



Chapter 10

The Passive

CHAPTER SUMMARY

OBJECTIVE: Because the passive is frequently used in English, it is essential that second language learners be able to understand and use it on a frequent basis. This chapter highlights this important structure and offers plenty of controlled and less controlled practice to promote autonomous mastery of it.

APPROACH: The chapter begins by showing the relationship between active and passive sentences. After a brief explanation of transitive and intransitive sentences, the focus shifts to the omission of the *by*-phrase. Next, the passive is used with progressive verbs and modal auxiliaries. A section of the chapter then deals with other uses of past and present participles, concluding with some idiomatic expressions containing participles.

TERMINOLOGY: The term “passive” is used here most commonly 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.

□ **EXERCISE 1.** Warm-up. Page 258
Time: 5–10 minutes

It might help to ask students to consider the action from the perspective of both the worm and the bird. You can also ask students to identify who is doing the action in each sentence.

CHART 10-1. Active Sentences and Passive Sentences. Page 258
Time: 5–10 minutes

The emphasis in this introductory chart is on the form of the passive as well as the 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.

The text concentrates on the form of the passive and its basic use. The passive expresses the accomplishment of an action when the doer of the action is not known, or it is not important to know this. For example, in the sentence *Corn is grown in Iowa*, who grew the corn is not important or is not known. The passive forms a legitimate and necessary 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 simply is no particular actor or doer of the action, nor any need to identify an actor. In such situations, the passive is a common and useful structure.

Languages differ on passiveness. 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 sentences 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.

- Ask students to take turns reading sentence (a) and sentence (b) aloud.
- With help from the class, create a new pair of sentences that illustrate the subject’s role in an active sentence vs. the subject’s role in a passive one. Try to draw the first example from class dynamics, for example:

S V O

Nikita took Milo’s grammar book.

- Label the parts of the sentence by asking:

What’s the action?

Who’s doing it?

What’s being acted on?

- Write the label **ACTIVE** above this sentence.

ACTIVE

S V O

Nikita took Milo’s grammar book.

- Explain that in English there’s another way to write this same sentence. Write it on the board.

Milo’s grammar book was taken by Nikita.

- Then ask the same three questions (students may have difficulty here), and label the sentence.

S V

Milo's grammar book was taken by Nikita.

- Explain that this is called a passive sentence, and label it on the board.
- Then draw arrows on the board (or ask a student to do so) to show the following:

the subject initiating the action = an active sentence
the subject receiving the action = a passive sentence

ACTIVE

S V O

Nikita took Milo's grammar book.

Nikita ⇒ Milo's grammar book.
 took

PASSIVE

S V

Milo's grammar book was taken by Nikita.

Milo's grammar book ⇒ by Nikita.
 was taken

- Review example sentences (c) and (d) by asking students to read these aloud and reiterate the differences between the two.

CHART 10-2. Form of the Passive. Page 259
 Time: 10–15 minutes

Though the chart is very clear, it may help students for you to rewrite its basic elements on the board for fresh presentation and then discuss these as a group. You can then read through the elements of the chart.

- Emphasize that when switching from active to passive (and back to active), the tense is not changed but the form of the verbs do change.
- Simply rewrite the example sentences from the chart or create new sentences of your own. Start with the present tense. Show that the passive version is in the same tense by underlining the simple present of the verb *to be*.
- Make sure students notice your underlining each verb tense (as conjugated) in the active sentence and matching it with the tense of the verb *be* in the passive version. For example:

<i>Tense</i>	<i>Active</i>	⇒	<i>Passive</i>
Simple Present	Authors <u>write</u> books.		Books <u>are</u> written (by authors).
Simple Past	Jose <u>angered</u> Marco.		Marco <u>was</u> angered by Jose.
Present Prog.	Ava <u>is cleaning</u> the table.		The table <u>is being</u> cleaned by Ava.
Past Prog.	Lara <u>was teaching</u> the class.		The class <u>was being</u> taught by Lara.
Present Perfect	Wu-Hei <u>has taken</u> the picture.		The picture <u>has been</u> taken by Wu-Hei.
Future	Yao <u>will bring</u> the food.		The food <u>will be</u> brought by Yao.

