Homework - Unit 4

Grammar

22 The passive

the passive; reporting with pasive verbs; *have something done; need + -ing*

A Context listening

1 You are going to hear a student representative talking to new students and answering their questions. Before you listen, match the words (1–8) with the definitions (a–h).

1 union	a deal with / handle documentation etc.
2 president	b speak for
3 process (*verb*)	c buildings, equipment or services
4 represent	d leader
5 run (*verb*)	e working group or board
6 election	f organised group or association
7 committee	g organise/manage
8 facilities	h an organised vote

2 22 Listen and answer the following questions.

1 What do new students need to do to get a library card?

.....

2 What is the students' union?

.....

3 What is the students' union responsible for?

.....

3 22 Listen again and fill in the gaps.

Questions	Answers
1 '..... applications quite quickly?'	'Oh, yes.-All applications ..... on the spot so they'll be able to issue you a card straight away.'
2 'So, ... the student's union?'	'No, the union ..... by students, seven students to be precise.'
3 'And how ..... the executive committee?'	'Well, the executive committee ..... by the students through an election process.'

4 Look at the objects of the verbs in the questions in Exercise 3. What happens to them in the answers?

LIVEWORKSHEETS

B Grammar

1 The passive: form

The active voice shows what something does. The passive voice shows what happens to something. We make the passive with a form of the verb *be* + past participle.

Tense		Passive form: *be* + past participle (+ *by* + agent)
present simple	→	*The union **is run** by 7 executive officers.*
present continuous	→	*The union **is being run** by 7 executive officers.*
past simple	→	*The union **was run** by 7 executive officers.*
past continuous	→	*The union **was being run** by 7 executive officers.*
present perfect	→	*The union **has been run** by 7 executive officers.*
past perfect	→	*The union **had been run** by 7 executive officers.*
going to	→	*The union **is going to be run** by 7 executive officers.*
will	→	*The union **will be run** by 7 executive officers.*
Other forms		
infinitive	→	*The union **is to be run** by 7 executive officers.*
-ing form	→	*The university insists on the union **being run** by 7 executive officers.*
used to	→	*The university **used to be run** by 7 executive officers.*
modals	→	*The university **should be run** by 7 executive officers.*
need to / have to	→	*The university **needs to/has to be run** by 7 executive officers.*
need + -ing	→	*The university **needs running** by 7 executive officers.*

⚠ We do not use the passive with intransitive verbs (verbs which cannot have an object): *he arrived* (**not** ~~*he was arrived*~~)

2 The passive: use

We use the passive

- when the object is more important than the subject and the agent is either obvious, not important, or unknown:
  ***All applications are processed** on the spot.* (it is obvious that it is the library staff who process the cards)
- in formal writing to make it less personal:
  ***You are advised** to return the application form within three days.* (impersonal)

  The active voice is more direct and personal:
  ***I advise you** to return the application form within three days.*
- when we describe a process:
  *The union **is run** by seven executive officers who **are elected** by students.*

  ⚠ We do not generally use the passive for natural (or biological) processes, where people are not involved (e.g. the carbon cycle):
  *Plants **take up** carbon dioxide from the air as part of photosynthesis.*

LIVEWORKSHEETS

Notice how if we want to repeat the ending of the previous clause or sentence at the beginning of the next, we may need to use the passive:

Does the university run the union?

No, the union ***is run*** *by seven executive officers*

who ***are elected*** *by students each year.*

The executive officers ***are held*** *accountable by the union council.*

The council ***is*** *also* ***elected*** *by the student population.*

This pattern is typical of academic writing.

3 Reporting with passive verbs

With reporting verbs and verbs of thinking or feeling we can use

- *it* + passive verb + *that* (e.g. *agree, announce, argue, believe, claim, decide, disclose, expect, feel, hope, know, predict, recognize, report, say, suggest, think, understand*):
  It was felt that *the facilities were in need of renovation.*
- subject + passive verb + *to*-infinitive (e.g. *ask, believe, consider, estimate, expect, feel, know, mean, report, say, see, suppose, think, understand*):
  Our sports facilities are said to be *among the best in the country.* (= people say our sports facilities are among the best in the country)
  This building ***is believed to be*** *the oldest in the town.*

