

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 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 passive, and the often confusing participial adjectives (e.g., *interested* vs. *interesting*). 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 *by*-phrase is used for the prepositional phrase that includes the agent of the verb’s action.

PRETEST. What do I already know? Page 215.

Time: 5–10 minutes

- Remind students that they may immediately realize that a particular phrase is wrong without fully understanding why. This is a good thing!
- Give students time to complete the pretest on their own, determining whether sentences are either correct or incorrect.
- Ask students to explain, to the best of their abilities, why certain sentences are incorrect and/or correct, as best they can.

► **EXERCISE 1.** Warm-up. Page 215.

Time: 5–10 minutes

- For clarity’s sake, have students write the warm-up sentences on the board, and with the help of your students, identify which is the subject, the object, and the verb. For example, for item 1:

Subject	Verb	Object
<i>The girl</i>	<i>hit</i>	<i>the ball.</i>

And with item 2:

Subject	Verb	by-phrase
<i>The girl</i>	<i>was hit</i>	<i>by the ball.</i>

Expansion

Teaching passive voice provides an opportunity to physically demonstrate and then discuss the grammar. Before or after Exercise 1, you can 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 away.)

You: *Omar touched the book.*

Students: *The book was touched by Omar.*

(You touch the book and keep your hand on it.)

You: *I am touching the book.*

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

Continue to work through all the tenses in the same manner.

CHART 11-1. Active vs. Passive. Page 216.

Time: 15–20 minutes

Students must understand the difference between transitive and intransitive verbs in order to be able to use passive voice. The following steps allow you to demonstrate the difference visually and emphasize that no intransitive verb can become passive. Other languages have very different understandings and uses of transitivity that can lead students to make mistakes in English.

Incorrect

The accident was happened.

My shoe was fallen off.

- Write the heading *Active vs. Passive* on the board.
- To teach the form and show why passive voice even exists, create a fictional sentence with the help of your students, using their names and the context of your class. Have the sentence be about one student doing an action to another one. For example:

You: *Let’s suppose that one student punched another student.*

- Write an example on the board.

Mari punched Hyun Seok.

- 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

Mari punched Hyun Seok.

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

S

Hyun Seok

- Explain that passive is formed by using the helping verb *be* in the same tense as the active voice sentence + the past participle.
- Write the key words *be* + past participle on the board so that students can easily refer to it when forming the passive.
- Have students tell you the remainder of the new passive voice sentence, and label the subject and verb accordingly.

S V

Hyun Seok was hit.

- Take sufficient time to discuss why passive voice is used.
- 1) There are many situations in which the speaker does not want to reveal who did an action.
The protest was stopped. (The people who stopped the protest may not want to take responsibility.)
 - 2) There are also cases in which who did the action is completely unimportant and can be ignored entirely.
When a nuclear reaction occurs, atoms are split. (The action is more important than any other aspect.)
 - 3) There are also cases in which the person who did the action is so obvious, no mention is needed.
Soybeans and rice are grown. (It is understood that these are grown by farmers.)
- Look back at your example sentence and explain that the *by*-phrase, indicating who did the action, is often not used. The *by*-phrase, including the actual agent or doer of the action, is not included because it is not always desired.
 - To drive the above point home, ask “Mari” if she would like the *by*-phrase to be added to the example above. Whether she does or doesn’t wish to include this, emphasize that responsibility for the action falls to her once we put in the *by*-phrase. Without this, we don’t know and perhaps we don’t care, who did the punching.
 - Write the terms *Transitive* and *Intransitive* on the board.
 - Write a sample sentence beneath each one. For example:

Transitive

S V O

Pierre ate lunch.

- You can draw an arrow in the above example from the subject to the verb and explain that the action is transferred from one to the other.

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

Intransitive

S V

Somaya fell down.

- Again, begin drawing an arrow from the subject, but show that as there is no object to transfer the action to, so the arrow simply goes around the subject itself.
- Explain that with intransitive verbs, the action simply revolves around the subject itself, and it goes nowhere else.
- Review Chart 1-1.

► EXERCISE 2. Looking at grammar.

Page 216. Time: 10–15 minutes

- Read through the direction line and the two completed examples.
- Have students complete the exercise as seatwork.
- Review as a class.

Optional Vocabulary

premiere discounts blockbuster

► EXERCISE 3. Looking at grammar. Page 217.