- Ask students to take turns reading the example sentences from Chart 10-2 aloud. Review the notes.

EXERCISE 2. Looking at grammar.
 Page 259
 Time: 5–10 minutes

In this exercise, students are asked to transform not only the verb form but also the subject pronouns. In addition, they need to pay attention to subject-verb agreement. Be sure to tell students to pay attention to the three changes they need to make in each transformation.

- 1) active to passive form
- 2) subject pronoun
- 3) agreement of subject-verb

You may want to write the above on the board.

EXERCISE 3. Listening. Page 260
 Time: 10 minutes

This listening and grammar 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.

Optional Vocabulary

- | | |
|----------------|------------|
| janitors | discovered |
| security guard | announce |

EXERCISE 4. Looking at grammar.
 Page 261
 Time: 5–10 minutes

- Inform students that there are auxiliaries in many of the sentences, and, therefore, they need to look for the verb *be* + past participle.
- Tell students to check for the *by*-phrase, which is often included with passive voice.
- When reviewing as a class, ask students to discuss what activities the dentist or dental assistant does and to compare past experiences.
- For example, you can ask students what the dentist or dental assistant is checking for.

Optional Vocabulary

- | | |
|---------|-------------|
| cavity | schedule |
| filling | appointment |

□ EXERCISE 5. Looking at grammar.

Page 261

Time: 5–10 minutes

The emphasis here is still on the basic form and meaning of the passive. The text teaches the meaning of the passive by showing its relationship to the active in each item. Many of the situations presented are very typical of passive sentences, where the action is more important than the doer of that action.

Optional Vocabulary

employs fax
hired examining

□ EXERCISE 6. Looking at grammar.

Page 262

Time: 10 minutes

It may help to write the examples on the board and draw arrows showing the action. You can point to them to reiterate the relationship between them as you work through the exercise.

- Give students ample time to attempt these alone.
- Then ask various students to read each item after you have modeled the example.

Expansion: Ask a few students to leave the classroom and stand outside in the corridor, where they cannot see what is going on in the classroom. Instruct the students still remaining in the classroom to move items around and change the appearance of the classroom in a noticeable way. For example, students can remove a clock from the wall, move desks, overturn chairs (carefully), move books from students' desks to the floor or other unexpected places, and / or empty the contents of a bag or backpack (with permission) onto a desk. Instruct students to do these things quietly and carefully and then return to their seats.

Invite the student(s) waiting in the hall to return to the classroom. Explain to everyone that some actions in the class were done during the students' absence. Instruct the student(s) who were in the hall to ask questions using the passive voice in order to determine what actions took place and who did them. The remainder of the class should answer these questions. Encourage the student(s) to ask more specific questions using passive to discover all the actions that were done in their absence.

If you like, you can have one student act as the secretary and record the questions asked on the board. Take the time to correct questions asked in the incorrect form.

Sample questions may include:

Were desks moved? Was that desk moved by Hsin-Hao?

Was the clock removed? Was the clock removed by Juan?

Were backpacks placed on the desk? Were backpacks placed on the desk by Lola and Esme?

Was the board erased? Was the board erased by our teacher?

□ EXERCISE 8. Warm-up. Page 263

Time: 5 minutes

Before students begin the Warm-up, you can ask a student to describe the role of an object in a sentence. Assist students in defining an object and write students' definitions on the board. (It is fine if these definitions are descriptive and very general rather than definitive and precise.) For example:

Object

The noun that the action happens to

The word that comes after the verb

Not the subject

CHART 10-3. Transitive and Intransitive Verbs. Page 263

Time: 10–20 minutes

Not infrequently, learners try to use intransitive verbs in a passive form. Examples of some of the most common learner errors are:

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 chart is to demonstrate and explain why some verbs can never 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.*, *v.i.*, or *T* and *I*, or *V* and *V + O*. Perhaps you can help students find this information about various verbs in their dictionaries.

To help the students understand the grammar terminology, relate the word *transitive* to other words that begin with the prefix *trans*. For example, ask students what they know about the words *transportation*, *translate*, *transfer*, and *transform*. Explain 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 or transfers the meaning of the verb “across” from the subject to the object. You can easily draw this process with an arrow on the board.