4 Have something done

To show that someone performs a paid service for us we use *have* + object + past participle:
You'll need to ***have your photo taken.*** (= someone else will take your photograph)

In informal English *get* + past participle can be used in the same way:
I ***got my photo taken*** *yesterday.*

5 Need + -ing

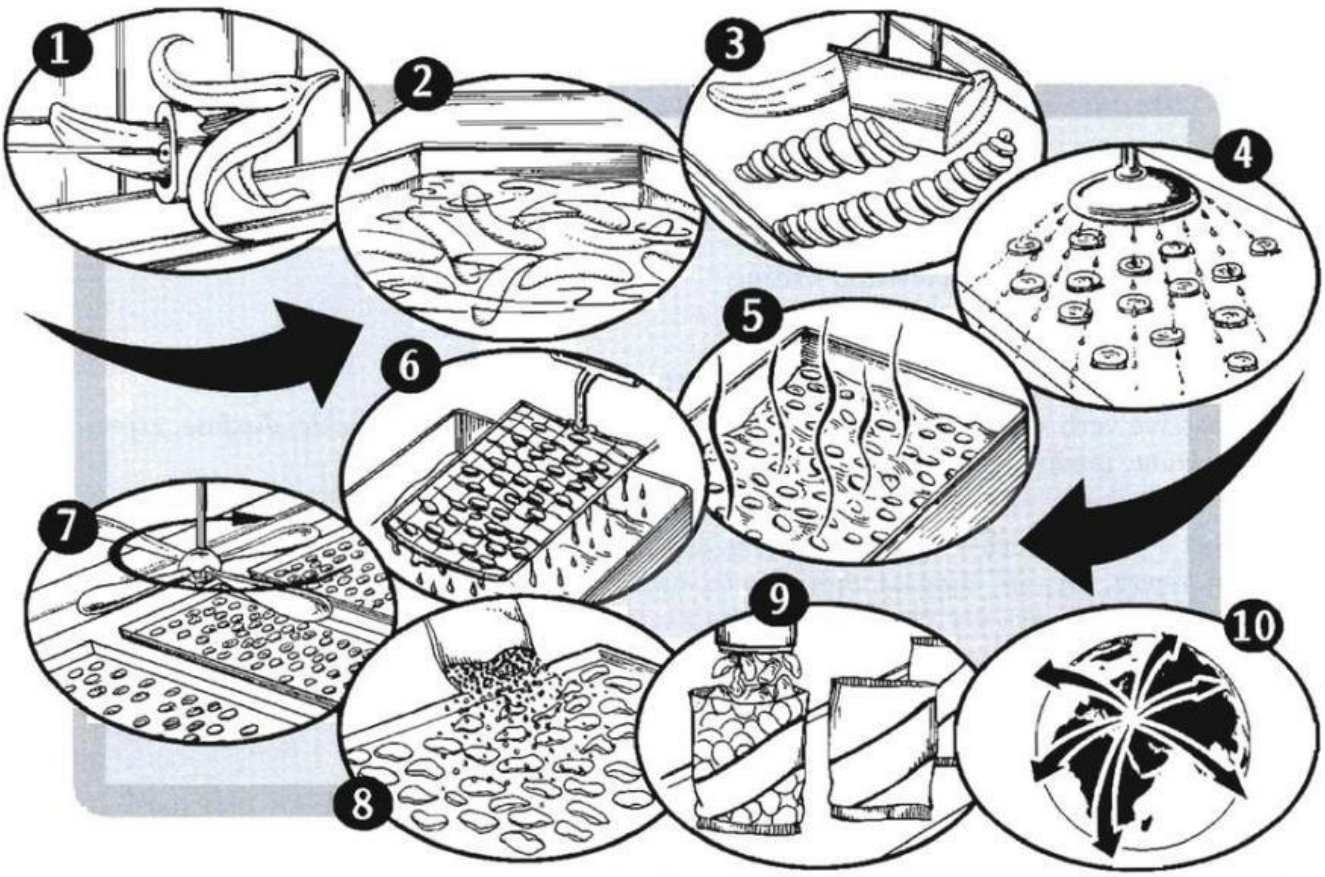
We can sometimes use *need* + *-ing* as an alternative to the passive to say that it is necessary to do something without stating who will do it:
Some facilities ***need improving*** *around the campus.* (= it is necessary to improve some facilities)

