

## Chapter 11: THE PASSIVE

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The passive form of modals and phrasal modals	11-4	Ex. 11 → 14	Pr. 12 → 14
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Stative passive	11-5 → 11-6	Ex. 18 → 22	Pr. 15 → 18
The passive with <i>get</i>	11-7	Ex. 23 → 25	Pr. 19 → 20
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### General Notes on Chapter 11

- **OBJECTIVE:** In speaking and writing, about one sentence in eight uses the passive structure. In scientific, academic, and informative reporting, usage increases to about one passive in every three sentences. The passive allows one to focus on actions and the receivers of actions, but it does not require identification of the actor because often it is not important or necessary to know who did something. Although the passive is a useful structure, learners should be encouraged to continue using active sentences for direct, forceful, or persuasive purposes when the agent/actor is known.
- **APPROACH:** Students are given plenty of practice in forming and using passive sentences throughout the chapter. Special attention is given to passive modals, the verb “get” as a passivizer, and the often confusing participial adjectives (e.g., *interesting* vs. *interested*). With the charts and exercises, students learn to use various tenses with the passive and to decide whether to use the passive or active form.
- **TERMINOLOGY:** It is assumed that students understand the grammatical terms “subject,” “object,” and “(in)transitive verb.” The term “by-phrase” is used for the prepositional phrase that includes the agent of the verb’s action.

## CHART 11-1: FORMING THE PASSIVE

- Students must understand the difference between transitive and intransitive verbs; refer them to Appendix Chart A-1. Some other languages use transitivity in very different ways, leading some students to make mistakes in English.

INCORRECT: *The accident was happened.* OR *My shoe was fallen off.*

- In reviewing the tense forms listed at the bottom of the chart, you might have students change some of the statements into questions or negatives. This focuses their attention on the required use of the auxiliary “be” in every passive sentence.

### □ EXERCISE 1, p. 209. Forming the passive. (Chart 11-1)

EXPANSION ACTIVITY: Before or after Exercise 1, you might want to demonstrate the passive in all the tenses. Ask students to assist you, then include their actions in your sentences. For example: (“Omar”) *touches your book, then takes his hand from it.*

TEACHER: Omar touched the book.

SPEAKERS: The book was touched by Omar.

(*You touch the book with your hand and do not take your hand from it.*)

TEACHER: I am touching the book.

SPEAKERS: The book is being touched by you.

(*Continue with sentences like the following:*)

(*simple present*) Mr. Lee touches the book during class each day.

(*simple past*) When we started this lesson, Omar touched the book.

(*present perfect*) Ruth hasn’t touched the book yet.

(*past progressive*) A few minutes ago, Omar was touching the book.

(*past perfect*) Before I touched the book, Omar had touched it.

(*future*) Baiwong will probably touch the book next.

(*future*) Pierre is going to touch the book when I ask him to.

(*future perfect*) Soon Maria will have touched the book.

ANSWERS: 2. is being opened    3. has been opened    4. was opened    5. was being opened    6. had been opened    7. will be opened    8. is going to be opened    9. will have been opened    10. Is . . . being opened    11. Was . . . opened    12. Has . . . been opened

### □ EXERCISE 2, p. 209. Forming the passive. (Chart 11-1)

This exercise may be done individually or in small groups. In an advanced class where this is review only, a “student-teacher” could lead the exercise.

Every sentence in this exercise should include a *by*-phrase in the passive form. Focus attention on the forms at this point in the chapter. Check the students’ pronunciation of *-ed* endings.

PART I ANSWERS: 2. Customers are served by waitresses and waiters. 3. The lesson is going to be explained by the teacher. 4. A new idea has been suggested by Shirley. 5. Ann will be invited to the party by Bill. 6. That report is being prepared by Alex. 7. The farmer’s wagon was being pulled by two horses. 8. The book had been returned (by Kathy) to the library (by Kathy). [Either position is acceptable.] 9. By this time tomorrow, the announcement will have been made by the president. 10. That note wasn’t written by me. It was written by Jim. 11. That pie wasn’t made by Alice. Was it made by Mrs. French? 12. Is that course taught by Prof. Jackson? I know that it isn’t taught by Prof. Adams. 13. Those papers haven’t been signed (yet) by Mrs. Andrews (yet). [Either position is acceptable.] Have they been signed by Mr. Andrews? 14. Is your house being painted by Mr. Brown? 15. I won’t be fooled by his tricks.

PART II ANSWERS: 16. Omar wrote that sentence. 17. The teacher is going to collect our papers. 18. Did Thomas Edison invent the electric light bulb? 19. Most drivers don't obey the speed limit on Highway 5. 20. Has the building superintendent informed you of a proposed increase in our rent?

