



Chapter 11

The Passive

CHAPTER SUMMARY

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 agent 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 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 tenses, 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.

□ EXERCISE 1. Warm-up. Page 211

Time: 5 minutes

- For clarity’s sake, have students write the warm-up sentences on the board, and write the letters **S**, **V**, and **O** over the subject, verb, and object, respectively. For example, with item 1:

S V O

The girl hit the ball.

And with item 2:

S V

The ball was hit by the girl.

- Having identified these three basic parts of speech visually, and noticing the *by*-phrase, it should become apparent that item 6 is the incorrect one.

Expansion: Before or after Exercise 1, you might want to demonstrate the passive in all the tenses. Ask students to assist you and then include their actions in your sentences. For example:

(Omar) touches his book, then takes his hand from it.

You: *Omar touched the book.*

Students: *The book was touched by Omar.*

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

You: *I am touching the book.*

Students: *The book is being touched by you.*

Continue to work through all the verb tenses in this manner.

CHART 11-1. Active vs. Passive. Page 211

Time: 10–15 minutes

Students must understand the difference between transitive and intransitive verbs; refer them to the Appendix if they need to review this. 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.*

- Write the heading *Active vs. Passive* on the board.
- To both teach the form and demonstrate why the passive even exists, create a fictional sentence with the help of your students, using their names. Make sure the content involves one of them wronging another. For example: Say *Let’s suppose . . .* and write:

Hiroko punched Pablo.

- Now ask a student to come up to the board and identify the subject, verb, and object by writing **S**, **V**, and **O** over the appropriate words. For example:

S V O

Hiroko punched Pablo.

- Tell students that passive voice makes the object, or recipient, of an action the subject and de-emphasizes the role of the original doer of the action.
- Ask students *who* received the action, or was the object in the original sentence, and write this as the new subject.

S

Pablo

- Then explain that the passive is formed by using the helping verb *to be* in whatever tense is needed (in this case, it is past) and adding the past participle.
- Write the cues *helping verb + past participle* directly under the word *Passive* in the heading.
- Then have students give you the remainder of the new passive sentence and label it.

S V

Pablo was hit.

- Tell students that one of the main reasons to use passive is to talk about the action without discussing who did it. Go back to the last sentence on the board and show that it is complete: We know what the action was and who received it — but the sentence can be complete without stating who did the hitting.
- Explain that the *by*-phrase can be added, if appropriate or desired, but that often it is not needed or wanted.
- To drive this point home, ask “Hiroko” whether she would like to add *by Hiroko* to the example on the board. Whether she does or doesn’t, emphasize that responsibility for the action falls to her once we put in the *by*-agent. Without it, we don’t know, and perhaps don’t care, who did the hitting.
- Write the terms *Transitive* and *Intransitive* on the board.
- Write a sample sentence beneath each. You can illustrate transitive by drawing an arrow from subject to object and explain that the action of the verb is quite literally transferred from one to the other. For example:

Transitive

S V O

Marta ate her lunch.

- Explain that intransitive verbs such as *come*, *die*, *happen*, *fall*, and *exist* cannot take an object and that as such, these verbs cannot have a passive structure.
- Write the following example:

Intransitive

S V

Hsing fell down.

- Again, draw an arrow, but make this arrow circle the subject itself. Explain that with intransitive verbs the action revolves only around the subject and doesn’t get transferred anywhere.
- Go over the remainder of the chart.

□ **EXERCISE 3.** Warm-up. Page 212

Time: 10 minutes

- Remind students that they need to be careful. The tense change is made in the helping verb *to be*, and the participle itself remains the same.
- Go through the warm-up slowly.

CHART 11-2. Tense Forms of the Passive.

Page 213

Time: 10–15 minutes

The purpose of this chart is to allow students to see the transformation of each active tense to its passive counterpart. In reviewing these tense forms, 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.

