

Chapter 10: THE PASSIVE

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General Notes on Chapter 10

- Learners need to understand and be able to use the passive. It is a frequently used and important structure in English.
- This chapter begins by showing the relationship between active and passive sentences. After a brief explanation of transitive and intransitive verbs, focus shifts to the omission of the *by*-phrase in passive sentences. Next, the passive is used with progressive verbs and modal auxiliaries. A section of the chapter deals with other uses of past and present participles, concluding with some idiomatic expressions containing participles.
- **TERMINOLOGY:** The term “passive” is used here without the additional term “voice.” The term used for explicit identification of the agent in a passive structure is “the *by*-phrase” because the preposition *by* is its first element.

10-1: ACTIVE SENTENCES AND PASSIVE SENTENCES

- The emphasis in this introductory chart is on the form of the passive as well as its meaning in equivalent active sentences.
- The passive is most commonly used without a *by*-phrase. All the example sentences in the initial charts and exercises, however, include a *by*-phrase as an aid to understanding the form and meaning of the passive. The omission of the *by*-phrase is discussed in Chart 10-4.
- **GENERAL COMMENTS:** The text concentrates on the form of the passive and its basic use, i.e., to express the accomplishment of an action when it is not known or not important to know exactly who performed it—for example, *Corn is grown in Iowa*. The passive performs a legitimate function in English rhetoric, especially in scientific and technical writing. For example, in the sentence “Energy can be changed from one form to another, but it cannot be destroyed,” the passive describes a situation in which there is no particular actor nor any need to identify an actor. In such situations, the passive is a common and useful structure.

The passive does, however, lend itself to misuse: as a rhetorical device, it can be used to hide the perpetrators of actions. For example, in the sentence “When a husband died, his widow was burned alive on his funeral pyre,” the use of the passive allows both the writer and the reader to distance themselves from this cruel behavior by not having to ask *who* burned widows to death. The use of the passive almost makes it seem as though no one was really responsible for killing a widowed woman. Sometimes the passive obfuscates and interferes with crisp analytical thought.

- Languages differ on passivization. English is rather flexible in attributing actions and volition to inanimate objects. For example, it accepts as grammatical *My shoe fell off*. Other languages insist that that sentence must always be in a passive form; a shoe could never will or cause itself to fall off. Students from such language backgrounds may attempt to “stretch” the grammar of English to conform to the “logic” of their grammars; no language has any more claim to logic than any other!

10-2: FORM OF THE PASSIVE

- The exercises contain only four tenses until Chart 10-5, which introduces passive progressives, and Chart 10-6, which introduces passive modals other than *will*. In the initial stages of the chapter, examples that you make up for the class should contain only the four tenses in this chart.

□ **EXERCISE 1, p. 277. Active vs. passive. (Charts 10-1 and 10-2)**

Students have to transform not only verb forms but also pronouns. In addition, they need to pay attention to subject–verb agreement.

ANSWERS:

- | | |
|---------------------|------------------------------|
| 1. a. I am helped | 3. a. Joe has been helped |
| b. Jane is helped | b. We have been helped |
| c. We are helped | 4. a. I will be helped |
| 2. a. I was helped | b. Tim is going to be helped |
| b. They were helped | |

□ **EXERCISE 2, p. 278. Form of the passive. (Charts 10-1 and 10-2)**

This exercise emphasizes that every passive verb has a form of *be*, and it is *be* that expresses tense and number. The main verb is always in the past participle form.

ANSWERS:

- | | |
|--------------------------|-----------------|
| 2. are employed | 5. was bought |
| 3. has been hired | 6. will be done |
| 4. are going to be faxed | 7. were washed |

□ **EXERCISE 3, p. 278. Active vs. passive. (Charts 10-1 and 10-2)**

Tell the students not to change the tense. The emphasis here is still on basic form and meaning of the passive. The text teaches the meaning of the passive by showing the relationship to the active. The situations in which the passive is typically used are not addressed until Chart 10-4.