□ **EXERCISE 3, p. 210. Forming the passive. (Chart 11-1)**

The items include intransitive verbs that are often used incorrectly in a passive form by learners. (INCORRECT: *My cat was died; I am agree with you.*)

ANSWERS: 3. (no change) [Compare *died* (intransitive verb) and *is dead* (*be* + adjective)]  
 4. (no change) 5. That theory was developed by Dr. Ikeda. 6. The cup was dropped by Timmy. 7. (no change) 8. I was interviewed by the assistant manager. 9. (no change) 10. The small fishing village was destroyed by a hurricane. 11. (no change) 12. (no change) 13. (no change) 14. After class, the chalkboard is always erased by one of the students. 15. (no change)  
 16. (no change) 17. (no change) 18. The fire wasn't caused by lightning. 19. The dispute is going to be settled by a special committee. 20. Was the enemy surrounded by the army? 21. (no change) 22. Windmills were invented by the Persians around 1500 years ago.

**CHART 11-2: USING THE PASSIVE**

- Point out that a combination of factors determines when the *by*-phrase is omitted. It is not used:
  - when it can easily be assumed who, in general, performs such an action. (*Rice is grown “by farmers.” Arithmetic is taught in elementary school “by teachers.” etc.*) In such cases, the *by*-phrase is implied.
  - when the speaker doesn't know who performed the action. (*The house was built in 1890 “by some unknown people who engaged in house building.” My shoes were made in Italy “by some unknown shoemakers.” etc.*)
  - when the focus is on the action, and it is not important to know who performed the action. (*This olive oil was imported from Spain “by people in a company that imports olive oil.” It's not important to know who those people are. The focus is solely on the origin of the olive oil.*)
- COMPARE: The active is usually used when the actor is specifically known. (*Mr. Lee grows rice on his farm. Ms. Hill teaches arithmetic in elementary school. My grandfather built our house. The Acme Trading Company imports olive oil from Spain.*)
- The *by*-phrase is included (in other words, the passive is used even when there is an acceptable active equivalent with a known agent) when the speaker wants to focus attention on the receiver of the action, rather than the actor.

□ **EXERCISE 4, p. 211. Using the passive. (Charts 11-1 and 11-2)**

You could ask the students some leading questions about the sentences, such as: “Why is the passive used here instead of the active? Who is the actor or agent? Change the sentence to its active form; what's the difference in meaning or forcefulness?”

ADDITIONAL SUGGESTION: For homework, ask the students to find examples of passive sentences, copy them, and bring them to class the next day. Tell them to look in a newspaper, an encyclopedia, a textbook, etc. (This shows them that the passive occurs frequently in many contexts.) At the beginning of the next class, some of the students could write on the chalkboard the sentences they found. Or they could hand in their sentences, which you could then duplicate for further class discussion.

POSSIBLE ANSWERS:

1. We don't know who made the sweater, and it is not important to know. The equivalent active sentence is "Someone (in England) made my sweater (in England)." The passive is preferred here because the actor is unknown and unimportant.
2. The implied *by*-phrase is "by people who build highways." The passive expresses all the necessary information without the *by*-phrase.
3. "by language teachers," no important additional information
4. It's obvious that the symphony was performed "by the symphony orchestra," not by a high school band or by a guitar player. If the symphony had been performed by any agent other than the obvious one, either the active would be used or the *by*-phrase would be included.
5. "by television stations" is understood.
6. The *by*-phrases give necessary details. The active forms of these sentences are equally useful. The difference is that the passive focuses attention on two compositions rather than on their authors. Information about the authors is given to identify or distinguish between the two compositions.
7. The *by*-phrase is used because it contains the important information of "hundreds." The active sentence is equally viable, but the passive focuses attention on the monument.
8. "by banana growers" and "by someone who brought them," no important additional information
9. Except for the third sentence, the agents are unknown and unimportant. The third sentence is active and names the actors in the subject.
10. Sentence one is active. [There is no passive form of main verb "be." *Be* is used in the passive only as an auxiliary.]  
Sentence two: *by people* is uninformative.  
Sentences three and four: Note that there are five passives here. No *by*-phrases are necessary. Point out how useful the passive can be when the speaker's/writer's purpose is to give information about the receivers of actions (in this case, the things that received actions) without knowing who performed those actions.  
Sentence five: The *by*-phrase is necessary because the agent is known. The active equivalent could be used, but the passive focuses attention on *paper* rather than on *the Chinese*. Even though the active could easily be used in the last sentence, point out that the use of the passive allows a parallel contrast between *parchment* and *paper*.

□ **EXERCISE 5, p. 212. Using the passive. (Charts 11-1 and 11-2)**

This exercise allows students to apply the rules they have learned so far about the passive: using the correct tense with *be*, omitting or including a *by*-phrase, not using an intransitive verb in the passive, observing singular/plural agreement between subject and verb.