Time: 10 minutes

- Lead students through the exercise.
- Discuss any challenging items as a class.

Optional Vocabulary

speeding calmed paleontologists

► EXERCISE 4. Warm-up. Page 217.

Time: 5 minutes

- Remind students that in every case of passive voice, no matter what the tense, the past participle follows the verb *be*.
- Complete the warm-up as a class.

CHART 11-2. Tense Forms of the Passive.

Page 217. Time: 15–20 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, ask students to change some of the statements into questions or negatives. This focuses students’ attention on the required use of the auxiliary 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 tense 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* column and a *Passive* column, accordingly.
- Underline the verb transformations. Highlight the *by*-phrase.

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

- Review each tense in the chart carefully and take time to also teach passive voice questions. For example:

<i>Simple</i>	<i>Past</i>
<i>The room <u>was cleaned by Anna.</u></i>	<i>Who <u>was the room cleaned by?</u></i>

► **EXERCISE 5.** Looking at grammar. Page 218. Time: 10 minutes

- Give students time to carefully rewrite all the sentences on the left as passive voice sentences.
- When having students read the passive voice sentences aloud, ensure they carefully pronounce each part of the helping verb and the past participle.
- Stress that being able to hear the past participle is very important in order to be understood when using passive voice.

► **EXERCISE 6.** Let's talk. Page 218. Time: 10 minutes

- Have students work in small groups.
- Circulate among the groups, assisting with content and pronunciation.
- Correct overtly and immediately to ensure that students are clearly saying each element of the helping verb and the past participle, particularly the final consonant of the past participle. Exaggerate pronouncing the final consonant so that students gain the habit of emphasizing this sound.

Optional Vocabulary

collects taxes supervising

► **EXERCISE 7.** Looking at grammar. Page 218. Time: 10 minutes

- Have students work with partners.
- Students should decide which sentences are correct and explain why incorrect sentences are ungrammatical.
- Remind students of the concept of intransitive verbs.

Optional Vocabulary

scored appeared destroyed
developed suspect

► **EXERCISE 8.** Warm-up. Page 219.

Time: 5–10 minutes

- Read the direction line to your students.
- Ask each individual student to tell you where one of his/her possessions (clothing, jewelry, bag or backpack, electronics, etc.) was made, when it was made, and, if interesting, who it was made by.
- If you like, you can have students write short sentences on the board.
- The remainder of the class decides whether adding the *by*-phrase (who made each item) is necessary or too uninteresting or obvious to be included. For example:
Marly: *My watch was made in Switzerland about three years ago.*
Sultan: *My sweater was knitted by my grandmother.*
- Have students suggest when it is important to know who made the item of clothing or possession.

CHART 11-3. Using the Passive. Page 219. Time: 15–20 minutes

Point out that a combination of factors determines when the *by*-phrase is omitted. It is not used:

—when it can be easily assumed who, in general, performs such an action. (*Rice is grown "by farmers." Calculus is taught "by teachers."*) 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 house builders." My shoes were made in Italy "by some unknown shoemakers."*)

—when the focus is on the action and it is not at all important to know who performed the action. (*This olive oil was imported from southern Spain "by people who work in a company that imports olive oil."*) It is not important to know who these people are. The focus is solely on the origin of the olive oil.

—when the speaker does not want anyone within hearing to consider who did the action. (*Taxes were raised "by the government." Homes were foreclosed on "by the mortgage company."*) The goal here is to avoid blame and thus, the *by*-phrase is not used in the hopes that blame will be avoided.

COMPARE: The active voice is usually used when the agent is specifically known and/or the speaker wants to emphasize the doer of the action. (*Mr. Lee grows apples in his orchard and makes cider. Mr. Faatz teaches earth science in middle school. The Wentworth Company imports wine and 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 doer of the action.

- Write the heading *Using the Passive* on the board.

- Before looking at Chart 11-3, ask students *What items are produced in your countries?* and write the question on the board. These items can include food, oil, electronics, clothing, building materials, minerals, etc.
- Ask students to come up with passive voice sentences to describe the items produced in their countries.
- They should come up with variations on the following, which you can then write on the board. For example:

Coffee and cocoa are grown in Colombia.

Electronics are manufactured in Korea.

Iron ore is mined in Russia.