This exercise contains some words that may be new to your students (*phonograph, leaky, faucet, plumber, fascinate, helicopter, amaze*). Discuss their meanings in the context provided by the sentences. Draw a picture of a leaky faucet on the board.

ANSWERS: 2. The phonograph was invented by Thomas Edison. 3. An island is surrounded by water. 4. The leaky faucet is going to be fixed by a plumber. 5. The sick child was examined by a doctor. 6. Spanish is spoken by a large number of people. 7. Children are fascinated by helicopters. 8. *Hamlet* was written by Shakespeare. 9. You will be amazed by this news.

□ **EXERCISE 4, p. 279. Active vs. passive: question forms. (Charts 10-1 and 10-2)**

This exercise deals with the negative and question forms of the passive. It may help to write both the active and passive forms on the chalkboard and show their relationship. Sometimes, making changes such as *didn't surprise* to *wasn't surprised* confuses students until they review what they already know about the form of the negative in the active simple past and the use of *be* in questions and negatives. You should go through this exercise slowly, carefully explaining that the question and negative forms of *be* underlie the question and negative forms in the passive.

ANSWERS:

- | | |
|--------------------------------|-------------------------------------|
| 2. (a) Erin is surprised | 5. (a) The petition has been signed |
| (b) Are you surprised | (b) Has it been signed |
| 3. (a) Steve will be shocked | 6. (a) It is going to be signed |
| (b) Will Pat be shocked | (b) Is it going to be signed |
| 4. (a) The petition was signed | |
| (b) Was it signed | |

□ **EXERCISE 5, p. 279. Active vs. passive. (Charts 10-1 and 10-2)**

This exercise asks the students to practice what they learned in Exercise 4 about forming questions and negatives in the passive.

ANSWERS: 2. Was the bird killed by a cat? 3. The bird wasn't killed by my cat.
4. Is French spoken by a large number of people? 5. Is the window going to be fixed by the janitor? 6. Will our hotel room be cleaned by a maid? 7. Are clean towels provided by the hotel? 8. Sometimes I am frustrated by my inability to understand spoken English.

□ **EXERCISE 6, p. 280. Active vs. passive. (Charts 10-1 and 10-2)**

Practice in changing passive to active clarifies the meaning of passive sentences.

ANSWERS: 2. A customs officer inspected my suitcase. 3. All children need love and understanding. 4. Did your parents teach you to read? 5. My parents taught me to read. 6. Is your cousin going to meet us at the train station? 7. Has the architect already drawn the plans for the new hospital? 8. A dog chased the bear up a tree.

10-3: TRANSITIVE AND INTRANSITIVE VERBS

- Not infrequently, learners try to use intransitive verbs in a passive form. Examples of common errors: *I am agreed with you. He was died five years ago. An interesting event was happened to me when I was a child.* The intention of this short unit is to explain why some verbs cannot be used in the passive.
- Point out that information about whether a verb is transitive or intransitive can be found in a dictionary. Some common abbreviations are **v.t.** and **v.i.**, or **T** and **I**, or **V** and **V+O**. Perhaps you can help your students find this information in their dictionaries.
- To help the students understand the grammar terminology, relate the word *transitive* to other words with *trans-* (*transportation, translate, transfer, transform*), explaining that *trans-* means “across” or “carrying over to the other side.” A transitive verb “connects or bridges” the subject and object; it “carries the meaning across” from the subject to the object. By contrast, an intransitive verb does not connect to an object. An adverbial usually completes a clause with an intransitive verb by giving information about place, time, or manner. Point out that the prefix *in-* is negative (*intransitive = not transitive*), as in words like *inactive, inexpensive, incapable*.
- Some verbs have both transitive and intransitive uses. Examples:
Everyone eats (v.i.) and sleeps (v.i.) every day. vs. I eat (v.t.) breakfast every day. Flowers grow (v.i.) in every country in the world. vs. My mother grows (v.t.) flowers in her garden.