- ANSWERS: 3. This antique table was made in 1734. 4. (*no change*) 5. My purse was stolen. 6. The coffee was being made when I walked into the kitchen. [The active sentence is more direct and preferable.] 7. That book has been translated into many languages. 8. That picture was drawn by Jim's daughter. This picture was drawn by my son. 9. The applicants will be judged on the basis of their originality. 10. (*no change*) 11. Is that course being taught by Professor Rivers this semester? 12. When was the radio invented? 13. The mail had already been delivered by the time I left for school this morning. 14. When are the results of the contest going to be announced? [Note the plural verb.] 15. After the concert was over, the rock music star was mobbed by hundreds of fans outside the theater. 16. Ever since I arrived here, I have been living in the dormitory because I was told that it was cheaper to live there than in an apartment. 17. The new hospital is going to be built next year. The new elementary school has already been built. [The active sentences with impersonal *they* are acceptable in casual conversation.] 18. If a film is exposed to light while it is being developed, the negative will be ruined. [The passive makes the sentence more formal and the speaker/writer more distant from the listener/reader.]

## CHART 11-3: INDIRECT OBJECTS AS PASSIVE SUBJECTS

- Students may or may not already be familiar with direct vs. indirect objects.

### □ EXERCISE 6, p. 213. Indirect objects as passive subjects. (Chart 11-3)

You should focus the students' attention on indirect objects. The principal purpose in using the passive in these sentences is to focus attention on the person (I.O.), not on the "thing" (D.O.).

ERRATUM: Item 4 should read: "Someone has given Maria a promotion at her job as a computer programmer at Microsoft." This is corrected in subsequent printings.

ANSWERS:

2. Peggy = indirect object—Peggy has been awarded a scholarship by Indiana University.
3. Fred = indirect object—Fred was paid three hundred dollars in consulting fees.  
[no *by*-phrase]
4. Maria = indirect object—Maria has been given a promotion at her job as a computer programmer at Microsoft. [no *by*-phrase]
5. you = indirect object—You will be sent a bill. [no *by*-phrase]
6. people = indirect object—The starving people will be given a week's supply of rice.  
[no *by*-phrase]

### □ EXERCISE 7, p. 213. Using the passive. (Charts 11-1 → 11-3)

This should be a fast-paced exercise. If you lead the exercise, you may want to add specifics that make the items relevant to your students' lives, e.g., "Someone invited you to a reception for international students at Berg Hall" or "Someone is televising the final match of the French Open on Channel 5 this coming Saturday."

As the students speak, pay special attention to their pronunciation of *-ed* endings. Often they tend to omit them or add unnecessary vowel sounds.

ANSWERS: 1. You were invited to a party. 2. Rice is grown in many countries.  
3. The game is being televised. 4. Reading is taught in the first grade. 5. You were told to be here at ten. 6. That hat was made in Mexico. 7. Dinner is going to be served at six. 8. The news will be announced tomorrow. 9. A mistake has been made. 10. A test is being given (by the teacher) in the next room right now.

### □ EXERCISE 8, p. 214. Using the passive. (Charts 11-1 → 11-3)

Have three students pattern the exercise format before the groups start working together, just to make sure everyone understands the directions.

### □ EXERCISE 9, p. 215. Using the passive. (Charts 11-1 → 11-3)

This exercise can be done as written seatwork and then discussed, or it can be done orally. It works equally well with small groups or as a class exercise. It can also be omitted or assigned as self-study.

ANSWERS: 2. is surrounded 3. is spelled [also possible, esp. in British English: *spelt*] 4. will be built / is going to be built 5. was divided / has been divided 6. is worn 7. was caused 8. was ordered 9. who was accidentally killed 10. was reported 11. was surprised 12. was offered 13. were frightened 14. was confused 15. is expected

□ **EXERCISE 10, p. 216. Using the passive. (Charts 11-1 → 11-3)**

This exercise is a review of tenses in both active and passive voices.

In passive sentences, discuss why the passive is used and is preferable to the active.

For the longer items (items 10, 11, and 12), ask students to summarize them without looking at their books. Point out and praise good use of the passive in the summaries.