- Before referencing this chart, enlist students to come up with an active sentence for each tense and form its passive versions. Doing so will reinforce the contents of Chart 11-1 and will highlight the necessary passive changes.
- Pick two students’ names and create a simple present sentence “starring” these two students. Write the simple present sentence on the board. With the help of your students, transform each tense to passive voice.
- Remind students that they need to change each part of the helping verb to the appropriate tense but that the participle remains the same.
- Create a chart similar to Chart 11-2 on the board. Write the name of each tense on the far left and label both an *Active* and *Passive* column to the right.
- Underline the verb transformations. Highlight the *by*-phrase. For example:

	<u>Active</u>	<u>Passive</u>
Simple Present	<i>Tim loves Sue.</i>	<i>Sue is loved by Tim.</i>

- Go over the chart and make sure students understand how to create passive-voice questions.

□ **EXERCISES 4 and 5.** Looking at grammar. Page 213

Time: 10–15 minutes each

These two exercises can be done orally, in writing, or you can use a combination of both depending on the level of your class and how quickly they grasp the concept of passive voice.

For less advanced classes, it may be beneficial to have students transform some, if not all, of the sentences in writing first.

More advanced classes may benefit from transforming the sentences orally.

For Exercise 5, you may want to ask a student to remind the class what intransitive verbs are before you begin and write pertinent information on the board. For example:

Intransitive Verbs*action revolves around the subject**no object**no passive voice*

CHART 11-3. Using the Passive. Page 214

Time: 10–15 minutes

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 “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 these people are. The focus is solely on the origin of the olive oil.)

COMPARE: The active is usually used when the agent 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 voice 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 agent.

- Write the title *Using the Passive* on the board.
- Before looking at Chart 11-3, ask students what items are produced in their respective countries. These items can be food, building materials, electronics, etc.
- Ask students to come up with passive sentences to describe the items produced in their countries.
- They should come up with variations on the following, which you can write on the board. For example:
Coffee is grown in Colombia.
Electronics are manufactured in Korea.
- Ask students who grows the Colombian coffee, and emphasize that because the answer (*coffee plantation owners, etc.*) is not specific and can be assumed, there is no reason to add the *by*-phrase.
- Then ask students to give you a passive sentence in response to your question:
Who writes books?
- Write their responses on the board.
Books are written by writers / authors.
- Elicit whether the *by*-phrase is necessary in this case.
- Next, ask students who wrote their grammar book. They should give you a passive sentence and *by*-phrase as appropriate.
- Write their response on the board.
This book is written by Betty Azar and Stacy Hagen.
- Explain that the *by*-phrase is meaningful when there is a specific actor or agent involved, and elicit more examples of appropriate *by*-phrase use from students.

EXERCISE 7. Looking at grammar.

Page 214

Time: 5–10 minutes

- Have students read the sentences aloud and discuss why passive voice is appropriate in each case.
- Ask students leading questions about the sentences, such as:

Why is the passive used here instead of the active?

Who is the actor or agent?

Can we even know who, specifically, did this action?

Change the sentence to its active form; what’s the difference in meaning or forcefulness?

Expansion: Have students look for 5–10 examples of passive voice outside of class and copy them onto a piece of paper. If it is possible to bring in the original text (for example, from a newspaper or magazine), they should do so. In any case, the original source for each passive sentence should be clear. Have students either write on the board or swap among themselves two or three of the passive sentences.

Based on each actual sentence, the remainder of the class has to guess its original source. You can then write three column headings on the board and have students discuss the source’s rationale for passive structure.

Specific Agent not Known
De-emphasize Agent
Emphasize Process

Sample rationales:

If the sentence comes from a magazine article describing the building of hybrid cars, it is likely that the specific agents are not known.

If it is a scientific article discussing a new medical technique, the author wants to emphasize the process because the process itself is fascinating.

If it is a newspaper or internet article describing an unpopular civic action, the passive may be used to hide or obscure the fact that a particular government or organization is the one doing it.

EXERCISE 8. Reading and grammar.

Page 215

Time: 15 minutes

Optional Vocabulary

rubbed formulas
substances synthetic
bark

EXERCISE 11. Looking at grammar.

Page 216

Time: 5–10 minutes

- Write on the board a real headline from the day’s actual news.
- Ask students to identify which parts of speech are omitted in news headlines. Elicit from students the fact that helping verbs (which comprise passive verbs) and articles are regularly left out.