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, and manner. Point out that the prefix *in-* is negative (*intransitive = not transitive*) as in words such as *inactive, inexpensive, and incapable*.

Some verbs have both transitive and intransitive uses.

Examples of these are:

Everyone **eats** (intransitive verb) and **sleeps** (intransitive verb) every day.

vs.

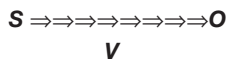
I **eat** (transitive verb) breakfast every day.

Flowers **grow** (intransitive verb) best in a sunny environment.

vs.

My mother **grows** (transitive verb) flowers in her garden.

- Write a simple transitive sentence on the board, using one or more of your students as the “stars” of the sentence.
- Draw an arrow showing that the action goes from the subject to the object. For example:



Marta hugged her mother.

- Now choose an intransitive verb and show that the action is not transferred to a object. Show this by simply making the arrow wrap around the verb itself.

For example:



Jin-Hyuk fell down.

- Stress the fact that when an intransitive verb is used, there is no recipient of the action and the action revolves around the subject.
- Explain that because there must be an object of the active verb to make a new sentence in passive, intransitive verbs cannot be made passive.
- Write (c) on the board and ask students if it is active or passive.
- Then ask the class to make it passive and write that sentence on the board.
- Do the same process with item (f).
- Reiterate that because intransitive verbs are not followed by an object they cannot be used in the passive.
- Ask students to take turns reading (a)–(c) aloud and to compare these with sentences (d)–(f).
- Go through the list of common intransitive verbs with students and remind them that they will already instinctively know that many of these verbs can’t have objects (and, therefore, can’t have passive versions).
- Review sentences (g) and (h) vs. (i)–(k) by asking students to read these aloud and compare them.

□ EXERCISE 9. Looking at grammar.

Page 264

Time: 5–10 minutes

- As a way of aiding identification of transitive vs. intransitive verbs, ask students first to look for objects of the verbs in the sentences.
- Remind students that if there is no object, the verb is intransitive.
- Ask students to read the sentences aloud, identifying each one as either “no change” or giving a new, passive version of the active sentence.

Optional Vocabulary

felt	cure
existed	invent
agree	

CHART 10-4. Using the *by*-Phrase. Page 265

Time: 10–15 minutes

Very often, it is not necessary or even possible to identify who the exact performer, actor, or doer of an action is. In this situation, the passive is a very useful structure. Students should understand that usually the passive occurs without a *by*-phrase.

It is beyond the scope of this text to deal with all 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 (for example: *Spanish is spoken in Mexico.* or *Tom and Ann are married.*) and comprehend its meaning in written passages.

- Ask your students if they have ever made or created something that they were very proud of. Suggest that, in this case, the *by*-phrase is important because the “maker” can be identified.
- If a student has created something, write an example sentence on the board using his / her name. For example:
Those earrings were made by Atsuko.
- Explain that when the “who” is important or interesting, we use the *by*-phrase.
- Ask a student to read example sentence (a). Review the notes.
- Next, explain that usually when we use passive voice, we are not interested in or simply don’t know who actually did the action.
- Emphasize that it is often because the actor is unimportant in the first place that we use passive, and, therefore, it only makes sense that most of the time, we don’t need the *by*-phrase.
- Ask students to take turns reading example sentences (b)–(e) aloud. After each sentence ask, *Is it important to know who?* The answer should be *no*.
- Then ask students to suggest more situations / sentences in which the passive is used without the *by*-phrase.
- Finally, have students read (f) and (g) aloud. Discuss the accompanying notes.

□ **EXERCISE 12.** Looking at grammar.

Page 265

Time: 5–10 minutes

The point of the exercise is to readily demonstrate that a *by*-phrase is usually unnecessary.

Optional Vocabulary

hammers published
hypnotized

□ **EXERCISE 14.** Looking at grammar.

Page 266

Time: 5–10 minutes

- Give students a few minutes to make passive sentences from the cues.
- Ask students to then take turns reading the sentences aloud.
- Ask students if this sequence of events is similar to what would happen in such a situation in their country.