ANSWERS:

1. is produced
2. is being treated
3. will probably be won / is probably going to be won
4. saw . . . was interviewed
5. are controlled / are determined
6. was caught [*purse-snatcher* = a thief who steals a woman's purse] . . . was being chased . . . jumped . . . kept [*kept from* = prevented]
7. appeared [Note that *fish* is plural here.] . . . have been named . . . described [*Have been* is usually not repeated after *and*.] . . . are being discovered / are discovered
8. was informed . . . was told [*age discrimination* = a legal term similar to racial or sex discrimination. It refers to a situation in which someone is treated unfairly because of his/her age.]
9. is exposed . . . affects [*Frostbite* = the formation of small ice crystals under the skin. In serious cases, it can result in severe damage to the skin.] [Point out that *affect* is a verb and *effect* is a noun.]
10. was discovered . . . called . . . was translated . . . had been built . . . do not exist
11. was recognized . . . was asked . . . took . . . knew . . . multiplied . . . came ["came up with" = found, discovered]
12. brought . . . sent . . . were asked [*impromptu* = something devised at the immediate moment, not planned ahead of time] . . . was discovered . . . is still called

<b>CHART 11-4: THE PASSIVE FORM OF MODALS AND PHRASAL MODALS</b>
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| <ul style="list-style-type: none"> <li>• ASSUMPTION: Students are familiar with the meanings of modal auxiliaries (Chapter 9).</li> <li>• Remind students that a modal is always immediately followed by the simple form of a verb, in this case <i>be</i> and <i>have</i>.</li> <li>• You might add examples relevant to your students' lives. Have them change passive sentences to active. Examples:<br/> <i>This room has to be cleaned.</i> → <i>Someone has to clean this room.</i><br/> <i>Olga should be told about tomorrow's test.</i> → <i>Someone should tell Olga about . . . .</i></li> </ul> |
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□ **EXERCISE 11, p. 219. Passive modals. (Chart 11-4)**

Compare similar items so that students can see the differences in pairs of sentences where one is passive and the other is active.

This is principally an exercise on the form of passive modals, but also include discussion of their meaning.

- ANSWERS: 4. must be kept [*spoil* = become bad to eat] 5. must keep 6. couldn't be opened 7. couldn't open 8. may be offered 9. may offer 10. may already have been offered / may have already been offered 11. may already have offered / may have already offered [*firm* = a company, a business] 12. ought to be divided 13. ought to have been divided 14. have to be returned 15. has to return . . . will have to pay 16. had better be finished 17. had better finish 18. is supposed to be sent 19. should have been sent [*belated* / *biletəd* / = after-the-fact] 20. must have been surprised

□ **EXERCISE 12, p. 220. Passive modals. (Chart 11-4)**

Encourage more than one completion in some of the items where there are choices. Students enjoy experimenting with various combinations. In the following, the most likely completion is given first, i.e., the completion a typical native speaker might use in a typical context in which the sentence might occur.

*EXPECTED COMPLETIONS:* 2. must be married [By custom, a wedding ring is worn on the next-to-last finger of the left hand.] 3. must be written / have to be written [also possible: *are to be written*] 4. must have been left 5. should / ought to / has to be postponed [also possible: *had better/must be postponed*] 6. should not be given [also possible: *must not be/can't be given*] 7. should / ought to be encouraged [also possible: *must be encouraged*] 8. may / could / might / will be misunderstood 9. cannot be explained [A "UFO" is an Unidentified Flying Object, which some people believe comes from advanced civilizations on distant planets.] 10. must have been embarrassed 11. must / has to be pushed [*pushed* = encouraged, urged] 12. should / ought to have been built 13. must / should be saved [also possible: *have to be/ought to be saved*] 14. must / has to / should be done [also possible: *ought to be done*] 15. ought to / should be elected [advisability]; must/has to [necessity]; will be elected [prediction]; may/might/could be elected [possibility]. [Point out how the meaning significantly changes according to choice of modal.]

□ **EXERCISE 13, p. 221. Passive modals. (Chart 11-4)**

Students work in pairs. You could assign one or two of the items to each pair for their dialogue. In other words, no one will use all of the items. When the dialogues are performed, all students should listen to identify which items are included, checking them off in their books as they hear them.

□ **EXERCISE 14, p. 222. Using the passive. (Charts 11-1 → 11-4)**

This exercise is a general review. Some of the items anticipate Chart 11-7, The Passive with *Get*. You may wish to mention the possible use of *get* in the passive here, or comment upon it only if students supply it or have questions about it.

*ANSWERS:* 1. is usually delivered [also possible: *usually gets delivered*] 2. were working . . . occurred . . . was hurt [also possible: *got hurt*] 3. was not admitted . . . had already begun 4. had already been offered 5. is being organized 6. will never be forgotten / is never going to be forgotten ["will go down in history" = will be included in historical records] 7. was . . . happened . . . flunked . . . dropped . . . was walking . . . fell . . . was stolen [also possible: *got stolen*] 8. had (already) been rented (already) 9. was being ignored 10. did you buy . . . didn't buy . . . was given . . . Do you like 11. is circled . . . are held . . . are circled 12. worshipped [BrE = *worshiped*] 13. have been destroyed 14. were allowed . . . were not invited . . . were forbidden . . . were being held / were held 15. was built . . . has often been described . . . was designed . . . took [*took* = required] 16. is being judged . . . will be announced / are going to be announced ["to cross one's fingers" = to wish for good luck]

□ **EXERCISE 15, p. 224. Activity: the passive. (Charts 11-1 → 11-4)**

This is the students' chance to make up a grammar exercise. The format of the exercise is one they are well familiar with: fill in the blank with a form of the verb in parentheses. The exercise should be fun as well as a good test of the test-makers' (rather than test-takers') usage ability and understanding. You can expect widely varying levels of skill at creating items. Students shouldn't be surprised if an item they thought was clear turns out to be confusing for the test-taker; such confusions are a good source of discussion.