LIVEWORKSHEETS

C Grammar exercises

1 Read the test task. Fill in the gaps in the model answer with the verbs in the box in the passive.

The flowchart below shows how banana chips are made.
Summarise the information by selecting and reporting the main features and make comparisons where relevant.



add distribute fry leave make peel put remove rinse sell slice soak

The flowchart shows how banana chips **1** *are made* . First, the bananas **2** ..... by a special machine and then they **3** ..... in water. Next the clean bananas **4** ..... into a chipping machine where they **5** ..... into thin chips. After this they **6** ..... . Once they are dry, the banana chips **7** ..... in hot oil in large deep fat fryers. The cooked banana chips **8** ..... from the fryers using a special sieve which allows all of the oil to drain off. The banana chips **9** ..... (then) to cool. When they have reached the right temperature, spices **10** ..... for extra taste. Finally the banana chips are packaged ready to **11** ..... around the world and **12** ..... .

LIVEWORKSHEETS

2 **There are 12 mistakes with active or passive verbs in this conversation. Find and correct the mistakes.**

Teacher: People are said that the increase in travel will lead to a loss of different cultures around the world. Do you agree?

Student: Well, yes, I suppose that is a possibility. I'm sure the way of life of many people around the world has changed by contact with tourists. But the change might have been happened anyway, I suppose.

Teacher: Yes, maybe. So, do you think we should try to stop the disappearance of native cultures?

Student: Oh, yes. I think it will be very sad if we lose different cultures. They enrich our world, don't they? But it is also argued that many people from poor countries have given opportunities that they wouldn't have had if there wasn't any tourism. Their cultures may have changed, but they have been benefited from improvements in education and health as well as their standard of living.

Teacher: So do you think that improvements like this inevitably bring about a loss of culture, as some people have been suggested?

Student: I suppose I do think that, yes. As we are continued to be provided with better and better education and we have more and more contact with the world outside our own countries, we are being become more and more the same!

Teacher: Can you give some examples of what you mean?

Student: Well, in my country we now have American restaurants and we watch American movies on TV. American culture feels to be too dominant by many people in my country. And English words have been come into my language too.

Teacher: Oh, that's interesting. And do you think that there will one day be only one language in the world?

Student: Well, the way we live has affected in a big way by things like the Internet, email and cheap travel. All countries are using English for these things, and so we all know a little bit of English already. But I am not sure it will use by all countries instead of their own language. That seems unlikely to me.

Teacher: You've made some very interesting points. Thank you.

1 say	4	7	10 .....
2	5	8	11 .....
3	6	9	12 .....

LIVEWORKSHEETS

3 **Fill in the gaps with an appropriate form of the verb in brackets.**

1 For a long time people ....thought.... (*think*) the giant panda was a type of raccoon.
2 At the beginning of the experiment, the chemicals ..... (*place*) in the beaker.
3 In medieval times the earth ..... (*believe*) to be flat.
4 Up until now students ..... (*allow*) to wear what they want, but the new head-teacher has decided to introduce a uniform.
5 I can't drive you to the airport because my car ..... (*service*) tomorrow.
6 Next year the new theatre ..... (*open*) by some of Britain's biggest acting stars.
7 It ..... (*expect*) that the President will resign due to the recent revelations.
8 Chocolate ..... (*make*) from the bean of the cacao tree.
9 This report ..... (*claim*) that there is corruption throughout the company.
10 Several students ..... (*know*) to have cheated in their exams.
11 People need ..... (*encourage*) to use public transport if we want to reduce our carbon emissions.
12 I went on holiday because I really needed ..... (*take*) a break.

4 **Underline the correct words.**

Air pollution in cities is growing at an alarming rate. What measures could be taken to address this problem?

Air pollution can **1** define / be defined as the addition of something harmful to the air at a faster rate than it can **2** absorb / be absorbed. Everyone should be concerned about air pollution. It **3** affects / is affected us all, and as it **4** continues / is continued to worsen, so the environmental impact increases.

