused his anxiety was a bit like trying to figure out what caused the German inflation of 1923. Eventually you sit down, and sigh, and admit that *everything* caused the German inflation of 1923.

Perhaps a study break would help to clear his mind. He considered dropping in for a chat with what's-his-name, the New Yorker across the hall—but that might turn into an all-night debate, which it often did. The New Yorker, Gerald—what *was* his last name? Ford? Probably; it sounded familiar. Anyway, Gerald was specializing in international diplomacy. "You're studying Canadian *domestic* politics?" he had demanded when they first met. Milton had acknowledged that this was so, and the Yank had grinned facetiously. "Isn't that a bit like raising dairy cows for foxhunting? I mean, the potential seems hardly worth the effort. All you guys do diplomatically is referee. Now my country . . ." Milton shook his head. He wasn't up to debating tonight. Better reread that piece on the Liberal Party of Canada. He groped for the book.

"I am here to demand that you change your vote on the Western Grain Stabilization Act," said a stern voice from behind him.

For a stricken moment, Milton thought that he had warped out in the middle of Professor Paulsen's exam, only to find himself unprepared, but no, this was definitely his room. Cautiously, he turned around and saw that it was only Mackenzie King, who had been dead since 1950 and could hardly be appearing as a guest lecturer at York. He smiled with relief. It was only a hallucination. He'd been expecting them, anyway.

"Don't sit there smirking at me!" snapped the apparition. "I tell you, the Western Grain Stabilization Act simply will *not* do!"

"Oughtn't you to be weighted down with a chain forged of old ballot boxes or something?" asked Milton mildly.

"Nonsense! You're confusing me with a U.S. president! Several, in fact."

"Very possibly. At any rate, you're confusing me with someone else as well. I can't vote in parliament. I'm a graduate student."

The late prime minister pointed to Milton's coffee mug. "M.P.—there it is, sir, plain as day!"

"My initials," said Milton diffidently.

There was a short silence. "Oh." Another pause. "Isn't this twenty-four Sussex Drive?"

Milton consulted his wrist. "Twenty-four *Wessex Drive*," he announced.

"Oh. I haven't got the hang of this yet. It was easier when I was on your side. Just sit at the table and stay alert: one rap for yes, two for no. Now I'm expected to navigate. Higher plane indeed! Oh well, sorry to have disturbed you. Carry on!"

The figure walked into the wall and began to fade from sight, its features mingling with the roses on the wallpaper. Milton cleared his throat. "Actually, though, there isn't anything *wrong* with voting for the Western Grain Stabilization Act . . ."

The figure ceased to blend. It seemed to seep outward from the wall again, taking on a distinct, even portly form, which began to walk back toward him. "I *beg* your pardon?"

"I said: 'There's nothing wrong with voting for the Western Grain Stabilization Act.' It will stabilize the whole economy of the region without costing the taxpayers anything. Because, you see, you have to consider the multiplier effect, which in the case of a farmer is a factor of three; therefore—"

"No! No! Don't give me twaddle about multiplier effects. Have you talked to the farmers? Have you asked them what *they* want?"

You have to approach this in a spirit of compromise, to—I thought you said you weren't in politics."

Milton drew himself up. "I'm a graduate student in Canadian history. Naturally I follow politics," he said, warming to the topic.

The apparition smiled complacently. "Quite an opportunity for you—talking to me!"

"Uh . . . well . . ." Milton hedged.

"Politics. I can certainly set you straight about that."

"Er—the fact is—"

"Have you read my book? *Industry and Humanity?*"

"I find it most helpful at times," said Milton carefully.

1000

## Appendix 6:

### Obsluhoval jsem anglického krále

Dávejte pozor, co vám teďka řeknu.