*ERRATUM:* The example should read: (*name of a person*) \ offer. This is corrected in subsequent printings.

*ANSWERS:* [These depend on students' creativity.]

□ **EXERCISE 16, p. 224. Using the passive. (Charts 11-1 → 11-4)**

Note during discussion that the passage illustrates a typical way in which the passive is advantageously and appropriately used, i.e., in a technical description in which information about the actors is unimportant and/or unknown.

SUGGESTION: Discuss the organization of the passage.

- It has an introduction (that announces the subject) leading to a thesis sentence: “Today people make paper from wood pulp by using either a mechanical or a chemical process.”
- The second paragraph discusses one topic: the mechanical process.
- The third paragraph is about the chemical process.
- The fourth paragraph concludes the process of making paper from wood pulp. The description of the process itself is in chronological order.
- The last paragraph contains a conclusion, stating the general belief that this process is important to the modern world.

For further discussion: Will paper ever become outmoded? At some point in the future, will all written communication, including books, be composed, transmitted, received, and read electronically?

ANSWERS:

- (1) paper has been made from various plants . . . In the past, paper was made by hand . . . most of the work is done by machines . . . Today paper is made from wood pulp
- (2) In the mechanical process, wood is ground . . . During the grinding, it is sprayed . . . Then the chips are soaked
- (3) First the wood is washed, and then it is cut into small pieces . . . Then the chips are cooked . . . After the wood is cooked, it is washed
- (4) The pulp is drained to form . . . (is) bleached . . . and then (is) thoroughly washed again. Next the pulp is put . . . drier and a press, they are wound
- (5) . . . how it is made.

□ **EXERCISE 17, p. 225. Writing: the passive. (Charts 11-1 → 11-4)**

You might want to set a limit on the length of these compositions—say, 10 to 15 sentences. Expect that your students will have some difficulty in trying to translate explanations from another language into English; tell them to use only English reference books. If your students don't have access to reference books, perhaps they could interview a local expert, parent, or acquaintance about how some common object is made.

Another possibility is for you to invite an expert such as a ceramicist, weaver, or carpenter to speak to the class. The students can take notes as the basis for their compositions.

Another alternative is for you to photocopy a description of a process. First, discuss the process and analyze with the class the use of the passive in the passage. Then tell the students to put the passage aside and describe the process in their own words in writing.

You may choose to ask the students to underline every example of a passive in their papers after they have finished writing and revising them. This helps you in marking their successes and errors. It also helps the students check their own use of the passive. Another possibility is for the students to read each other's compositions and underline each instance of the passive.

You might assign the first of these topics for homework and use the second one later as an in-class writing test.

## CHART 11-5: STATIVE PASSIVE

- The stative passive is frequently used in both spoken and written English.
- You may want to demonstrate the relationship between regular passive and stative passive by using things in your classroom. Examples:

(Close a book.) *I just closed the book.*

*The book was closed by me.* (describes an action)

*Now the book is closed.* (describes an existing state)

[Have a student (Ali) break a piece of chalk.]

*Ali broke the chalk.*

*The chalk was broken by Ali.*

*Now the chalk is broken.*

- In the following exercise, items 8 and 10 are intended to point out that the stative passive is used to describe an existing state in the past as well as the present. As the chart has only present-time examples, you may wish to mention usage in past time in your discussion of the chart. Example:

*Tom tried to open the door (last night), but it **was locked**.* = *Someone had locked it prior to Tom trying to open the door.*

It is not a difficult point, which is why it is demonstrated in the exercise rather than in the chart, but you may wish to add it to your presentation of the stative passive prior to Exercise 18.