□ **EXERCISE 15.** Listening. Page 267

Time: 10 minutes

- Play the audio through completely once and see if students have been able to complete each blank. If not, play it again without stopping.
- Ask students to take turns reading their completed items aloud.
- Discuss any unfamiliar vocabulary.
- Play individual items again as needed for final correction and clarification.

Optional Vocabulary

dorm entrance treated
ambulance bruises
emergency room reckless

□ **EXERCISE 16.** Looking at grammar.

Page 267

Time: 10–15 minutes

Some students may have difficulty accepting some of the correct answers because their native languages allow more verbs to be changed into the passive. Discuss any problem items as a class.

Optional Vocabulary

interrupt violent
breaking news power company
composition

□ **EXERCISE 17.** Listening. Page 268

Time: 10 minutes

- Ask students to close their books before you play through the audio the first time.
- Before playing the audio a second time, ask students to open their books and see if they can complete any of the blanks without a second listening.
- Play the audio a second time.
- Correct and review by having students read their completed items aloud.

□ **EXERCISE 18.** Warm-up. Page 269

Time: 5–10 minutes

- Ask students to read and complete the true / false items independently first.
- Have students take turns reading the items aloud and supplying the “T” or “F.”
- Ask students to refer to the passage in order to locate specific pieces of information.

CHART 10-5. Passive Modal Auxiliaries.

Page 269

Time: 10–15 minutes

Emphasize again that every single passive has a form of the verb *be* as the auxiliary to the main verb.

The text does not present the past forms of modals, so past forms in the passive are not found here either (for example: *should have been mailed*). If need be, see *Understanding and Using English Grammar* for presentation of past modal auxiliaries.

- Ask a student to give you a simple sentence containing a modal.
- Write this sentence on the board. For example:
Alexei can make tasty Russian food.
- Ask students to label the subject, verb, and object.
S V O
Alexei can make tasty Russian food.
- Explain to students that each passive form, including passive modals, has a form of the verb *be*.
- As a class, create a new passive sentence, first asking what the new subject will be.
- Begin writing the new sentence on the board. For example:
S
Our dinner . . .
- Continue writing the new sentence, with the help of students. For example:
S V
Our dinner might be made by Hiroko.
- Work through the chart by asking individual students to read the example sentences aloud.
- Discuss the changes required for the transformation from active to passive.

EXERCISE 20. Reading. Page 270
Time: 15–20 minutes

A focus of this passage 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 indeterminate subjects such as *someone*, *people*, and *you* (used as an impersonal pronoun meaning anyone in that situation).

The passage switches back and forth between passive and active verbs. When there is a subject that students know by name (and *Levi Strauss* is a well-known name), the verbs are in active. When the process of developing the jeans we know today as Levis is described, the passive is used. Ideally, you can facilitate students' "discovering" this distinction on their own.

Part I

- Give students time to read through the passage once on their own. Then have them go back and underline the passive verbs.
- As a class, consider why those particular verbs are in the passive.
- Discuss why passive is used for some verbs but not for those following *Levi Strauss*.

Part II

- Ask students to take turns reading sentences or paragraphs of the passage aloud.
- Ask students about optional vocabulary items as they read, giving them a chance to use their English to discuss vocabulary and take a break from reading aloud.
- Give students time to answer the questions alone. Then review as a class.

Optional Vocabulary

created	miner
invented	designed
immigrant	overall
canvas	tab
wagon	identified

CHART 10-6. Using Past Participles as Adjectives (Non-Progressive Passive). Page 271
Time: 10–15 minutes

The non-progressive 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 forms 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 10-7 for a discussion of the problem of confusing present and past participles used as adjectives, for example: *interesting* vs. *interested*.

The non-progressive passive is also sometimes called "stative passive." The term "stative" has historically been used to describe a state or status of existence. (This form of the passive has also been termed the "finished-result passive.") However, it will be most useful for your students to simply refer to it as "the non-progressive passive" as stative verbs have already been referred to as "non-progressive" in this text.

In the non-progressive passive, usually any action took place earlier than the situation that 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.

