

UNIT 3: THE NEWS AND MEDIA (cont.)

A. GRAMMAR

Exercise 1: Read the information. Then choose the correct reason for using the passive in each sentence.

We often use the passive (e.g. *something is / was done*):

- to make our language sound more formal
- to show a link between the end of one sentence and the beginning of the next
- to describe impersonal or technical processes
- when the agent (the person or thing that did the action) isn't known
- when the agent isn't important to the story – for example, because we can easily work out who it is
- when we don't want to say who the agent is
- when we want to draw special attention to the agent. We use *by* before the agent and put it at the end of the sentence
- when the agent is a process or event, such as a storm or an accident. We often introduce this type of agent with *in*.

1 The office **was broken into** at around midnight.

- The agent isn't known.
- To show a link between the end of one sentence and the beginning of the next.

2 The thief **was arrested** in the early hours of this morning.

- The agent is an event, not a person.
- The agent isn't important (we can work out that the agent was the police).

3 I'm afraid some incorrect information **was given** at our last press conference.

- The speaker is describing a process, so there's no need to mention people.
- We don't want to say who the agent is.

4 The police are investigating the theft of a priceless painting. It **was stolen** from an art gallery last night.

- To show a link between the end of one sentence and the beginning of the next.
- The agent isn't important to the story (we can work out that the agent was the burglars).

5 Thank you for your help. It **is greatly appreciated**.

- We don't want to say who the agent is.
- To sound more formal.

6 The event **was attended** by over three thousand students.

- The agent is an event.
- To draw special attention to the agent (i.e. the students).

7 The house **was damaged** in a storm.

- The agent was an event, not a person.
- To sound more formal.

Exercise 2: Choose the correct passive forms to complete the sentences.

1. These days, fewer newspapers *are being bought / was bought / is bought*, as more people get their news from free news websites.
2. The cause of the accident *had been known / was known / isn't known*, but the police are investigating it at the moment.
3. The good thing about online newspapers is that *they're updated / they've been updated / they were updated* all the time, unlike print newspapers.
4. When *is the photograph taken / was the photograph being taken / was the photograph taken* ?
5. The politician spoke about her political opponent while she *has been interviewed / is being interviewed / was being interviewed* by a journalist live on TV.
6. Don't worry – you can speak honestly. This interview *isn't recorded / isn't being recorded / was recorded*.

Exercise 3: Read the information. Then rewrite the sentences in the passive, using *It is/was + past participle + that*. The first question has been done for you.

Use the structure *It is/was + past participle + that ...* (e.g. *It is believed that ...*) to create passive sentences.

Remember to change the order of the structure in questions (e.g. *When was it made?* NOT *When it was made?*).

Don't include the agent (the person or thing that did the action).

- 1 The police think that the man was responsible for several similar robberies last year.

It was thought that the man was responsible for several similar robberies last year.

- 2 We hoped that some witnesses might come forward, but so far, nobody has approached us.

_____ come forward, but so far, nobody has approached us.

- 3 We understand that someone will release a statement soon.

_____ a statement soon.

- 4 People don't often say that politicians have a sense of humour, but this story shows that some politicians can be funny.

_____ a sense of humour, but this story shows that some politicians can be funny.

- 5 Why did the reporter announce that the factory is staying open, when in fact it's going to close?

Why _____ open, when in fact, it's going to close?

Exercise 4: Read the active sentences. Then complete the passive sentences. You might have to change the form of some of the words. The first question has been done for you.

1. ACTIVE: A fire completely destroyed a local factory last night.
PASSIVE: A local factory ***was completely destroyed*** last night in a fire.
2. ACTIVE: Several witnesses in nearby houses heard the noise.
PASSIVE: _____ by several witnesses in nearby houses.
3. ACTIVE: Fortunately, the fire didn't kill anybody.
PASSIVE: Fortunately, _____ in the fire.
4. ACTIVE: However, flying glass cut three security guards.
PASSIVE: However, _____ by flying glass.
5. ACTIVE: People are still investigating the cause of the fire.
PASSIVE: _____ investigated.
6. ACTIVE: However, people are treating it as an accident, not a crime.
PASSIVE: However, _____ as an accident, not a crime.
7. ACTIVE: One possibility is that an electrical fault inside the factory caused the fire.
PASSIVE: One possibility is _____ inside the factory.
8. ACTIVE: The police advise members of the public to stay away from the scene of the fire.
PASSIVE: _____ to stay away from the scene of the fire.

B. EXAM SKILLS

PART 3 Questions 21–30

IELTS 16-T2

Questions 21–24

Choose the correct letter, A, B or C.