### □ EXERCISE 18, p. 226. Stative passive. (Chart 11-5)

ANSWERS: 2. is shut 3. are turned 4. is not crowded 5. are bent . . . are folded ["Folded" hands have the fingers of one hand between the fingers of the other hand.] 6. is finished 7. is closed 8. was closed 9. is stuck ["to stick" = to be unable to move, as if glued] 10. was stuck 11. is/has been made . . . (is) swept . . . (are) washed 12. is set . . . (are) done . . . (are) lighted / (are) lit ["to set a table" = to put the plates, glasses, and utensils in place for each person] 13. is gone 14. is torn 15. is hidden

### □ EXERCISE 19, p. 226. Stative passive. (Chart 11-5)

ANSWERS: 2. is . . . crowded 3. is scheduled 4. am exhausted 5. am confused 6. is stuck 7. are turned off 8. is insured 9. are divorced 10. is gone 11. are . . . qualified 12. am married 13. is spoiled/spoilt 14. is blocked 15. is located 16. was born 17. Is . . . turned off 18. are . . . done [*done* = ready. Perhaps note that the singular word "another" is used with the plural noun phrase "ten minutes." See Chart 8-6, p. 142. In this instance, a block of time, such as *ten minutes*, *two days*, or *six weeks*, is treated as a singular structure.]

## CHART 11-6: COMMON STATIVE PASSIVE VERBS + PREPOSITIONS

• Choice of prepositions is always difficult for students; therefore, these phrases should be learned as whole units. The following exercises help in this process, but perfection at this stage of learning cannot be expected. The list in this chart is intended for reference, not memorization, but learning styles differ. Some students will set about memorizing the list on their own, while others will simply give it a minimal glance and put their learning emphasis into the exercises.

Discuss with the students the difficulty ALL learners have in learning preposition combinations. Explain that correct usage comes with time and experience. Learning prepositions is definitely worth the students' time and attention, but not worth fretting over. The exercises are intended to help the students "educate their ears" so that eventually the correct prepositions will "sound right."

• You may wish to try to explain the difference between *tired of* and *tired from*. *Tired of* is used to express that one has had enough of something and doesn't feel like doing it anymore. *Tired from* expresses that one is physically tired from doing a certain activity, e.g., *I am pleasantly tired tonight from a good day's work in the garden*. Compare:

*I'm tired of working in the garden* = I've been working in the garden and don't want to do it anymore. I've had enough.

*I'm tired from working in the garden* = The reason I'm physically tired is that I worked (or am still working) in the garden.

### □ EXERCISE 20, p. 228. Stative passive + prepositions. (Chart 11-6)

Ways of reinforcing the prepositions:

1. Ask students to say the entire sentence, not only the preposition. This gives them a chance to say and hear the whole phrase in context.
2. At the end of an entry, ask another student to repeat the information in the item without looking at the book by asking him or her a leading question, e.g., "What can you tell me about (. . .)'s\* high school soccer team?" "What did (. . .) say about that man?" "What can you tell me about Mark Twain?" "Who needs professional help?" Etc.
3. At the conclusion of the exercise, review it orally, with students' books closed, by reading an item up to the blank and allowing the class to supply the preposition.

TEACHER: Our high school soccer team was very excited . . . .

CLASS: about

TEACHER: **excited about** going to the national finals.

TEACHER: I'm not acquainted . . . .

CLASS: by / with / for / of

TEACHER: Let's take a vote. How many vote for "by"? Etc.

. . . Okay, "with" wins!

Again: I'm not acquainted . . . .

CLASS: with!

TEACHER: Great! **acquainted with** that man.

4. Use the items in the exercise or the chart and ask students questions about their lives: "Maria, is there anything in your future that you are excited about?"

\* Here (. . .) refers to the name of the student who read the item aloud.

5. Give one student a past participle to use in a question posed to another student:

TEACHER: accustomed

SPEAKER A: Kim, are you accustomed to the food here?

SPEAKER B: No, I'm not accustomed to this kind of cooking.

ANSWERS: 1. [Perhaps note that the preposition is followed by a gerund (*going*). See Chart 14-2.]

2. with 3. for 4. to 5. to 6. with 7. in [*a dock* = a quay, a place where a ferry or other boat can land] 8. with [*a sun roof* = a sliding panel in the car's roof]

9. to [*the measles* = red spots on the skin] 10. to 11. with 12. of 13. to

14. to . . . of [*ban* = prohibition; *disarmament* = destroying/getting rid of weapons]

15. with 16. from 17. with 18. in 19. to 20. with [*seedlings* = new plants beginning to grow from seeds] 21. to 22. with 23. for 24. in/with . . .

to . . . with [*plot* = story] 25. with . . . in . . . to

### □ EXERCISE 21, p. 230. Stative passive + prepositions. (Chart 11-6)

This exercise is an example of what you could do with the whole list in Chart 11-6 if you wanted to. You begin a sentence, going up to the place where the preposition is needed, and a student finishes it.

You could use this books-closed, oral format for quick reviews at the beginning or end of class over the next couple of weeks to help your students get used to the correct prepositions for the common expressions in Chart 11-6.