Když jsem přišel do hotelu Praha, tak mne vzal šéf za levý ucho a zatahal mě za něj a povídá: „Jseš tady pikolík, tak si pamatuj! Nic jsi neviděl, nic jsi neslyšel! Opakuj to!“ A tak jsem řekl, že v podniku jsem nic neviděl a nic neslyšel. A šéf mne zatahal za pravý ucho a řekl: „A pamatuj si ale taky, že všechno musíš vidět a všechno slyšet! Opakuj to!“ A tak jsem udiven opakoval, že všechno budu vidět a všechno slyšet. A tak jsem začal. Každý ráno v šest hodin jsme byli na place, taková defilírka, pan hoteliér přišel, po

jedné straně koberce stál vrchní a číšníci a na konci já, tak maličký jako pikolík, a na druhý straně stáli kuchaři a pokojský a ficky a kredencká, a pan hoteliér šel kolem nás a díval se, jestli máme čisté náprsenky a frakový límce i frak bez poskvrně, a jestli nechybějí knoflíky a jestli jsou vyčištěny boty, a naklonil se, aby čichem zjistil, jestli jsme si myli nohy, pak řekl: „Dobrý den, pánové, dobrý den, dámy...“ A už jsme s nikým nesměli mluvit a číšníci mě učili, jak se balí do ubrousku nůž a vidlička, a já jsem čistil popelníky a každé den jsem musel vyčistit plechový košíček na horký párky, protože já jsem roznášel na nádraží horký párky, naučil mne to ten pikolík, který už pikolíkem přestal být, už začal pracovat na place, ach, ten se něco naprosil, aby mohl roznášet dál párky! Až mi to bylo divný, ale pak jsem to pochopil. Nic jsem nechtěl dělat než roznášet podle vlaku horký párky, to kolikrát denně jsem dal páreček za korunu osmdesát s rohlíkem, ale cestující měl jen dvacet korun, někdy padesátikorunu, a já jsem vždycky neměl drobný, i když jsem je měl, a tak jsem prodával dál, až pak už cestující vyskočil do vlaku a dral se k okýnku a natahoval ruku a já jsem nejdřív položil horký párky a pak jsem řehtal v kapse drobnými, ale cestující křičel, že drobný ať si nechám, hlavně ať vrátím bankovky, a já jsem ty bankovky pomalu hledal v kapse, a výpravčí už pískal, a tak jsem pomalu vytahoval ty bankovky, a vlak se už rozjížděl a já jsem běžel podle vlaku, a když se vlak rozjel, tak jsem zvedl ruku a už se ty bankovky dotýkaly prstů natahujícího se cestujícího, skoro se některý vyklonil tak, že je někdo musel v kupé držet za nohy, jeden dokonce zavdil hlavou o gránik, jinej o stožár, ale pak se už prsty rychle vzdalovaly a já jsem udýchanej stál s nataženou rukou, v který byly ty bankovky, a to bylo moje, málokterej cestující se vrátil pro ty prachy, a tak jsem začínal mít svoje peníze, za měsíc to už bylo pár stovek, nakonec jsem měl i tisícikorunu, ale ráno od šesti a večer před spaním šéf chodil kontrolovat, jestli jsem si myl nohy, a už ve dvanáct jsem musel být v posteli, a tak jsem začínal neslyšet, avšak slyšet všechno a začínal jsem nevidět, a vidět všechno kolem sebe, viděl jsem ten pořádek a řád, jak šéf měl radost, když jsme byli naoko spolu zneprátení, kdepak, aby pokladní šla do biografu s číšníkem, to byla v tu ránu výpověď, a taky jsem poznal hosty v kuchyni, ten stůl štangastů, každé den jsem musel čistit sklenice štangastů, každé měl svoje číslo a svoji značku, sklenice s jelenem a sklenice s fialkami a sklenice s městečkem a sklenice hranaté a sklenice bachraté a kameninový džbáněk se značkou HB až z Mnichova, a tak každý večer přicházela ta vyvolená společnost, pan notář a přednosta stanice a soudu a zvěrolékař a vedoucí hudební školy a továrník Jína, a všem jsem pomáhal do kabátu a z kabátu, a když jsem přinesl pivo, musela každá sklenice jít k rukám toho, komu patřila, a já jsem se divil, jak bohatý lidi se dovedou celý večer bavit třeba o tom, že za městem je lávka a tam u té lávky před třiceti lety byl topol, a teď to začalo: jeden říkal, že tam nebyla ta lávka, že tam byl pouze ten topol, a druhý, že tam nebyl topol, a že tam byla ta lávka, ale jen prkno se zábradlím... a tak vydrželi upíjet pivo a bavit se na tohle téma a křičet a nadávat si, jakoby ale všechno naoko, protože užuž proti sobě přes stůl křičeli, že tam byla lávka, a ne topol a z druhé strany že tam byl topol, a ne lávka, ale pak si zase sedli a bylo všecko v pořádku, to křičeli jen proto, aby jim líp chutnalo pivo, jindy zase se přeli o to, jaké pivo je v Čechách nejlepší, a jeden že protivínský, a druhý že vodňanský, a třetí že plzeňský, a čtvrtý že nymburský, a krušovický, a tak zase na sebe křičeli, ale všichni se měli rádi a křičeli jen proto, aby se něco dělo, aby nějak zabili ten večerní čas... A pak zase pan přednosta se naklonil, když jsem mu dával pivo, a pošeptal, že pan zvěrolékař byl viděn v slečen U Rajských, že tam byl na pokoji s Jaruškou, a pan ředitel měšťanské školy zase šeptal, že tam sice byl, ale ne ve čtvrtek, ale už ve středu, ten zvěrolékař, ale s Vlastou, a tak zase celý večer se bavili jen o slečnách U Rajských, a kdo tam byl a kdo tam nebyl, a já když jsem to slyšel, ty jejich řeči, tak mi bylo jedno, jestli za městem byl topol a lávka, anebo tam byla lávka, a ne topol, nebo jen ten topol, ani jestli je lepší bránický pivo anebo protivínský, já jsem nechtěl nic vidět a nic slyšet, než vidět a slyšet, jak to vypadá tam U Rajských. Propočítal jsem peníze a ty horké párky jsem prodával tak, že jsem si nechával tolik peněz, že jsem si už mohl troufnout k Rajským, dokonce jsem uměl na nádraží i plakat, a že jsem byl tak maličký, dokonalý pikolo, mávali nade mnou rukou a nechávali mi peníze, protože mysleli, že jsem sirotek.



