

# 6D

## The passive: advanced structures

**1 Find and correct the mistakes in the sentences. There is one mistake in each sentence.**

- Swimming after a big meal is believe to be very dangerous.
- She hates be teased about her weight.
- We should to have been told that this dish had meat in it.
- He might being cured by this injection.
- I hope to be seeing by the doctor this afternoon.
- In the 1930s, it was think that smoking was good for your health.
- Could anyone to be harmed by this medication?
- I remember be given a chocolate bar when I had a stomach ache.

**2 SPEAKING** Work in pairs. Complete the sentences with your own ideas. Then compare them with another pair's sentences. How many ideas are the same?

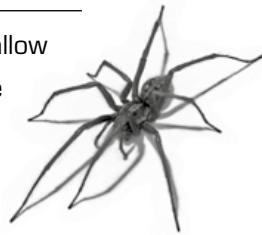
- I don't like being ...  
 Sweets and chocolate should / shouldn't be ...  
 It is often believed that ...  
 Stress is known to ...  
 I hope to be ...

**3 SPEAKING** Work in pairs.

### Student A

Use the prompts to complete the text using passive structures.

Until recently, it <sup>1</sup> \_\_\_\_\_ (widely / believe) that we swallow eight spiders every year while we sleep. However, this 'fact' <sup>2</sup> \_\_\_\_\_ (now / know) to be a myth. After all, why would a spider crawl into your mouth? It doesn't want <sup>3</sup> \_\_\_\_\_ (eat) by you! Some people think that this myth <sup>4</sup> \_\_\_\_\_ (could / invent) as a research project to find out how easily false facts <sup>5</sup> \_\_\_\_\_ (can / spread) online. The real truth is that people <sup>6</sup> \_\_\_\_\_ (shouldn't / convince) by everything they read on the internet!



Ask questions to find out about Student B's myth. Then answer Student B's questions about your text.

- Do we only use 10% of our brains?
- How much of our brain do we use in a 24-hour period?
- How was the myth started?
- How can the brain be kept healthy in old age?

### Student B

Use the prompts to complete the text using passive structures.

It <sup>1</sup> \_\_\_\_\_ (often / report) that we only use 10% of our brains. However, this is a myth and it <sup>2</sup> \_\_\_\_\_ (estimate) that in any 24-hour period we actually use nearly 100% of our brains. The myth <sup>3</sup> \_\_\_\_\_ (might / start) by a US TV programme in 1998. Although your brain power <sup>4</sup> \_\_\_\_\_ (can't / improve) by playing brain games, the good news is that the brain <sup>5</sup> \_\_\_\_\_ (can / keep) healthy in old age. Elderly people who play word or number games, read books and socialise regularly <sup>6</sup> \_\_\_\_\_ (know / have) healthier brains.



Answer Student A's questions about your text. Then ask questions to find out about Student A's myth.

- Do we swallow eight spiders every year while we sleep?
- Why would a spider not want to go inside my mouth?
- How was this myth started?
- What is the real truth about this myth?

## 6D The passive: advanced structures

**Aims:** To review and practise advanced passive structures.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student, cut as indicated. Retain A & B parts for exercise 3.

### Exercise 1

- Give each student a handout and ask them to work individually or in pairs to do the exercise.
- Remind them that it is important to be able to spot mistakes in their own work. If students are struggling with this activity, you could underline the mistakes and ask them to correct them.
- Check answers with the class.

#### KEY

- 1 Swimming after a big meal is believed to be very dangerous.
- 2 She hates being teased about her weight.
- 3 We should ~~to~~ have been told that this dish had meat in it.
- 4 He might be cured by this injection.
- 5 I hope to be seen by the doctor this afternoon.
- 6 In the 1930s, it was thought that smoking was good for your health.
- 7 Could anyone ~~to~~ be harmed by this medication?
- 8 I remember being given a chocolate bar when I had a stomach ache.

### Exercise 2

- Students work in pairs to complete the sentences with their own ideas and then compare them with another pair's sentences. You could demonstrate the activity by completing the sentences for yourself and then reading them out to students first.
- Check answers with the class.

### Exercise 3

- Divide students into A/B pairs and give each student the correct half of the handout. They must not show each other their sheet. Student As and Bs then work separately to complete their own texts. Check and support individual students, where necessary.
- Then put the students back into A/B pairs to ask and answer questions about their texts.

#### KEY

##### Student A text

- 1 was widely believed
- 2 is now known
- 3 to be eaten
- 4 could have been invented
- 5 can be spread
- 6 shouldn't be convinced

##### Student A questions

- 1 No, we don't.
- 2 It's estimated that we use nearly 100% of our brains in a 24-hour period.
- 3 It might have been started by a US TV programme in 1998.
- 4 It can be kept healthy in old age by playing word or number games, reading books and socialising.

##### Student B text

- 1 is often reported / has often been reported
- 2 is estimated / has been estimated
- 3 might have been started
- 4 can't be improved
- 5 can be kept
- 6 are known to have

##### Student B questions

- 1 No, we don't.
- 2 Because it doesn't want to be eaten by you.
- 3 It could have been invented as a research project.
- 4 People shouldn't be convinced by everything they read on the internet.