- Write the following questions on the board:

Are you tired?

Are you married?

- Ask students if they understand these questions (they will) and point out that they are already familiar with this adjective form.
- Instruct students to give you complete sentence answers. Write these on the board, with their names as introductions.
- Because answers will be in the first person, involve other students in changing each one to third person.
- Underline the forms of the verb *be* and the *-ed* ending in each student-generated sentence. For example:

Victor: I am not married.

Victor is not married.

Selena: I am tired.

Selena is tired.

- Explain that when *be* is followed by a past participle, the participle acts like an adjective.
- Ask students to take turns reading aloud and comparing example sentences (a)–(c) with (d)–(f).
- Review the notes on the right-hand side of the chart with students.
- Next, explain that very often these past participles are combined with prepositions in order to link them to objects.
- Review example sentences (g)–(i) and discuss the expressions below.
- Ask students to look through the list of expressions. Discuss the meanings of any that are unfamiliar to them.

□ **EXERCISE 22.** Looking at grammar.

Page 272

Time: 10 minutes

Explain to students that this exercise will help them recognize common expressions that are composed of *past participles + prepositions + objects*.

Ask students to describe the meaning of the past participle expressions as you correct the exercise with the whole class.

□ **EXERCISE 24.** Looking at grammar.

Page 273

Time: 5–10 minutes

Optional Vocabulary

ecology digital
fiancé pixels

□ **EXERCISE 25.** Looking at grammar.

Page 273

Time: 5–10 minutes

Encourage students to complete this exercise on sight, and without looking at Chart 10-6, if they can. Assist with the meanings of some of the less familiar participial adjectives and discuss the meanings of the sentences.

CHART 10-7. Participial Adjectives: *-ed* vs. *-ing*. Page 276

Time: 10–15 minutes

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 that feeling. The author has not yet found an easy way to explain the difference in meaning between the two forms. It is hoped that the exercises serve to clarify this grammar. (It may help to 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*, just 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.

- Explain the following difference between *-ing* and *-ed* adjectives to students and write it on the board:
-ing = cause of *-ed*
- Write the following two sentences on the board:
I am boring.
I am bored.
- Ask your students which of these sentences they would rather use to describe themselves and why.
- Remind students that both *-ing* and *-ed* participial adjectives are adjectives, like any other descriptive adjective.
- Tell students that they can follow the verb *be* and other non-progressive verbs such as *seem*, *look*, and *appear*.
- Tell students that participial adjectives can also precede nouns.
- Ask students to take turns reading the example sentences (a)–(d). Review the notes included on the right-hand side of the chart.
- Have students read the final example sentences.

□ **EXERCISE 31.** Listening. Page 276

Time: 5–10 minutes

These forms can be hard for students to hear, so be prepared to play the audio multiple times.

□ **EXERCISE 32.** Looking at grammar.

Page 277

Time: 5–10 minutes

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

Optional Vocabulary

subject exploration
marine biology

Expansion: Prepare index cards by writing a mix of both *-ing* and *-ed* adjectives (eight in total) on each card. Put students into pairs and decide who will “go” first. The game is modeled on the TV game show *Password*. In this game show, one person gives clues about a word (without ever saying the word or any part of it) until the person “receiving” guesses the exact word.

The “giver” should talk about an adjective until his / her partner guesses the exact adjective. Importantly, “receivers” must guess the correct form, whether *-ing* or *-ed*, in order for the giver to move to the next adjective.

It may be helpful for you to first model the activity so that students can see that, for the most part, *-ing* clues will be both simple nouns and situations described by full sentences. The *-ed* clues are likely to be just situations (*When you are sitting in class, and the teacher is not interesting, you feel _____*).

To make the expansion easier for students, do not put two forms of one participial on the same card. Sample cards may look like the following:

<i>fascinating</i>	<i>tiring</i>
<i>bored</i>	<i>thrilled</i>
<i>frightening</i>	<i>embarrassed</i>
<i>excited</i>	<i>shocking</i>

CHART 10-8. *Get* + Adjective; *Get* + Past Participle. Page 278
Time: 10–15 minutes

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 also 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.