- Put students into groups to complete the exercise, and correct by having group members write full sentences on the board.

□ EXERCISE 12. Game. Page 216

Time: 10–20 minutes

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; for example:

Someone invited you to a reception for international students held at Berg Hall. OR Someone is televising the final match of the French Open on Channel 5 this coming Saturday.

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

- In order to heighten motivation, give each team a 45-second time limit for each item.
- Explain that the other team(s) should judge whether each sentence given is correct.
- If teams disagree about whether inclusion of the *by*-phrase is necessary, refer to Chart 11-3.

□ EXERCISE 13. Let's talk. Page 217

Time: 10 minutes

- Have three students model the exercise format first to ensure that everyone understands the instructions. Emphasize that Student A changes the sentence to passive and Student B uses the information to answer the second question.
- Lead the exercise as directed in the text, having students keep their books closed and attention on the oral cues given by you.

□ EXERCISE 16. Looking at grammar.

Page 219

Time: 10–15 minutes

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

- Give students time to complete the exercise individually before correcting as a class.
- In passive sentences, discuss why the passive is used and why it is preferable to the active.
- For the longer items 7, 8, and 9, you can also ask students to summarize without repeating verbatim from their books. Point out and praise proper use of the passive in the summaries.

Optional Vocabulary

ecology	exposed
test pilot	industrial
age discrimination	habitats

CHART 11-4. The Passive Form of Modals and Phrasal Modals. Page 220

Time: 10–15 minutes

This chart assumes that students are familiar with the meanings of modal auxiliaries (Chapter 9).

Remind students that a modal is always immediately followed by the simple form of a verb, in this case *be* and *have*.

You might add examples relevant to your students' lives. Have them change passive sentences to active.

Examples:

This room has to be cleaned. → *Someone has to clean this room.*

Olga should be told about tomorrow's test. → *Someone should tell Olga about . . .*

- Write the chart title on the board.
- Remind students that like transforming any other active sentence to passive, the important point is to ensure that the modal itself (which in this case is the main verb) is correct. Passive modals precede the verb *be* + the past participle, which remain constant.
- Ask your students to give you an active-voice sentence that refers to a context familiar to all in the class. For example:
Our teacher has scheduled our final test for the last day of class.
- Now write all the modals from the chart on the board, and assist students as they create passive forms using each modal and the information included in the example sentence.
- Explain that the past-passive modal forms are simply the passive versions of past modals such as *should have*, *must have*, *could have*, and *ought to have*.
- Go over examples (i), (j), (k), and (l) in Chart 11-4. Have students transform those passive sentences to active sentences. Doing so will help them recognize that they have, in fact, worked with these complex, active modals before.

□ EXERCISE 18. Looking at grammar.

Page 221

Time: 10–20 minutes

- Give students time to work through this exercise individually.
- As a class, compare similar items so that students can see the differences in pairs of sentences where one is passive and the other is active.
- Correct students' pronunciation carefully so that they clearly convey the tense and whether active or passive by enunciating verb endings.

Optional Vocabulary

spoil	personnel department
engineering firm	belated
competing	labor union
chores	

□ EXERCISE 20. Let's talk. Page 223

Time: 10 minutes

- Have students work in pairs or groups to come up with two or three passive modals for each rule.

Expansion: In groups, have students come up with rules or behavioral norms in passive modal format for a particular situation.

Students should not say what setting the rules or norms are intended to control. After students have had a chance to make up a set of norms or rules, each group can then read their set of rules aloud to the class, and other groups can guess what the setting / situation is. For example:

Liquids must not be brought in your handbag or backpack.

Knives, sharp instruments, and/or weapons of any kind cannot be brought on board.

Seat belts should be worn at all times unless a passenger is moving about the cabin.

All electronic devices have to be turned off during takeoff and landing.

The cockpit cannot be entered except by authorized personnel.

What setting are these rules for?

Flying on an airplane.