□ **EXERCISE 7, p. 281. Transitive vs. intransitive verbs. (Chart 10-3)**

As a way of aiding identification of transitive vs. intransitive verbs, ask the students to look for objects (i.e., direct objects) of the verbs. Make clear that if there is no object, the verb is intransitive.

ANSWERS:

3. stayed = v.i. (no change)
4. fell = v.i. (no change)
5. slept = v.i. (no change)
6. happened = v.i. (no change)

7. saw = v.t. → The accident was seen by many people.
8. existed = v.i. (*no change*)
9. agree = v.i. (*no change*)
10. die = v.i. (*no change*)
11. doesn't occur = v.i. (*no change*)
12. will discover = v.t. → A cure for AIDS will be discovered
13. appeared = v.i. (*no change*)
14. Did . . . invent = v.t. → Was gunpowder invented by the Koreans?
15. kissed = v.t. → A frog was kissed by a princess.

10-4: USING THE *BY*-PHRASE

- It is frequently not necessary or not possible to identify the exact performers (agents) of an action. In this situation, the passive is a very useful structure. The students should understand that usually the passive occurs without a stated *by*-phrase.
- It is beyond the scope of this text to deal with the various rhetorical or stylistic reasons for using the passive with a *by*-phrase.* The focus remains on a basic introduction to the form and meaning of the passive, with the goal being the ability to use the passive in typical situations (e.g., *Spanish is spoken in Mexico.* OR *Tom and Ann are married.*) and comprehend its meaning in written passages.

□ EXERCISE 8, p. 282. The *BY*-phrase. (Chart 10-4)

The point of this exercise is to illustrate that usually a *by*-phrase is unnecessary.

ANSWERS: 3. Rice is grown in India. 4. Is Spanish spoken in Peru? 5. The telephone was invented by Alexander Graham Bell. 6. When was the first computer invented? 7. Hammers are sold at a hardware store. They are used to pound nails. 8. My name will be listed in the new telephone directory. 9. *The Origin of Species* was written by Charles Darwin. 10. *The Origin of Species* was published in 1859. 11. Have you ever been hypnotized? 12. The name of this street has been changed from Bay Avenue to Martin Luther King Way.

□ EXERCISE 9, p. 283. The *BY*-phrase. (Chart 10-4)

This exercise can be discussed in small groups.

ANSWERS:

3. was built [The passive is used because it is unknown and unimportant to know exactly who built our classroom building.]
4. is grown [The passive is used because it is unknown and unimportant to know exactly who grows coffee in Brazil.]
5. were grown [The *by*-phrase is used because it is important to identify who grew the tomatoes. The passive keeps the focus on the tomatoes, while the *by*-phrase identifies the grower. The active could also be used: *My uncle grew these tomatoes . . .*]

*For example, sometimes the passive (with a *by*-phrase) is used as a connective device between sentences, often allowing a pronoun to be near its antecedent: *He showed me a beautiful wooden chest. It had been made by his grandfather at least seventy-five years ago.* In another instance, the passive might be used when the writer/speaker is seeking to distinguish between two similar items, allowing the focus to be placed on the items in question by mentioning them first: *Look at these two pictures. Aren't they wonderful? This picture was drawn by Susie. That one was drawn by Michael.*

6. was delayed [What or who delayed the flight is not specifically known, so the passive is used.]
7. have . . . been sold [It's not known or not important to know exactly who sold the tickets, so the passive is used.]
8. has . . . been ruled [The *by*-phrase is used because it supplies important information. The active could also be used: *A foreign power has never ruled Thailand*. By using the passive, the focus stays on Thailand.]
9. was invented [It is not known who invented the wheel. This sentence is a clear example of why and how the passive is useful.]
10. was invented [The *by*-phrase is included because the name of the inventor is important information. The active could also be used: *Johannes Gutenberg invented it . . .*] . . . were copied [This is a little tricky—*by hand* is not a *by*-phrase that conveys the doer of an action in a passive sentence; it is an idiomatic prepositional phrase with *by* (*by hand, by machine*) that expresses how something is done. The understood *by*-phrase is *by people*. The equivalent active sentence would not be *Hand copied books*, but rather *People copied books by hand*. This item is included in the text in order to challenge better students.] [You might ask your students if they can imagine a world without books so that they can contemplate the significance of the invention of the printing press.]