- Ask students to think about a situation in which they became angry.
- Ask a student to describe every step in the process of becoming angry, and write these steps on the board, using third person. For example:

*Ji-Hye and her husband were driving to the mountains.
Ji-Hye’s husband, Alain, took the wrong turn.
Ji-Hye and Alain were driving in the wrong direction.
Ji-Hye realized that they were lost.
Ji-Hye told Alain that they were lost.
Ji-Hye suggested that they stop and ask for directions.
Alain didn’t want to stop and ask for directions.
Alain continued driving.
They argued, and, finally, they turned around.
They had wasted a lot of time going in the wrong direction.
They didn’t arrive at their destination until late at night.
They were both hungry and tired.
Ji-Hye was very angry.*

- The story you write on the board doesn’t have to be as lengthy as the one above, but it should have at least five to six separate sentences.
- Ask another student, not the “star” of the sentence, to describe when Ji-Hye became angry.

- Ask the student to mark the point at which Ji-Hye started to become angry.
- Draw an arrow from that point to the point at which Ji-Hye was very angry. For example:

*Ji-Hye and her husband were driving to the mountains.
Ji-Hye’s husband, Alain, took the wrong turn.
Ji-Hye and Alain were driving in the wrong direction.
Ji-Hye realized that they were lost.
Ji-Hye told Alain that they were lost. ↓ a bit angry
Ji-Hye suggested that they stop and ask for directions. ↓ a bit angry
Alain didn’t want to stop and ask for directions. ↓ angrier
Alain continued driving. ↓ angrier
They argued, and, finally, they turned around.
They had wasted a lot of time going in the wrong direction. ↓ angrier
They didn’t arrive at their destination until late at night. ↓ angrier
They were both hungry and tired.
Ji-Hye was very angry. **ANGRY!!!***

- Tell your students that Ji-Hye’s story illustrates the *get* + *adjective* structure.
- Explain that because it usually takes some time to move from one mood or state to another, *get* + *adjective* and *get* + *past participle* are extremely useful structures.
- Ask students to take turns reading (a) and (b) and then (c) and (d) aloud. Review the additional chart notes as you go.
- Review the list of *get* + *adjective* and *get* + *past participle* combinations at the bottom of the chart with students and discuss any unknown vocabulary.

□ **EXERCISE 39.** Reading. Page 281
Time: 10 minutes

- Ask students what they think the term “blended family” means and put their ideas about it on the board.
- As a class, build a working definition of “blended family” and put it on the board, next to the term itself. For example:
blended family = family made up of blood and non-blood relatives
- Ask students if this model of family is common in their country of origin and lead a mini-discussion on the topic.
- Give students time to read the passage.
- Ask a student to read the first true / false question aloud and to locate the information within the text to answer it.
- Proceed as above with the other two questions.
- If students want to discuss the topic more, give them time to do so.

CHART 10-9. Using *Be Used/Accustomed To* and *Get Used/Accustomed To*. Page 282
Time: 10–15 minutes

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, accustommed, or acustommed.*

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 as the object of the preposition.

For example: *I'm accustomed to living in a warm climate.*

- Ask your students what situations and living conditions they are currently used / accustomed to.
- Write descriptions about students' responses on the board and highlight the important elements of the structure. For example:
Violetta is used to eating pasta for dinner.
Rolf is accustomed to getting up before 6:00 A.M. each day.
Takehiro is used to working 12 hours, six days a week.
- Ask students to take turns reading example sentences (a)–(d) aloud. Review the notes on the right-hand side of the chart with them.
- Read example sentence (e) aloud and remind students that they have previously learned the structure *get + adjective / past participle*.
- Write the structure *get + past participle* on the board.
- Write the structure *get + used / accustomed to + gerund* on the board.
- Underline the *-ed* in *used / accustomed to* and remind students that *used / accustomed* are past participles. For example:
get + past participle (-ed ending) ⇒ get + used / accustomed to + gerund
- Ask students if there is anything they are *getting accustomed to* and then create sentences.