SAMPLE RESPONSES: 1. Are you related to Abdul-Rahman? 2. Oscar is worried about his grade in this class. 3. I'm not accustomed to drinking weak coffee. 4. Jin Won is dressed in a casual shirt and tan pants. 5. My foot is connected to my leg. 6. The walls of this room are covered with ugly green paint. 7. This class is composed of eleven men and thirteen women. 8. Giovanni is married to Isabel. 9. I'm opposed to killing animals to make fur coats. 10. Are you acquainted with Mr. Wong's wife?

### □ EXERCISE 22, p. 230. Stative passive + prepositions. (Chart 11-6)

You may wish to ask students to spell some of the verbs aloud to review the spelling rules in Chart 1-6. You may also wish to review the pronunciation of *-ed* endings, as presented in Chart 2-6.

ANSWERS: 2. is composed /d/ of 3. am accustomed /d/ to [Emphasize that *accustomed* is spelled with two "c's" and one "m."] 4. is terrified /d/ of 5. is finished /t/ with 6. is addicted /əd/ to 7. is covered /d/ with 8. am satisfied /d/ with 9. is married /d/ to [INCORRECT: *with*] 10. is divorced /t/ from 11. am . . . acquainted /əd/ with 12. am tired /d/ of 13. Are . . . related /əd/ to 14. is dedicated /əd/ to 15. is disappointed /əd/ in/with [Emphasize that *disappointed* has one "s" and two "p's."] 16. is scared /d/ of ["scared of his own shadow" = someone who is very timid or shy.] 17. is committed /əd/ to [NOTE: two "m's" and two "t's." Perhaps refer to the salient spelling rule in Chart 1-6, p. 10: When adding suffixes, remember to double the consonant in two-syllable words when the stress is on the second syllable.] 18. are devoted /əd/ to 19. is dressed /t/ in 20. are done with

## CHART 11-7: THE PASSIVE WITH *GET*

- *Get* has a meaning similar to *become*; in other words, it signals a changing situation or an altered state. To discuss this meaning of *get*, you might ask students to make up their own sentences with *get* + *adjective*, using a few of the adjectives in the list in the chart's footnote. Students at this level are generally quite familiar with this use of *get*, although they may not have recognized that it has a passive form, meaning, and use.
- The passive with *get* is common, especially in spoken English. It is a somewhat informal structure although it can at times be found even in formal writing.

### □ EXERCISE 23, p. 232. The passive with GET. (Chart 11-7)

This is an exercise on verb tenses as well as the passive with *get*.

Students can have fun if they read their answers rather dramatically, accompanied by gestures, as if performing in a theater.

ANSWERS: 2. am getting sleepy 3. is getting late 4. got wet 5. is getting hot  
6. get nervous 7. is getting dark 8. got light 9. am getting full 10. is getting better  
11. Get busy ["Shake a leg" = "get moving" = "step on it." All are idioms meaning to move or work faster, to hurry up.] 12. Get well [Point out that *well* is an adjective in this sentence and that a "get-well card" is sent only to someone who is ill.]

### □ EXERCISE 24, p. 233. The passive with GET. (Chart 11-7)

This is also a verb tense review exercise.

ANSWERS: 2. got hurt 3. got lost 4. get dressed 5. did . . . get married / are . . . getting / going to get married 6. get accustomed 7. am getting worried  
8. get upset 9. got confused 10. get done 11. got depressed 12. Did . . . get invited 13. got bored 14. get packed [*pack* = put things into a suitcase]  
15. get paid 16. got hired 17. got fired 18. didn't get finished 19. got disgusted 20. got engaged . . . got married . . . got divorced . . . got remarried

### □ EXERCISE 25, p. 234. The passive with GET. (Chart 11-7)

This can be teacher-led, with the students' books closed. Students could also work in pairs. The purpose of the exercise is to elicit from the students familiar contexts in which they already use many of these expressions with *get*. Ones that may be unfamiliar to them are items 16, 21, 23, and 24.

ANSWERS: [These depend on students' creativity.]

## CHART 11-8: PARTICIPIAL ADJECTIVES

- The active meaning of the present participle (the *-ing* form of a verb) is also observed in the progressive. (See Chapter 2.)
- A frequent error learners make is the substitution of an active participle (e.g., *interesting*) where a passive one is required. (INCORRECT: *I am interesting in literature*.)
- This grammar point is dealt with in this chapter because it is a structure in which a passive meaning is compared with an active meaning.

□ **EXERCISE 26, p. 235. Participial adjectives. (Chart 11-8)**

Encourage students to raise questions and discuss meanings during this exercise. You may want to explain that the present participle has an active (“giving” or “causing”) meaning, but the past participle has a passive (“taking” or “receiving”) meaning.

This is a simple, straightforward exercise so that you can make sure the students understand the basics of the information in the chart. One might say this exercise is “too easy,” but something is easy only if one already knows how to do it. For some students this is a difficult grammar point, and for many teachers (and this text writer) not always an easy one to explain. This exercise allows you and the students to see how much they understand before proceeding.