- Ask students who grows Colombian coffee, and emphasize that because the answer (*coffee plantation workers*) is not specific and can easily be assumed, there is no reason to include the *by*-phrase.
- Ask students to give you a passive voice sentence in response to your questions:

Who writes books?

Who writes lyrics to pop songs?

- Write students' responses on the board.

Books are written by authors.

Pop songs are written by songwriters like Adele.

- Elicit whether the *by*-phrase is necessary or useful.
- Next, ask students who wrote their grammar book. Have them give you a passive voice sentence and the correct *by*-phrase.
- Write their responses 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.
- Ask students to read examples (a)–(d) from the chart aloud and review the notes included.
- Ask other students to read (e)–(f) aloud and discuss why passive is fitting in these sentences.

► EXERCISE 9. Looking at grammar.

Page 220. Time: 5–10 minutes

Lead this activity, asking students to provide complete explanations of why the passive was used.

Expansion

This activity can be done for homework, or if you have access to a pile of newspapers or magazines, students can locate passive voice sentences in print while in class. Ask students to collect a list of 10 passive voice sentences in print and when possible to present the original material they found. If they find passive voice on a sign or on the Internet, they can take screen shots or pictures on their phone, but they should be prepared to describe precisely where they found their sentences.

Have students either write on the board or (swap among themselves, if the group is too large to do this

as an entire class) 2–3 passive voice sentences. Based on each actual sentence presented to classmates, the remainder of the class has to guess its original source. Write three column headings on the board to give students a framework for discussing each particular use of the passive structure. For example:

Specific Agent Not Known

De-emphasize Agent

Emphasize Process

Next, have students decide which category each passive voice sentence belongs to. For example:

Specific Agent Not Known *Technology was developed.*

De-emphasize Agent *Nuclear weapons were sold.*

Emphasize Process *No animals were harmed.*

Sample rationales and explanations could include:

If the sentence comes from a magazine describing the building of hybrid cars, it is likely that specific and individual agents are simply not known. They can be assumed to be engineers of some sort, but we don't know which engineers.

If the phrase describes an unpopular action taken by a government, the passive voice is used to avoid responsibility. The passive can obscure or hide the fact that a particular organization or government agency took an unpopular stance or action.

If the content is a scientific process that describes a technique, passive voice is used to stress the process itself because it is the process that is of most importance and interest.

► EXERCISE 10. Reading and grammar.

Page 220. Time: 5–10 minutes

- If students are struggling with pronouncing the final consonant of necessary past participles, have them take turns reading sentences in this passage aloud.
- Correct pronunciation immediately and helpfully.
- Answer the comprehension questions as a class.

Optional Vocabulary

chief	rubbed	various
papyrus	smooth	substances
ancient	surface	soot
parchment	material	tree bark
widely	invented	formulas
stretched		

► EXERCISE 11. Looking at grammar.

Page 221. Time: 5–10 minutes

- Allow students time to complete as seatwork.
- Have students read their completed sentences aloud.
- Explore any challenging items on the board.

Optional Vocabulary

package	dress code
crosswalk	uniforms

► **EXERCISE 12.** Looking at grammar.

Page 221. Time: 5–10 minutes

- Lead this exercise from the center of the classroom, with students taking turns.
- Have students explain why the sentences not chosen are wrong. Have them use key words to explain.

► **EXERCISE 13.** Looking at grammar.

Page 222. Time: 5–10 minutes

- Choose a typical headline from the day's news (one which omits all helping verbs and *by*-phrases) and write it on the board.
- Ask students to tell you which exact parts of speech are missing from each abbreviated headline you have written.
- Elicit from students that it is helping verbs, articles, and sometimes the *by*-phrase that are omitted, and explain that the reason is that newspaper space (when new, it was actually taking up space on paper) was limited, and headlines needed to grab attention in the most abbreviated way possible.
- Put students into groups to complete the exercise and read the expanded sentences aloud.

Expansion

Ask students to write their life story in abbreviated headline form. They should come up with at least five headlines to narrate the main events of their lives. Then, in pairs, they should trade their headlines and have a partner expand these headlines back into complete sentences. In order to do so correctly, students will have to ask one another questions using passive voice and also learn more about one another. You can stop there or have partners share headlines or sentences with the class by way of introducing one another. Circulate and help while students are working on this. For example:

Educated in U.S. and abroad

Hired to teach English—Greece, 1990

Married 1995

Employed as school principal 2010

Asked to write teacher's guide 2016

► **EXERCISE 14.** Looking at grammar.