Assignment on sleep and dreams

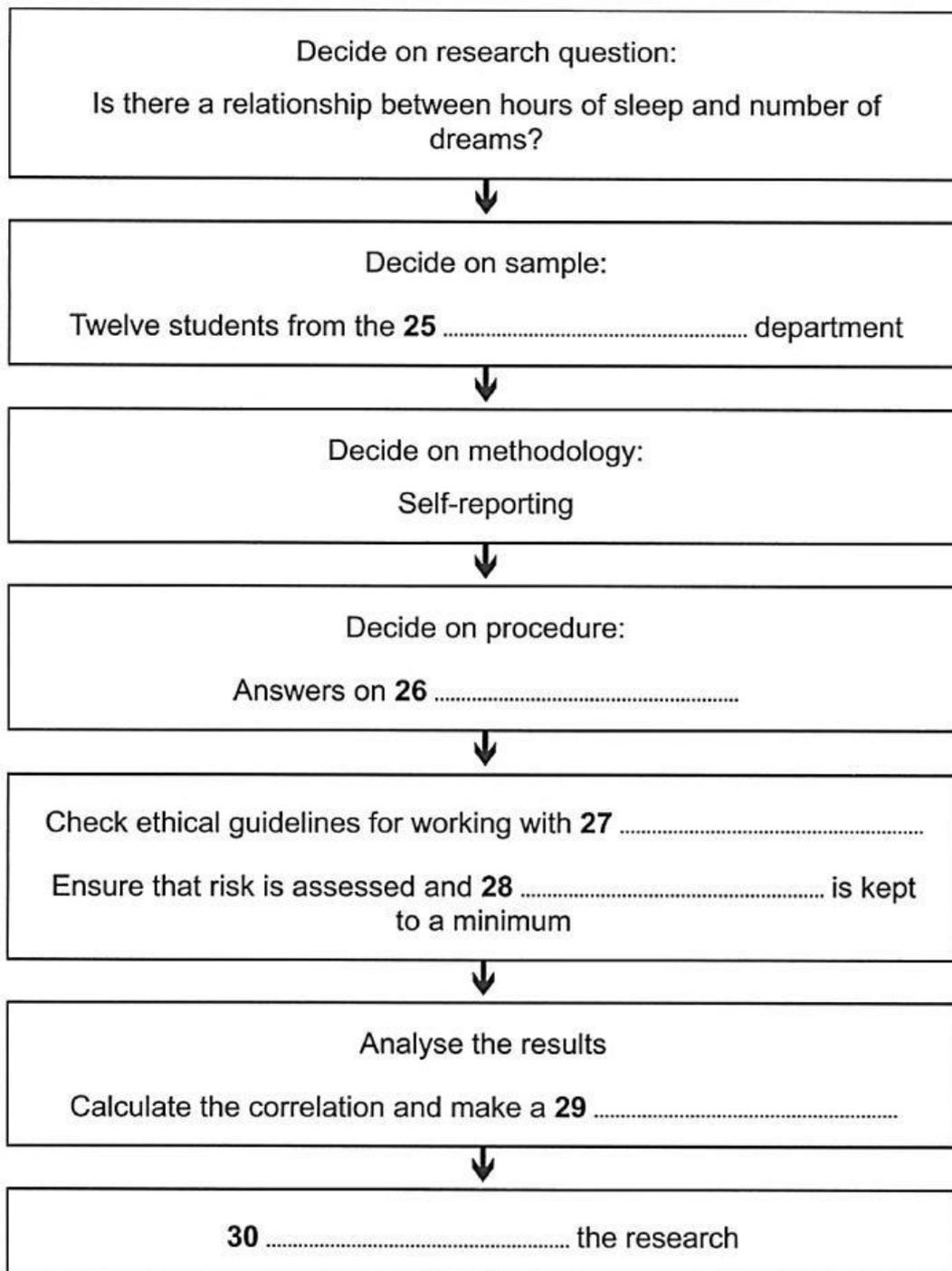
- 21 Luke read that one reason why we often forget dreams is that
 - A our memories cannot cope with too much information.
 - B we might otherwise be confused about what is real.
 - C we do not think they are important.
- 22 What do Luke and Susie agree about dreams predicting the future?
 - A It may just be due to chance.
 - B It only happens with certain types of event.
 - C It happens more often than some people think.
- 23 Susie says that a study on pre-school children having a short nap in the day
 - A had controversial results.
 - B used faulty research methodology.
 - C failed to reach any clear conclusions.
- 24 In their last assignment, both students had problems with
 - A statistical analysis.
 - B making an action plan.
 - C self-assessment.

Questions 25–30

Complete the flow chart below.

Write **ONE WORD ONLY** for each answer.

Assignment plan



PART 4 Questions 31–40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

Health benefits of dance

Recent findings:

- All forms of dance produce various hormones associated with feelings of happiness.
- Dancing with others has a more positive impact than dancing alone.
- An experiment on university students suggested that dance increases **31**
- For those with mental illness, dance could be used as a form of **32**

Benefits of dance for older people:

- accessible for people with low levels of **33**
- reduces the risk of heart disease
- better **34** reduces the risk of accidents
- improves **35** function by making it work faster
- improves participants' general well-being
- gives people more **36** to take exercise
- can lessen the feeling of **37** , very common in older people

Benefits of Zumba:

- A study at The University of Wisconsin showed that doing Zumba for 40 minutes uses up as many **38** as other quite intense forms of exercise.
- The *American Journal of Health Behavior* study showed that:
 - women suffering from **39** benefited from doing Zumba.
 - Zumba became a **40** for the participants.