Additional settings include:

driving a car

using a snow blower or lawn mower

skiing

riding a bike or motorcycle in traffic

walking a dog in public

visiting or being a patient in a hospital

visiting an important public building

taking a standardized test such as the TOEFL exam

voting

swimming in a public pool

attending a live performance at a theater

interviewing for a job

passing through immigration while traveling

dining in a fancy restaurant

attending an English class

□ EXERCISE 21. Looking at grammar. Page 223

Page 223

Time: 10–15 minutes

Students may enjoy experimenting with various combinations here. Be prepared to explain in item 2 that in the U.S., by custom, a wedding ring is worn on the next-to-last finger of the left hand.

- Encourage more than one completion for each sentence, and give students time to come up with alternative completions.
- Review the expected and alternative completions as a class.

Optional Vocabulary

lap serve
embarrass endangered

□ EXERCISE 22. Listening and grammar. Page 224

Page 224

Time: 15–20 minutes

Part I

- Make sure that students keep their books closed and focus on the content of the lecture.
- Then have students choose all the correct restatements in each set for items 1–7.

Part II

- Play the audio again and have students complete the cloze exercise. Correct as a class.
- As many of your students may remember or even have experienced such a natural disaster in recent history, you may want to discuss the content after you have completed the cloze.

Expansion: After using the audio to spur a discussion of natural disasters and weather phenomena with your students, instruct them to come up with passive modals to protect people in such situations. For example:

a hurricane

People should be evacuated away from the coast or areas that flood easily.

Windows ought to be reinforced in order to protect them from high winds.

Big outdoor items (swing sets, picnic tables) should be tied down or brought inside.

□ EXERCISE 23. Looking at grammar. Page 225

Page 225

Time: 15–20 minutes

Be sure to point out during discussion that this passage illustrates a typical way in which the passive voice is advantageously and appropriately used. Passive voice is commonly used in a technical description in which information about the agents is unimportant and / or unknown.

- Have students identify why this passage lends itself to passive structure (no one knows precisely who does what action, and the agents are far less important than the processes).
- Each student can transform the sentences in each paragraph, or you may assign each paragraph to a different group.
- Discuss appropriate passive forms for each modal.
- For further discussion, you may want to ask the following questions:

Will paper ever become outmoded?

At some point in the future, will all written communication, including books, be composed, transmitted, received, and read electronically?

What are some of the pros of reading books made of paper versus reading books on a screen?

Expansion: Discuss the organization of the reading 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 sequential order.

The last paragraph contains a conclusion, stating the general belief that this process is important to the modern world.

EXERCISE 24. Let's write. Page 226
Time: 15 minutes

You might want to set a limit on the length of these of these compositions e.g., 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 sources either from the internet or the library. If your students don't have access to the internet, they could interview a local expert, parent, or acquaintance about how some 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 students to put the passage aside and write about the process in their own words.

You may choose to ask 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 students to read each other's compositions and underline each instance of the passive.

You might assign the first topic as an in-class writing test and use the second topic as a homework assignment.

CHART 11-5. Non-Progressive Passive.
Page 227
Time: 10–15 minutes

The non-progressive passive is frequently used in both spoken and written English.

In Exercise 26, item 7 shows that the non-progressive passive can also describe an existing state in the past. As the chart itself only shows present-time examples, you may want to mention usage in past time in your discussion of the chart.

Example: *Tim tried to open the door (last night), but it was locked.* = *Someone had locked it prior to Tim's trying to open the door.*

- To demonstrate the difference between regular passive and non-progressive passive, close your book and say *I just closed my book.* Write this sentence on the board.
- Have your students change your original sentence to passive voice, and write this new passive version on the board.
The book was closed by me. (describes an action)
- Then introduce a new sentence describing the condition or state of the book. Say and write: *Now the book is closed.* (describes an existing state)
- Lead students through another such explanation with a different classroom example.
- Have a student (Ali) break a piece of chalk or tear a piece of paper.
Ali broke the chalk.
The chalk was broken by Ali.
Now the chalk is broken.
- Write the chart title on the board.
- Underneath the word *Non-Progressive*, write the words *state, condition*. Explain that when the past participle of a verb is used as an adjective to describe a state or condition, the form is called *non-progressive passive*.
- Go over the chart with students and explain that the non-progressive passive can also be used to describe an existing state in the past as well as in the present.