Page 222. Time: 10–15 minutes

- Have students work in pairs.
- Remind students that not all verbs used are transitive.
- Walk around the room, helping each pair.
- Ask partners to write the possible passive voice sentences on the board, and correct as a class.

► **EXERCISE 15.** Game. Page 223.

Time: 10–15 minutes

- Divide students into teams.
- Read the direction line aloud and specify all the elements of the correct sentences that must be included.

- Heighten the sense of competition by telling teams that the goal is to create the new sentence quickly and perfectly.
- Each team completes the matches and writes the new sentence grammatically.
- Have each team choose a writer to go to the board and write the correct sentences.
- Have those who haven't written anything check other groups' work, and review needed corrections together.

Optional Vocabulary

satellites lightning surround

► **EXERCISE 16.** Listening. Page 223.

Time: 10 minutes

- Have the audio ready to go and the listening script handy.
- Play the audio once while students have their books closed.
- Play the audio a second time while students complete the cloze.
- Correct as a class.

Optional Vocabulary

stone age grind / ground down
volcano / volcanic reflective
lava

► **EXERCISE 17.** Looking at grammar.

Page 224. Time: 10 minutes

- Ask students to complete this autonomously as seatwork.
- Correct as a class by having students read their completed sentences aloud.
- Write any challenging items on the board for further discussion.

► **EXERCISE 18.** Let's talk: interview.

Page 224. Time: 10–15 minutes

- Put students into small groups and read the direction line aloud.
- Have students take notes while their partners answer each question using passive voice correctly.
- Walk around and help students with alternative verbs to use passive voice. (For example: *You can say "I am troubled by headaches."*)
- Ask each student in each group to write a passive voice sentence about one of their partners and give it to you. Make sure you have one sentence from each student.
- Read the sentences aloud without saying the students' names. Class members have to both correct the form of the sentence and determine who the sentence is about.

Optional Vocabulary

bothers deal with
confuses insomnia

► **EXERCISE 19.** Warm-up. Page 225.

Time: 5–10 minutes

- Have students work through the sentences on their own.
- Compare student responses, focusing on content as well as form.

CHART 11-4. The Passive Form of Modals and Phrasal Modals. Page 225. Time: 15–20 minutes

This chart assumes that students are familiar with the meanings of modal auxiliaries (Chapters 9 and 10).

Remind students that modals are always immediately followed by the simple form of the verb; in the chart they are followed by *be* and *have*.

Add examples that are relevant to students' lives to the chart content, and ask students to practice changing from passive form to active form while you write the changes on the board. For example:

<i>Passive Voice</i>	<i>Active Voice</i>
<i>This room has to be cleaned.</i>	<i>Someone has to clean this room.</i>
<i>Olga should be told about the test.</i>	<i>Someone should tell Olga about the test.</i>

- Write the chart heading 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* + past participle, which remain constant.
- Ask 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 exam 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 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 the chart. Have students change those sentences to active voice. Doing so will help students recognize that they have, in fact, worked with all the modals before.

► **EXERCISE 20.** Grammar and speaking. Page 225. Time: 10 minutes

- Have students work in pairs.
- Explain that students should underline the complete verb in each sentence and decide what the job is and whether it would be a good job for them.
- Discuss as a class.

Optional Vocabulary

staff	strictly
random drug testing	observed
respect	interact

Expansion

Ask students to think of a job that they can describe by using passive voice modals. Students come up with 5–8 sentences using passive voice modals to describe the job. Then, they read their sentences aloud to the group, and others have to guess what the job is.

If you imagine it would be hard for your group to think of jobs for this expansion, write the following jobs on separate index cards and hand one to each student to get the ball rolling. Jobs can include:

advertising director	military member
baker	musician
chef	nature conservationist
dancer	nurse
dental hygienist	personal trainer
doctor	pilot
dog walker	plumber
farmer	police officer
firefighter	politician
flight attendant	salesperson
hairdresser	software engineer
lawyer	taxi driver
librarian	teacher
mail carrier	writer
maintenance person	

► **EXERCISE 21.** Looking at grammar. Page 226. Time: 10–15 minutes

- Give students ample time to work through the exercise on their own, forming active or passive modals as needed.
- Have students take turns reading the completed sentences aloud.
- Provide overt and immediate correction.
- Write any particularly challenging items on the board for further discussion.