□ **EXERCISE 10, p. 284. Active vs. passive. (Charts 10-1 → 10-4)**

Some learners may have difficulty accepting some of the correct answers because their native languages allow more verbs to be passivized. Discuss the problem items.

ANSWERS: 2. is read 3. was interrupted 4. belongs 5. is delivered
 6. is not pronounced 7. happened 8. arrived . . . was met 9. heard . . . was surprised . . . was shocked 10. will be built / is going to be built 11. wrote . . . was written 12. was discovered 13. was kicked . . . attended 14. am confused
 15. have been accepted 16. agree . . . prefer 17. was your bike stolen 18. Have you paid . . . will be / is going to be shut off 19. happened . . . was hit . . . Was the bicyclist injured . . . called . . . was taken . . . (was) treated . . . happened . . . was arrested . . . wasn't killed 20. is . . . is visited . . . was designed . . . was erected . . . has been . . . is recognized

□ **EXERCISE 11, p. 286. Active vs. passive. (Charts 10-1 → 10-4)**

ANSWERS:

- | | |
|-----------------------------------|--|
| 2. was established | 16. were |
| 3. established | 17. were saved (<i>also possible: have been saved</i>) |
| 4. were established | 18. will become |
| 5. were disgusted | 19. believe |
| 6. were replaced | 20. are put |
| 7. were studied | 21. are watched |
| 8. (were) kept | 22. are fed |
| 9. became | 23. have |
| 10. understood | 24. is prepared |
| 11. have been trying / have tried | 25. is designed |
| 12. was reduced | 26. are fed |
| 13. were killed | 27. are fed |
| 14. died | 28. are treated |
| 15. is | |

10-5: THE PASSIVE FORMS OF THE PRESENT AND PAST PROGRESSIVE

- The text intends only a brief introduction to these forms. Passive progressives are relatively infrequent. The goal is simply recognition of these forms and their meanings.

□ EXERCISE 12, p. 288. Passive forms. (Chart 10-5)

ANSWERS:

- | | |
|-----------------------|---------------------|
| 2. is being built | 6. are being petted |
| 3. is being built | 7. were being grown |
| 4. was being painted | 8. are being lost |
| 5. is being organized | |

10-6: PASSIVE MODAL AUXILIARIES

- Emphasize again that every passive has a form of *be* as the auxiliary to the main verb.
- This text does not present the past forms of modals, so past forms in the passive are not found here either (e.g., *should have been mailed*). Instead, see *Understanding and Using English Grammar, Third Edition*, for past modal auxiliaries.

□ EXERCISE 13, p. 289. Passive modals. (Chart 10-6)

ANSWERS:

- | | |
|------------------------|------------------------------|
| 2. should be planted | 8. may be cooked . . . eaten |
| 3. can't be controlled | 9. could be destroyed |
| 4. had to be fixed | 10. must be kept |
| 5. can be reached | 11. shouldn't be pronounced |
| 6. can be found | 12. can be worn |
| 7. ought to be washed | |

□ EXERCISE 14, p. 290. Active vs. passive. (Charts 10-1 → 10-6)

ANSWERS:

- | | | |
|----------------------|----------------------|--|
| 2. disappeared | 9. were reintroduced | 16. (were) tamed |
| 3. died | 10. came | 17. were hunted |
| 4. survived | 11. returned | 18. (were) killed |
| 5. were domesticated | 12. left | 19. are protected |
| 6. were used | 13. developed | 20. cannot be killed |
| 7. were used | 14. began | 21. Should wild horses be protected |
| 8. became | 15. were captured | |

□ EXERCISE 15, p. 291. Active vs. passive. (Charts 10-1 → 10-6)

The focus of this exercise is on analyzing when the passive is or is not used and why. In general, the passive is used when there is no need or way to identify the actual performers of an action. In English rhetoric, the passive is used in preference to active sentences with subjects like *someone, people, you* (used as an impersonal pronoun meaning “anyone in general”), or *cheesemakers* (i.e., nonspecific people who make cheese).