EXERCISE 27. Looking at grammar.
Page 228
Time: 10–15 minutes

- Give students time to choose the correct verb for each item and to come up with the correct non-progressive passive form.
- Many students confuse *get married* with *be married*, so you may want to write the following on the board when reviewing item 10:

Pablo and Hiroko got married one year ago. Now they are married, and they have been married for one year.

CHART 11-6. Common Non-Progressive Passive Verbs + Prepositions. Page 229
Time: 10 minutes

Choosing correct prepositions can be 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 for memorization, but learning styles do differ. Some students may 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.

Learning prepositions is definitely worth students' time and attention, but it is not worth fretting over. Thus, the accompanying 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, is now annoyed, and doesn't feel like doing it any longer. *Tired from* expresses that one is physically tired from doing a certain activity. For example: *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 I don't want to do it anymore. I have had enough.

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

- Write the chart title on the board and illustrate the target structure with a few examples.

Common Non-Progressive Passive Verbs + Prepositions

	<u>Non-Progressive</u>		<u>+ Preposition</u>
	<u>Passive</u>		
Ronaldo	is concerned	about	taking the TOEIC.
Miyuki	is interested	in	learning Swahili.

- Discuss with students the fact that all learners (no matter what their background) have difficulty learning preposition combinations.
- Explain that correct usage will come with time and experience and that they can use Chart 11-6 for reference.
- Reassure students that by doing exercises and reading and listening in English, in general, they will begin to hear which prepositions are right. Tell students that they will become familiar with the correct combinations over time.

□ **EXERCISES 29-34.** Pages 229-232

Exercises 29-34 all deal with using prepositions correctly. The following are some suggestions for practicing and reinforcing preposition use.

1. Ask students to say the entire sentence, not just the preposition. This gives students a chance to say and hear the whole phrase in context.
2. At the end of an item, ask another student to repeat the information in the item without looking at the book by asking him/her to repeat the correct combination. Asking leading questions, such as (for Exercise 29, item 2), *What is Maya known for?*
3. At the conclusion of the exercise, review it orally with students' books closed, by reading an item up to the blank and prompting/asking the class to supply the preposition. For example (for item 3):

Teacher: *She is interested . . .*

Class: *in*

Teacher: *She is interested in how children play with one another.*

4. Use the items in the exercise or chart and ask students about their lives: *Kyung Won, is there anything in your future that you are particularly excited about?*
5. Give one student a past participle to use in a question posed to another student. For example:

Teacher: *accustomed*

Speaker A: *Kim, are you accustomed to the food in the U.S.?*

Kim: *No, I'm not accustomed to this kind of cooking.*

□ **EXERCISE 33.** Let's talk. Page 231

Time: 5-10 minutes

Expansion: Have students formulate six interview questions, one for each of the non-progressive passives given. They can use the model from the book or come up with variations of their own. Have students interview six native speakers, using their interview questions and reporting the answers back to the class for further discussion.

CHART 11-7. The Passive with *Get*.

Page 233

Time: 10-15 minutes

Get has a meaning similar to *become*; in other words, it signals a changing situation or an altered state. 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.

- Write the chart title on the board and underneath the word *Get* write (similar to “become”).
- Create a sample sentence on the board with students, using the context at hand and focusing on the students’ experience of learning grammar. For example:

*We are **getting** excited about the upcoming holidays.*
*Sometimes students **get** anxious about prepositions, but they are not worth worrying about.*

- To further discuss the meaning of *get*, have students make up their own sentences with **get** + adjective using the adjectives from the chart, almost all of which your students should know well. They may also use the past participles.
- Write some of their sample sentences on the board and highlight the correct use of *get*. For example:
*Tanya **gets** angry when her roommate borrows her clothes without asking.*
*Victor **got** full before he could finish his meal.*
*It’s **getting** warm in here. Let’s open a window.*
- Explain that, as with the previous chart, they are not expected to learn all adjectives and past participles that are combined with *get* but rather, they should use this chart as a reference and the accompanying exercises to train their ears.