Optional Vocabulary

spoil	chores
painted shut	belated

► **EXERCISE 22.** Let's talk. Page 227. Time: 10–15 minutes

- Have students work in pairs or small groups.
- Circulate around the room prompting vocabulary and correcting pronunciation while students work.
- Instruct students to make two new passive voice rules based on each of the rules given.
- Have students come back together as a group and as students read their passive voice rules, write these on the board.
- Ask students whether all the rules seem reasonable to them and why the rules exist. This should prompt spontaneous and further discussion using passive modals and other non-targeted structures.

► **EXERCISE 23.** Looking at grammar. Page 227. Time: 10–15 minutes

- Give students time to complete on their own as seatwork.
- Have students read completions aloud, and provide prompt and clear correction as needed.

► **EXERCISE 24.** Let's talk. Page 228. Time: 10–15 minutes

Part I

- Arrange students into pairs or small groups.
- Ask students if they have ever rented an apartment, and if so, whether it was a pleasant or unpleasant experience. Write related vocabulary on the board and engage students in the topic.
- Have groups complete the sentences provided and discuss the completions.

Part II

- Have students come up with more sentences on the topics of renting an apartment, getting housing, or buying a car, using passive modals.

Expansion

Write the heading *Getting a Decent Job* on the board. Ask students what *decent* means and why it is used with *job*. (Are there jobs that are not *decent*, or completely undesirable?) Have students use passive modals to describe all the steps that go into moving from unemployment to being successfully employed. You can start the discussion by writing sentences like the following:

*Job postings must be found, read, and categorized.
Cover letters and résumés have to be sent.*

► **EXERCISE 25.** Let's talk. Page 228. Time: 10 minutes

- Have students continue working with partners or small groups, or rearrange them into new groups / partners.
- With your students, look at the first photo and the example sentences that describe it.
- Have students add to the two example sentences with additional passive modal sentences as they are created. Write them on the board. For example:

The office must have been designed by someone who doesn't like his job.

- Have students complete the exercise, and discuss as a group.

► **EXERCISE 26.** Listening and grammar. Page 229. Time: 10 minutes

Part I

- Engage students in the listening topic by asking if they remember any other countries where tsunamis have struck (e.g., Japan in 2011).
- Write related vocabulary on the board.

- Have the audio cued and the listening script ready to refer to.
- Ask students to close their books and listen to the lecture once.

Part II

- Ask students to choose all the grammatically possible sentences.

Part III

- Play the audio again and have students complete the cloze with the verbs they hear.
- Correct Parts II and III as a class, referring to the listening script as necessary.

Optional Vocabulary

subsequent	aftershocks
Richter scale	destruction

► **EXERCISE 27.** Warm-up. Page 230. Time: 5 minutes

- Have students respond to the questions using complete sentences and the words in blue.
- Ask students additional questions about the classroom, and have them respond using past participles (stative passive). For example:

*Are the blinds shut?
Are the desks arranged in a specific way?
Is my chair placed under my desk?*

CHART 11-5. Stative (Non-Progressive) Passive. Page 231. Time: 10–15 minutes

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

In Exercise 28, item 7 shows that the non-progressive passive can also show an existing state in the past (*was torn / is torn*). The chart itself only shows present-time examples, so you should mention usage in the past time while discussing the chart, and point out that it is also common. For example:

Tim tried to open the door last night, but it was locked. = Someone had locked it before Tim tried 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 transform the original sentence into passive voice, and write this new sentence on the board.
The book was closed by me.
- Introduce a new sentence by describing the condition or state of the book, and explain to students that this new sentence uses the stative passive.

- Say and write *The book is closed*. Emphasize that this sentence describes the book's current condition and is not concerned with the action taken prior but only with the state of the book now.
- Next, have a student tear a piece of paper.
- Say and write the following sentences to describe the action and then the state of the paper.

Ali tore the paper. (active)

The paper was torn by Ali. (passive)

The paper is torn now. (stative)

- Write the chart title on the board.
- Underneath the words *Stative (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 *stative* or *non-progressive passive*.
- Have students take turns reading the example sentences (a)–(p) in the chart, and review the explanatory notes.