Paragraphs one, two, and three discuss cheese and cheesemaking in general. These generalizations about what people in general do or can do and the technical descriptions of the cheesemaking process are typical situations in which the passive is used.

Paragraph four changes the approach to the topic from the general to the specific. The fourth paragraph, beginning with sentence (18), is made specific by the inclusion of a first-person narrator (“I”). It is important for the writer to identify the performer of the actions as herself through the use of “I,” so the passive is not used. In sentence (18), the information expressed by the pronoun “I” is important, so the actor is identified and the active is used.

ANSWERS: (3) Today it is eaten in almost all the countries of the world. (4) It can be eaten alone, or it may be eaten with bread. (5) It can be melted and added to noodles or vegetables. (6) It can be used as part of a main course or as a snack. (7) (no change) (8) (no change) (9) Most cheese is made from cow’s milk, but it can be made from (10) . . . but other kinds can be found only in small geographical areas. (11) Cheese is produced in factories. (12) The milk has to be treated in special ways. (13) It must be heated (14) At the end, salt is added, and it is packed into molds. (15) Most cheese is aged for weeks (16) Cheese is usually sold to stores (17) These big rounds of cheese can be seen (18)–(24) (no change)

10-7: USING PAST PARTICIPLES AS ADJECTIVES (STATIVE PASSIVE)

- The stative passive is common in English. The text intends for the listed expressions to become familiar enough that the students begin to use them comfortably and correctly. Time needs to be spent discussing vocabulary and creating examples.
- The use of incorrect forms is a common problem with this structure. Typical mistakes include wrong form of the past participle and omission of *be*.

INCORRECT: *We were very frighten.*

INCORRECT: *My briefcase made of leather.*

Another common problem is misuse of prepositions.

INCORRECT: *Tom is married with Alice.*

See Chart 10-8 for a discussion of the problem of confusing present and past participles used as adjectives, e.g. *interesting* vs. *interested*.

- Stative = describing a state or status of existence. (The stative passive has also been termed the “finished-result passive.”) In the stative passive, usually any action took place earlier than the situation which is being described. For example, *I am acquainted with Tom* means we became acquainted at an earlier time. *My watch is broken* means something happened to my watch earlier. *They are married* means that they married earlier.

- *Stative* is pronounced with a long *a*, as in *state* + *ive*: /steɪtɪv/.

□ EXERCISE 16, p. 293. Stative passive. (Chart 10-7)

ANSWERS:

- | | |
|------------------------|------------------|
| 2. is interested in | 6. is married to |
| 3. are disappointed in | 7. is related to |
| 4. is pleased with | 8. are done with |
| 5. am satisfied with | |

□ **EXERCISE 17, p. 293. Stative passive. (Chart 10-7)**

ANSWERS:

- | | | |
|-----------------|------------------------|--------------------------|
| 2. is made | 7. is broken | 12. Are (you) acquainted |
| 3. is crowded | 8. are related | 13. am (not) qualified |
| 4. is located | 9. is scared | 14. is spoiled |
| 5. am exhausted | 10. is (not) satisfied | 15. is composed |
| 6. am lost | 11. are disappointed | |

□ **EXERCISE 18, p. 294. Stative passive. (Chart 10-7)**

Prepositions are always hard for students—such little words that cause so much trouble!