□ EXERCISE 38. Let’s talk: interview.

Page 235

Time: 10–20 minutes

- Have students get up and move around the room as they interview one another.
- Instruct them to take notes on one another’s answers. Tell them that they will be asked to report back at least one specific response from another classmate.
- Circulate and participate in the interview as much as you feel appropriate. If students are shy or reluctant, you may need to help keep the conversation going.
- When students have gathered information, have each one report back to the class and describe what they learned about one another.
- In order to make sure that each student’s information is discussed, you can lead the discussion by saying *Can someone tell me about a time that Juan Pablo got lost?* and continue in this way until each student has spoken and each student has been reported on.

CHART 11-8. Participial Adjectives.

Page 236

Time: 10 minutes

The active meaning of the present participle (the *-ing* form) is also observed in the progressive. (See Chapter 2.)

A frequent error learners make is the substitution of an active participle (for example, *interesting*), where a passive one is required.

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.

- Write the chart title on the board.
- Write two sentences about your class using a student’s name and containing active and passive participial adjectives. For example:
Miguel is boring in grammar class.
Miguel is bored in grammar class.
- Ask students which of the sentences above is a comment about you, the teacher, and which is a comment about Miguel, the student.
- Explain that if Miguel is boring, he causes others to be bored. In contrast, if he is bored, others cause him to feel that way.
- Go over the chart with students.
- Explain that the point of the chart is to highlight that both forms of the participial adjectives are possible.

□ EXERCISE 41. Looking at grammar.

Page 236

Time: 10 minutes

This is a simple, straightforward exercise that helps 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 not always an easy one to explain. This exercise allows you and your students to see how much they understand before proceeding.

Often, a person receives the emotion and is described with the passive participle. Similarly, a thing or event causes the feeling and is described by the active one, but this is by no means a strict rule.

- Encourage students to ask questions and discuss meanings during this exercise.
- Reiterate that the present participle has an active (“giving” or “causing”) meaning, but that the past participle has a passive (“taking” or “receiving”) meaning.
- Be ready to rephrase questions from the items. For example:

Who is excited?

What excites them?

□ **EXERCISE 42.** Let's talk. Page 237
Time: 5–10 minutes

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

To review grammar in real contexts, ask students "real" questions, using the verbs in this exercise. For example:

Roberto, can you tell us about something you have found confusing?

Ibrahim, have you ever been confused?

Who has had an amazing experience? Tell us about a time you were really amazed.

Etc.

- You can be Speaker A for items 1–5 in order to effectively model the task at hand.
- After item 5, let pairs of students take over for the rest of the items. Make sure that students understand that they are to ask the question *How would you describe . . . ?* as the second part in each item.

□ **EXERCISE 44.** Listening. Page 238
Time: 5 minutes

- Ask students to explain the meanings of *fascinating / fascinated, thrilling / thrilled, shocking / shocked, delightful / delighted, and confusing / confused* before playing the audio.
- Review the completions as a class.

□ **EXERCISE 48.** Let's talk. Page 240
Time: 10–20 minutes

- Put students into groups and instruct them that each group member will report back to the class one piece of information about another member.
- Ask each group to also present which items they had similar responses to.

□ **EXERCISE 49.** Let's talk or write. Page 240
Time: 10–15 minutes

- In groups, ask students to discuss all three topics and share opinions about them while keeping notes. Explain that this discussion should help them prepare for their written response.
- Have students write a response to one of the topics. If appropriate, share the written responses.

□ **EXERCISE 50.** Check your knowledge.
Page 241
Time: 10–20 minutes

- To use this as an in-class review, give students time to correct all the errors they find independently.
- Review as a group, having students take turns reading the corrected items aloud.
- Because it is important that students hear the correct usage of non-progressive passive with prepositions and participial adjectives, have them read the entire sentence (not just the correction), and have them pronounce the correct endings of participial adjectives carefully.

Optional Vocabulary

convince
caterpillar