► EXERCISE 28. Looking at grammar.

Page 231. Time: 10–15 minutes

- Give students time to complete the sentences with non-progressive passive forms. Remind them that they can use either the past or present forms.
- Have students read the completed “problems” aloud, taking turns.
- Provide immediate and overt correction, and encourage students to pronounce the ending of the stative passive forms correctly.
- Have students decide, as a class, which problem is the least troublesome and which is the worst. They should share their rationale when ranking the problems.

► EXERCISE 29. Looking at grammar.

Page 232. Time: 10–15 minutes

- Lead this exercise from the center of the classroom, calling on students to complete each sentence with the given words and correct form.
- Correct student completions and write notes or words on the board for clarity.

Optional Vocabulary

divorced	latch	bazaar
power	plumber	domed

► EXERCISE 30. Reading and grammar.

Page 233. Time: 10 minutes

- Students can read the blog and underline on their own, or if they need pronunciation practice, have students take turns reading sentences aloud.
- Check that students have located all of the past participles.
- Discuss the importance of context as demonstrated through the content of the passage, and have students reread it once they know the title is “Washing Clothes.”

► EXERCISE 31. Warm-up. Page 233.

Time: 10 minutes

Be ready to explain to students that there is no grammatical reason why some stative passives take certain prepositions. It is simply the way the English language developed. Verb + preposition combinations, or in this case, stative passive + preposition combinations, can frustrate students, as there is no clearly discernible pattern to help them predict which preposition follows which form.

- Have students work with a partner, and have each partner respond to each prompt with two answers.
- Come together as a class and have partners reveal what things the other is *interested in*, *annoyed by*, etc.
- Engage students in repeating the structures by then asking specific students why they are *interested in*, *annoyed by*, etc., various things.

CHART 11-6. Common Stative (Non-Progressive) Passive Verbs + Prepositions.

Page 234. Time: 10–15 minutes

Choosing correct prepositions can be difficult for students; therefore, these phrases should be learned as whole units. The following exercises help students learn these combinations, but perfection at this stage of learning should not be expected. The list in this chart is intended for reference and not for rote memorization. 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 and particularly with regard to American English, but it is not worth fretting over. Thus, the accompanying exercises are intended to help students “educate their ears” so that after some time, they will be able to readily recognize which prepositions “sound right,” and this knowledge will inform their choice of prepositions.

You may wish to try to explain subtle differences, such as the one between *tired of* and *tired from*. *Tired of* is used to express that one has had enough of something and is now actually so annoyed he does not wish to continue (e.g., *I am tired of cleaning up after everyone in this house!*). *Tired from* expresses that a person is physically tired from doing a certain activity (e.g., *I am tired from biking so far today. I will sleep well tonight!*)

Compare using the same verb with different prepositions:

I am tired of watching movies. (I have become bored with watching movies, and I don't want to watch any more.)

I am tired from watching moves. (I am physically tired and sleepy from looking at a screen so long. I want to go to sleep.)

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

Common Stative / Non-Progressive Passive Verbs + Prepositions

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

- Discuss with students the fact that all learners (no matter what their background) struggle with learning and using preposition combinations correctly. In fact, correct use of prepositions is one of the last things students acquire in their fluency.
- Explain that correct usage will come with time and experience. Students can refer to Chart 11-6 for reference in the meantime, but simply reading, speaking, and listening to English as much as possible will also help.
- Reassure students that by doing grammar exercises, reading, and listening, they will begin to quickly recognize which prepositions are right. This recognition will grow, and soon students will be able to pick the right preposition without thinking about it, and they will come to know the correct combinations over time.

► EXERCISES 32–36. Pages 234–236.

Time: 10–15 minutes each

Exercises 32–36 all deal with using prepositions correctly. The following are suggestions for practicing prepositions and reinforcing correct use of them.

- Ask students to say and hear the whole preposition combination in context. They can learn better from this than from simply focusing on only the preposition needed.
- At the end of an item, ask another student to repeat the information included without looking at the book by asking him/her to repeat the correct combination. Ask leading questions such as for Exercise 32, item 1:
What is Maya excited about?
- At the conclusion of each exercise, review the content orally after students have closed their books. Read each item up to the blank, and have students supply the preposition. For example:
You: *Maya is excited ...*
Class: *about*
You: *Maya is excited about creating toys that children enjoy.*
- You can also use the items in the exercises or chart to ask students about their lives. For example:
Kuong Won, is there something in your future that you are very excited about?
- Finally, give one student a past participle to use in a question posed to another student. For example:

You: *accustomed*

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

Kim: *No, I am not accustomed to this kind of cooking. In fact, I dream about Korean food all the time!*

► EXERCISE 37. Writing. Page 237.