Review this exercise orally to give the students extra practice. For example:

TEACHER: If a store is full of shoppers, we say that it is crowded . . .

SPEAKER: with shoppers.

TEACHER: If Ali has good qualifications for a job, we say he is qualified . . .

SPEAKER: for the job.

ANSWERS:

- | | | |
|----------|-----------|----------|
| 2. for | 9. to | 16. with |
| 3. to | 10. with | 17. in |
| 4. of | 11. about | 18. with |
| 5. to | 12. of | 19. to |
| 6. for | 13. to | 20. of |
| 7. with | 14. in | 21. with |
| 8. about | 15. with | |

□ **EXERCISE 19, p. 295. Stative passive. (Chart 10-7)**

ANSWERS:

- | | | |
|------------|-----------|-------------------------------------|
| 1. in | 7. with | 13. to (<i>also possible: in</i>) |
| 2. to | 8. for | 14. from |
| 3. of | 9. with | 15. of/from |
| 4. to | 10. to | 16. with |
| 5. in/with | 11. of | 17. with |
| 6. for | 12. about | 18. in |

□ **EXERCISE 20, p. 296. Stative passive. (Chart 10-7)**

Learners must remember to indicate tenses and singular/plural agreement in the form of *be* they use.

ANSWERS:

- | | |
|-------------------------|-------------------------------|
| 3. are divorced | 12. Are . . . lost |
| 4. Are (you) related to | 13. were terrified |
| 5. is spoiled | 14. Are (you) acquainted with |
| 6. was exhausted | 15. was (not) qualified for |
| 7. was involved in | 16. am disappointed in/with |
| 8. is located in | 17. am done with |
| 9. is drunk | 18. is crowded |
| 10. am interested in | 19. Are . . . shut |
| 11. is devoted to | 20. is gone |

10-8: PARTICIPIAL ADJECTIVES: *-ED* vs. *-ING*

- The present participle conveys an active meaning. The past participle conveys a passive meaning. The text seeks to make the distinction clear by saying that the past participle describes a feeling that was caused by something, and that the present participle describes the cause of the feeling. The author has not yet found an easy way to explain the difference in meaning between these two forms. It is hoped that the exercises serve to clarify this grammar. [Perhaps refer to the explanation of transitive (“transfer” of action) given for Chart 10-3.]
 - In (b) and (d), the form may look like a progressive verb tense, but it is not. Perhaps you could explain that these sentences consist of the main verb *be* followed by an adjective (that happens to be a present participle). In other words, *is interesting* and *was surprising* are not the present and past progressive tenses, respectively; they are ***be*** + *adjective*, like *is good* or *was happy*.
 - Some grammars analyze some *-ing* adjectives as gerunds rather than present participles:
 - (a) *a chair that is rocking* = *a rocking chair*, in which *rocking* is a present participle
 - (b) *a chair that is designed for rocking* = *a rocking chair*, in which *rocking* is a gerund, used as a noun adjunct
- This text designates all *-ing* adjectives as participial.

□ EXERCISE 21, p. 297. Participial adjectives. (Chart 10-8)

These contrasting participles are always difficult for learners to understand and control. Take time to discuss any misunderstood items in this exercise.

ANSWERS:

- | | |
|------------------|--------------------|
| 2. a. excited | 7. a. confused |
| b. exciting | b. confusing |
| 3. a. fascinated | 8. a. embarrassed |
| b. fascinating | b. embarrassing |
| 4. a. depressed | 9. a. boring |
| b. depressing | b. bored |
| 5. a. interested | 10. a. surprising |
| b. interesting | b. surprised |
| 6. a. shocking | 11. a. frightening |
| b. shocked | b. frightened |

□ EXERCISE 22, p. 299. Participial adjectives. (Chart 10-8)

ANSWERS:

- | | |
|---------------|----------------|
| 3. shocked | 7. depressed |
| 4. shocking | 8. depressing |
| 5. surprised | 9. interesting |
| 6. surprising | 10. interested |

□ EXERCISE 23, p. 300. Participial adjectives. (Charts 10-7 and 10-8)

The text has chosen examples for this exercise that will help communicate the idea that *-ing* participial adjectives convey an active meaning, while *-ed* participial adjectives convey a passive meaning. You might transform the items with past participles into equivalent passive sentences. For example, in item 1, spoiled children are children who are spoiled by their parents. In item 2, a stolen car is a car that was stolen by someone.