ANSWERS: 3. exciting 4. excited 5. surprising 6. surprised 7. frightened  
8. frightening 9. exhausting 10. exhausted

□ **EXERCISE 27, p. 235. Participial adjectives. (Chart 11-8)**

You could be Speaker A for items one to five. Then let pairs of students take over the rest of the items. Be sure the students understand that they are to ask the question “How would you describe . . . ?” as the second part in each item.

This exercise is designed to reinforce the students’ understanding of the concepts underlying the use of participial adjectives.

To review the grammar in real contexts, ask the students “real” questions using the verbs in this exercise, e.g., “Roberto, can you tell us about something you have found confusing? Somchart, have you ever been confused? Who has had an amazing experience? Tell us about a time you were really amazed.” Etc.

ANSWERS: 1. amazing (story) . . . amazed (person) 2. depressing (story) . . .  
depressed (person) 3. tired (person) . . . tiring (work) 4. boring (movie) . . .  
bored (person) 5. interested (person) . . . interesting (painting) 6. embarrassing  
(situation) . . . embarrassed (person) [Emphasize the spelling.] 7. disappointing (book)  
. . . disappointed (reader) 8. A person who fascinates me is a fascinating person. I am  
fascinated by this person. 9. frustrating (situation) . . . frustrated (person)  
10. annoying (noise) . . . annoyed (person) 11. shocking (event) . . . shocked  
(person) 12. thrilling (experience) . . . (thrilled) person

□ **EXERCISE 28, p. 236. Participial adjectives. (Chart 11-8)**

Now that the students have a thorough understanding of the basics, this exercise begins with review verbs and then branches out into a broader vocabulary.

Check on the spelling of the participles, especially “y” vs. “i” and doubling of consonants.

If you do the exercise orally, students should read complete sentences aloud, not only the participles.

ANSWERS: 2. satisfying 3. terrifying 4. terrified 5. embarrassing  
6. broken 7. crowded [*Elbowed* = pushed people aside with one’s elbow or arm.]  
8. locked 9. injured 10. annoying 11. challenging 12. expected  
13. growing . . . balanced 14. spoiled/ spoilt [A child who is accustomed to receiving  
immediately everything he/she wants is said to be “spoiled,” in other words unpleasant, like rotten  
food.] 15. sleeping [This saying means “Don’t change anything and cause problems.”]  
16. thrilling [*Hair-raising* = so frightening that it causes one’s hair to stand up on one’s neck or  
head. For animals such as dogs and cats whose neck hair stands up when riled, one says the animal’s  
“hackles are up.”] 17. abandoned [A *tow truck* = a service vehicle that pulls broken-down  
cars.] 18. required 19. Polluted 20. furnished 21. dividing  
22. elected 23. printing 24. Experienced 25. amazing

□ **EXERCISE 29, p. 237. Error analysis: the passive. (Chapter 11)**

ANSWERS:

2. Two people got hurt in the accident and were taken to the hospital by an ambulance.
3. The movie was so boring that we fell asleep after an hour.
4. The students were helped by the clear explanation that the teacher gave.
5. That alloy is composed of iron and tin.
6. The winner of the race hasn't been announced yet.
7. If you are interested in modern art, you should see the new exhibit at the museum. It is fascinating.
8. Progress is being made every day.
9. When and where was the automobile invented?
10. My brother and I have always been interested in learning more about our family tree. [A *family tree* shows relationships between ancestors and descendents.]
11. I don't agree with you, and I don't think you'll ever ~~to~~ convince me. [The incorrect use of *to* after a modal is not related to the passive; it slipped into the exercise because the sentence was taken verbatim from student writing. If the students query why this error is in an exercise on the passive, tell them that miscellaneous errors keep them on their toes.]
12. Each assembly kit is accompanied by detailed instructions.
13. Arthur was given an award by the city for all of his efforts in crime prevention.
14. It was late, and I was getting very worried about my mother.
15. The problem was very puzzling. I couldn't figure it out.
16. Many strange things were happened last night.
17. How many people have you been invited to the party? OR How many people have you been invited to the party?
18. When I returned home, everything was quiet. I walked to my room, got undressed, and went to bed.
19. I didn't go to dinner with them because I had already been eaten.
20. In class yesterday, I was confused. I didn't understand the lesson.
21. I couldn't move. I was very frightened.
22. When we were children, we were very afraid of caterpillars. Whenever we saw one of these monsters, we ran / would run to our house before the caterpillars could attack us. I am still scared when I see a caterpillar close to me.
23. One day, while the old man was cutting down a big tree near the stream, his axe fell into the river. He sat down and began to cry because he did not have enough money to buy another axe.