Time: 10–15 minutes

- This exercise can be particularly effective if modeled by you first. Prepare a piece of paper with an extensive description of an object, and include several passive voice phrases. For example, the following does not include the name of the item, which is a *remote control*.
This object is found in most homes. It is usually located in the living room, and it is often fought over by family members. It is not very big, and it is used to change something. It is also employed to increase and decrease volume. It is usually black or metallic, and colored buttons are found on it.
- Hand the paper out to students and have them decide what the object is.
- Then have students write about an object of their own choosing.

Optional Vocabulary

segregation
refused

pediatric nurse
tuxedo

► EXERCISE 38. Warm-up. Page 237.

Time: 5–10 minutes

- Go around the room, having students complete the sentences.
- Students will most likely be familiar with using *get* as it is in this exercise, but they may not be able to articulate the common form of the word following *get* until they have completed the exercise.
- Discuss the forms following *get* as a class (past participle or adjective).

CHART 11-7. The Passive with *Get*. Page 238.

Time: 10–15 minutes

Get has a meaning that is 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* though they may not have fully realized that the form is passive.

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 sample sentences on the board with students, using student information. If you can utilize their actual experiences learning English, that is ideal. For example:

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

- To further discuss the meaning of *get*, have students make up their own sentences using *get* + adjective. Have students use adjectives from the chart, almost all of which students will already be familiar with. They may also use appropriate past participles.

- Write some of their sentences on the board and highlight the correct use of *get*. For example:

Tanya *gets angry* when her roommate borrows her clothes without telling her.

Victor *got full* before he could finish the whole pizza.

It's *getting* too warm in here. Could you open the window?

- Explain that, as with the previous chart, students are not expected to learn all the adjectives and past participles that are combined with *get*. Rather, they should use this chart as a reference and focus on the accompanying exercises as opportunities to train their ears.
- Have students read through example sentences (a)–(f) and the explanatory notes as a class.

► **EXERCISE 39.** Looking at grammar.

Page 238. Time: 10 minutes

- Lead this exercise from the center of the classroom, and have students take turns completing items.
- Ask students to explain why the words not chosen are incorrect.

► **EXERCISE 40.** Looking at grammar.

Page 239. Time: 10 minutes

- Have students work through this exercise independently as seatwork.
- Correct and review as a class.
- Provide overt and immediate correction of words following *get*.

► **EXERCISE 41.** Let's talk: interview.

Page 240. Time: 10 minutes

- Have students get up and move around the classroom as they interview one another.
- Instruct students to take notes on one another's responses. Tell them they will be asked to report back at least one specific response from a classmate.
- Circulate and participate in the interview as you feel is appropriate and helpful. If students are shy and reluctant to speak, you may need to keep the conversation going.
- Write notes so you can provide later correction, and draw in students who have not said much by asking them about specific comments they may have made.
- When students have gathered sufficient 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, lead the discussion with questions like:

Can someone tell me about a student who got hurt in an accident?

Can someone tell me about a time when one of us got very scared?

- Continue in this way until each student has spoken and each student has been reported on.

► **EXERCISE 42.** Looking at grammar.

Page 240. Time: 5–10 minutes

- Have a student read the first item including the example aloud.
- Lead the exercise from the center of the classroom, having students take turns completing the sentences.
- Write the various uses of *get* + past participle on the board as you work through the exercise.

► **EXERCISE 43.** Warm-up. Page 240.

Time: 5–10 minutes

- Have students choose which description requires *movie* and which requires *audience*.
- Replace *bored* and *boring* with appropriate participial adjectives such as *tired* and *tiring* or any others that you can think of that will match the picture.
- Have students try to articulate the difference between an *-ing* adjective and an *-ed* adjective.

CHART 11-8. *-ed/-ing* Adjectives.

Page 241. Time: 10–15 minutes

The active meaning of the present participle (the *-ing* form) is also observed in the progressive, as explained in earlier chapters.