One of the major causes of air pollution in cities is car use. Cars **5** use / are used for even the shortest of journeys, and all efforts by governments to encourage people **6** to use / to be used public transport seem to be failing. Industry is another major cause of pollution in our cities, but fortunately, new industrial sites **7** are building / are being built away from large urban centres.

It **8** says / is said that there are too many contributing factors for us to **9** to decide / to be decided exactly which one is the main problem, but I believe that one of the most serious problems that needs **10** to tackle / tackling is the use of the car. In some cities laws **11** have passed / have been passed concerning car use. Athens, for example, only **12** allows / is allowed a certain number of cars into the city centre each day. In my opinion, this is a good idea. With this kind of law, people have no choice and **13** force / are forced to use buses and trains. This ensures governments **14** know / is known that public transport **15** will use / will be used, and can therefore justify the investment and expense of ensuring the system works properly.

Another thing governments could do is to force people to **16** have their cars checked / check their cars for carbon emissions and fine people with cars that produce high levels of harmful gases.

LIVEWORKSHEETS

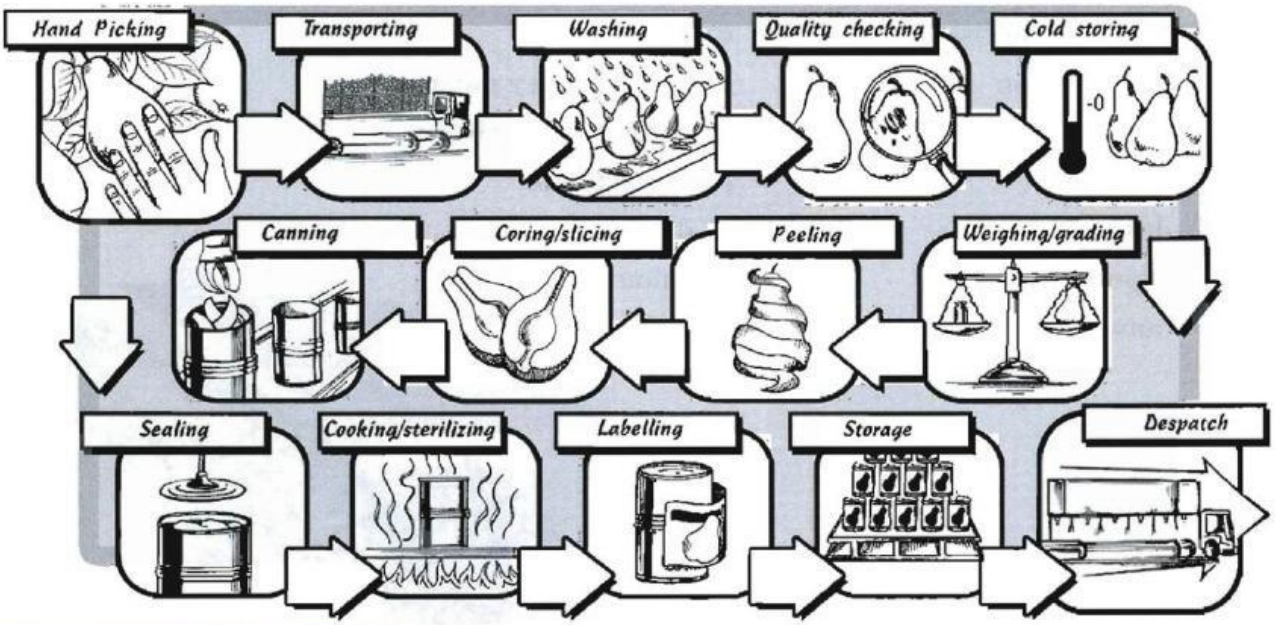
D Test practice

Academic Writing Task 1

You should spend 20 minutes on this task.

The diagram shows how fruit is canned.
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

You should write at least 150 words.



Grammar focus task

Look at these sentences describing the flowchart. Rewrite them using a passive verb. Then put the sentences in the correct order according to the flowchart.

1 They allow the cans to cool.
Passive: .....

2 They sterilize the cans using a special heating process.
Passive: .....

3 They take the fruit to the cannery in large trucks.
Passive: .....

4 They check the fruit before storage and they reject any poor quality fruit.
Passive: .....

Now write your own answer.

LIVEWORKSHEETS