## **RESUMÉ**

Teoretická část bakalářské práce je zaměřena na vymezení rozdílu mezi činným a trpným rodem, vysvětlení způsobů tvoření trpného rodu v anglickém a českém jazyce, práce dále poukazuje na výjimky a omezení při jeho tvoření. V praktické části jsou analyzovány tři dvojice různých typů textů v anglickém i českém jazyce z hlediska četnosti výskytu trpného rodu a faktorů ovlivňujících jeho četnost. Praktická část dále potvrzuje vyšší výskyt trpného rodu v anglickém jazyce, k čemuž by mělo být přihlédnuto i při výuce.

## ANNOTATION

<b>Jméno a příjmení:</b>	Petr Kabelík
<b>Katedra nebo ústav:</b>	Sekce anglického jazyka a literatury Ústavu cizích jazyků
<b>Vedoucí práce:</b>	Mgr. Jana Kořínková, Ph.D.
<b>Rok obhajoby:</b>	2016

<b>Název práce:</b>	Použití trpného rodu v anglickém a českém jazyce v různých typech textů
<b>Název v angličtině:</b>	The usage of the passive in English and Czech in different text types
<b>Anotace práce:</b>	Tato bakalářská práce se zabývá trpným rodem v anglickém a českém jazyce, vysvětluje specifika jeho tvoření a zkoumá četnost výskytu trpného rodu v obou jazycích v rámci tří rozdílných typů textů.
<b>Klíčová slova:</b>	Trpný rod, původce děje, gramatická struktura, ditranzitivum, infinitivní konstrukce, pasívum opisné, pasívum zvrtné, bezpodmětné pasívum
<b>Anotace v angličtině:</b>	This thesis deals with the passive voice both in English and Czech. It clarifies the specifics of the passive voice formation and examines its frequency in both languages within three different text types.
<b>Klíčová slova v angličtině:</b>	Passive voice, agent, grammatical structure, ditransitive, infinitive structure, periphrastic passive, reflexive passive, subjectless passive
<b>Přílohy vázané v práci:</b>	Příloha č. 1 – anglický odborný text Příloha č. 2 – český odborný text Příloha č. 3 – anglické novinové texty Příloha č. 4 – české novinové texty Příloha č. 5 – anglická beletrie Příloha č. 6 – česká beletrie
<b>Rozsah práce:</b>	50 stran
<b>Jazyk práce:</b>	Angličtina