ANSWERS:

- | | |
|--------------------|-----------------------|
| 3. stolen car | 9. planning committee |
| 4. crowded room | 10. boiling water |
| 5. rising costs | 11. missing person |
| 6. existing danger | 12. frozen vegetables |
| 7. dried fruit | 13. freezing weather |
| 8. planned event | 14. broken pencil |

10-9: GET + ADJECTIVE; GET + PAST PARTICIPLE

- *Get* expresses the idea of *become* when it is followed by an adjective or past participle.
- The passive with *get* is common, especially in spoken English. It is a somewhat informal structure, although it is sometimes found in formal writing.
- The text intends for the students to become familiar enough with the listed expressions to use them easily in creative production. These expressions can be quite useful.

□ **EXERCISE 24, p. 301. GET + adjective/past participle. (Chart 10-9)**

ANSWERS:

- | | | |
|------------|----------|-----------|
| 2. hot | 7. busy | 12. hurt |
| 3. full | 8. lost | 13. angry |
| 4. sleepy | 9. dirty | 14. dizzy |
| 5. tired | 10. rich | 15. sick |
| 6. dressed | 11. bald | 16. drunk |

□ **EXERCISE 25, p. 302. GET + adjective/past participle. (Chart 10-9)**

This is a review exercise on verb forms as well as on stative *get*. The verb forms the students need to choose from are *get, gets, getting, and got*.

ANSWERS:

- | | | |
|----------------|--------------------|------------------|
| 2. get well | 7. getting tired | 12. get lost |
| 3. get married | 8. getting worried | 13. get excited |
| 4. gets hungry | 9. gets thirsty | 14. get crowded |
| 5. gets dark | 10. got killed | 15. got hungry |
| 6. get dry | 11. getting cold | 16. get involved |

10-10: USING BE USED / ACCUSTOMED TO AND GET USED / ACCUSTOMED TO

- The structures in this chart are common and useful, but learners frequently have some difficulty with them. Common errors: *I'm use to living here. I'm used to live here.* Also, *accustomed* is often misspelled as *acustomed, acustommed, or accustommed*.
- In British English, *to* may be considered part of an infinitive phrase in the expression *be accustomed to*, allowing the simple form of a verb to follow: *I'm accustomed to **live** in a warm climate.* In American English, *to* is considered a preposition, requiring that a gerund follow: *I'm accustomed to **living** in a warm climate.*

EXERCISE 26, p. 303. BE USED/ACCUSTOMED TO. (Chart 10-10)

ANSWERS: 2. is used to 3. am not used to . . . am used to 4. are used to
5. is accustomed to . . . isn't accustomed to 6. am accustomed to . . . am not
accustomed to 7. are accustomed to 8. are not accustomed to

EXERCISE 27, p. 304. BE USED/ACCUSTOMED TO. (Chart 10-10)

Encourage the students to contrast their former habits (perhaps in their home countries) with their present way of doing things. The students should not think that *I am used to* is the same as *I usually*.

EXERCISE 28, p. 304. BE USED/ACCUSTOMED TO. (Chart 10-10)

Encourage the questioners to pursue this as a natural conversation in which they are genuinely curious about their partner's answers.

EXERCISE 29, p. 305. GET USED/ACCUSTOMED TO. (Chart 10-10)

SAMPLE RESPONSES: 1. He had to get used to having a full-time job, to being married, to not going to school, etc. 2. She's going to have to get used to paying all her own bills, to living in an apartment with other people, to being responsible for herself, etc. 3. I wasn't used to the weather and the food. I got used to the weather, but I never got used to the food. 4. I wasn't used to working in a small cubicle under fluorescent lights. I wasn't used to being at work at seven o'clock. I got used to the cubicle after a while.