A frequent error learners make is the substitution of an active participle (e.g., *interesting*), where a passive, or past participle, (e.g., *interested*) 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 both active and passive participial adjectives.

Miguel is boring in grammar class.

Miguel is bored in grammar class.

- Ask students which sentence is a comment about you, the teacher, and which is a comment about Miguel, the student.
- Explain that if Miguel is boring, he causes other people to be bored. In contrast, if he is bored, others cause him to feel that way.

- Review the chart with your students by having students take turns reading example sentences (a)–(f) aloud, and discuss the explanatory notes.
- Reiterate that the point of the chart is to highlight that both forms of participial adjectives are possible, but their meanings are very different.

► **EXERCISE 44.** Looking at grammar.
Page 241. Time: 5–10 minutes

- Before students begin, let them know that some sentences match neither picture.
- Review and correct as a class.

► **EXERCISE 45.** Looking at grammar.
Page 241. 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 many students confuse the active and passive participial adjective forms. This exercise helps you and your students see how much they already understand before proceeding.

Often a person feels an emotion and is described with the passive and past participle. Similarly, when a thing or event causes an emotion, it is described by the active *-ing* form of the participle, but this is by no means a hard and fast rule.

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

Who is excited?

What excites them?

Optional Vocabulary

sought	exhausted
comfort	shade

► **EXERCISE 46.** Let’s talk. Page 242.
Time: 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 the exercise. For example:

Roberto, can you tell us something you have found depressing?

Ibrahim, what kind of noises do you find annoying?

What events in your life have truly shocked you?

- Have students keep their books closed during this exercise so that they can respond more spontaneously.
- Lead this exercise from the center of the classroom, and take the roles of Teacher and Speaker A for the first few items to model the task.

► **EXERCISE 47.** Listening. Page 242.
Time: 10 minutes

- Be well provisioned by having the audio cued and the listening script handy.
- Tell students they will hear complete sentences and will need to choose the words they actually hear. They must listen carefully for endings and be aware of the context.
- Ask students to explain the meanings of the words included as choices.

► **EXERCISE 48.** Looking at grammar.
Page 242. Time: 5–10 minutes

- Give students an opportunity to complete as seatwork.
- Have students read their own completions aloud and correct as a class.

Optional Vocabulary

thief	abandon
cabinet	hemispheres
necessities	coincidences
spoiled	

► **EXERCISE 49.** Listening. Page 243.
Time: 5–10 minutes

- Be completely provisioned by having the audio cued and the listening script ready.
- Play the audio through once while students select the words they hear.
- Correct as a class.

► **EXERCISE 50.** Let’s talk: interview.
Page 244. Time: 10–15 minutes

- First, have students create the correct questions from the cues.
- Have students circulate and ask at least two students each question.
- Reconvene as a class and ask students to report on what they learned. Ensure that each student in the class is represented in the discussion.

► **EXERCISE 51.** Listening. Page 244.
Time: 10–15 minutes

Part I

- As always, be completely provisioned with the audio ready and the listening script handy for reference.
- Play the audio through once while students keep their books closed.
- Have students decide “T” for true or “F” for false for the three statements that follow.

Part II

- Have students open their books before replaying the audio.
- Have students complete the cloze with missing words as they listen to the audio.
- Correct as a group, referring to the listening script as needed.

Optional Vocabulary

showcase	purposes	olive leaves
established	spectators	statue
considered	wreath	fame

► **EXERCISE 52.** Check your knowledge.
Page 245. Time: 10 minutes

- Give students time to complete as seatwork.
- While reviewing as a class, ask students to provide complete explanations for why they corrected the sentence in the manner they did.

► **EXERCISE 53.** Reading, grammar, and writing. Page 246. Time: 10–15 minutes

Part I

- Have students take turns reading sentences in the passage aloud. Remind students to pronounce the endings of passive forms clearly.
- Ask students to underline all passive verbs, and discuss why passive voice is so prevalent in this passage (the process is more important than the people doing the process).

Part II

- Remind students that passive voice is extremely common when describing any scientific or common process.
- Have students write about a process they know well, using passive voice as appropriate.
- Ask students to refer to the writing tip as they work.

Part III

- Lead students through effective editing of their own or others’ writing.
- Have students check for all the elements in the checklist.