□ **EXERCISE 41.** Looking at grammar. Page 282
Time: 10 minutes

Optional Vocabulary

raised	recently
hometown	rarely
exercises	multiple-choice

□ **EXERCISE 42.** Listening and speaking. Page 282
Time: 10–20 minutes

Part I

- Play the audio.
- Correct students' completions and ensure students have accurate questions with which to interview one another.

Part II

- Ask students to move around the room, interviewing one another.
- Invite each student to tell the class one piece of information he / she learned during the interview process.

□ **EXERCISE 44.** Let's talk. Page 283
Time: 10–15 minutes

Encourage students to contrast their own former habits or first experiences with later experiences in their lives, according to the topic they are working on. Students should not think *I am used to* is the same as *I usually*.

- Put students into small groups of three or four, if possible.
- Ask students to select one or more of the topics provided.
- Circulate around the room, helping students activate passive vocabulary and facilitating and refining ideas that you hear as you interact with each group.
- After ample time, invite students to share some of their groups' responses. Put some on the board.

CHART 10-10. *Used To vs. Be Used To*. Page 284
Time: 10 minutes

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

- Tell students that *used to* is very different from *be used to*.
- Explain that *used to* is only used to express past habits.
- Write the formula for *used to* on the board. For example:
used to + simple form = habitual past
- Ask your students what they *used to* do when they were children and write their responses on the board, using third person. For example:
Antonio used to go to sleep at 7:30 P.M.
Lei-Hsao used to practice the piano every day, for two hours.
Vianna used to walk two miles to school, twice a day.

- Explain that *be used to* is followed by the *-ing* form of the verb to express a situation that the subject is currently accustomed to.
- Write the formula for *be used to + -ing* on the board.
- Write a sample sentence for *be used to + -ing* on the board and discuss the contrast with *used to*. For example:
I am used to teaching English to foreign students.
- Ask students to read the example sentences aloud and to review the notes.

□ **EXERCISE 47.** Looking at grammar.
Page 284
Time: 10 minutes

To help students understand when *be + used to + gerund* is needed, advise them to look for either present tense or present perfect tense. Often, the use of the present perfect in an existing sentence indicates that *be + used to + gerund* is required.

CHART 10-11. Using *Be Supposed To*.
Page 285
Time: 10 minutes

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 Chapter 9 in *Understanding and Using English Grammar* 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.

- Ask students what they *are supposed to do* before traveling to another country. Ask them, specifically what documents they *are supposed to have*.
- Write the formula for *be supposed to + simple form* on the board.
be supposed to + simple form = event that is expected to or should happen
- Below the formula, write the responses to your travel and documents questions.
- You can write these answers both as exact quotes from the students who responded as well as in third person. For example:
We are supposed to have our passports with us when we travel.
Because Hector is from Brazil, he is supposed to have a travel visa to enter the United States.
Travelers are supposed to follow all the rules of the United States while they are traveling within the country.
- Ask students to take turns reading example sentences (a) and (b) aloud.

- Review the chart notes with students.
- Read the example sentence for (c) aloud and discuss its particular meaning with students.

□ **EXERCISE 52.** Reading, grammar, and listening. Page 286
Time: 20–30 minutes

Part I

- Ask students to read the pre-reading questions. Then lead a mini-discussion about them.
- If students come from different language backgrounds, this general topic (zoos) could be a good point of comparison.
- Give students ample time to read the passage.

Part I Optional Vocabulary

common	encourage
established	settings
institutions	breeding
research	programs

Part II

- Lead students through this segment.
- Have students take turns reading the items in each set aloud.
- Ask students which of the statements are grammatically correct. Ask students to explain why they are correct and what is missing or wrong in those they think are incorrect.

Part III

- Give different students the opportunity to read the final comprehension questions aloud, answer them, and then locate the specific and supporting information in the original text.

□ **EXERCISE 54.** Reading and writing.
Page 289
Time: 10–15 minutes

Part I

- Ask students to read through the passage independently and to underline the passive structures.
- Review these passive structures as a class and discuss why passive was the best way to express these thoughts.

Part II

- Describe the writing assignment to students.
- Ask them to consider which sentences should be passive.
- Give students in-class time to begin writing either individually or in groups.
- Collect the written work as homework during the next class meeting.