10-11: USED TO vs. BE USED TO

• *Used to* and *be used to* are often confusing for students. This chart seeks to clarify their differences in form and meaning.

EXERCISE 30, p. 305. USED TO vs. BE USED TO. (Chart 10-11)

ANSWERS: 3. am 4. Ø 5. Ø 6. are 7. is 8. Ø

EXERCISE 31, p. 306. USED TO vs. BE USED TO. (Chart 10-11)

ANSWERS:
3. used to eat
4. is used to growing
5. is used to eating
6. used to have
7. am used to taking
8. used to go

EXERCISE 32, p. 306. USED TO vs. BE USED TO. (Charts 2-9 and 10-11)

Encourage students to write about their actual experiences.

10-12: USING *BE SUPPOSED TO*

• *Be supposed to* is included in this chapter because its form is passive. In meaning, it is related to the modals *should/ought to*. (See Chart 9-9 in *Understanding and Using English Grammar, Third Edition*, for a comparison of the meanings of *should* and *be supposed to*.) This text emphasizes that the idea of expectation is included in the meaning of *be supposed to*: it communicates the idea that somebody expects something.

□ EXERCISES 33 → 36, pp. 307–308. BE SUPPOSED TO. (Chart 10-12)

EX. 33 ANSWERS: 2. The weather is supposed to be cold tomorrow 3. The plane is supposed to arrive at 6:00 4. I am supposed to work late tonight 5. The mail was supposed to arrive

EX. 34 ANSWERS: 2. We're not **supposed** to tell 3. You **aren't** supposed to talk 4. My friend was **supposed** to call 5. Children **are** supposed to respect 6. **Weren't** you supposed to be

EX. 35 ANSWERS: 2. Ann is supposed to call Mary at nine. 3. Johnny is supposed to make his bed 4. Susie is supposed to put her dirty clothes 5. Bobby is supposed to pick up his toys . . . Annie is supposed to hang up her coat. 6. The patient is supposed to take one pill every eight hours and drink plenty of fluids. 7. The students are supposed to read the directions carefully and raise their hand(s)

EX. 36 ANSWERS: 2. Doctors are supposed to care for their patients. 3. Employees are supposed to be on time for work. 4. Air passengers are supposed to buckle their seatbelts before takeoff. 5. Theatergoers are not supposed to talk during a performance. 6. Soldiers on sentry duty are not supposed to fall asleep. 7. Children are supposed to listen to their parents. 8. Heads of state are supposed to be diplomatic. 9. A dog is supposed to obey its trainer. 10. People who live in apartments are supposed to pay their rent on time.

□ EXERCISE 38, p. 309. Written. (Chapters 1 → 10)

This is a general topic that should, with any luck, produce some appropriately used passive sentences. You may want the students to underline their passive sentences. Alternatively, students could exchange papers and identify each other's passive sentences.

□ EXERCISE 39, p. 309. Error analysis. (Chapter 10)

ANSWERS: 1. An accident ~~was~~ happened at the corner yesterday. 2. This pen ~~is~~ **belongs** to me. 3. I am very **surprised** by the news. 4. I'm **interested** in that subject. 5. He is **married to** my cousin. 6. Thailand is **located** in Southeast Asia. 7. Mary's dog ~~was~~ died last week. 8. Were you **surprised** when you saw him? 9. When I went (go) downtown, I **got** (get) lost. 10. Last night I **was** very **tired**. 11. The bus ~~was~~ arrived ten minutes late. 12. I ~~am~~ disagree(d) with that statement. 13. Our class is **composed of** immigrants. 14. I am not **accustomed** to cold weather. 15. We're not **supposed** to have pets in our apartment.