

**1 Match the active sentences with the passive versions and complete the passive forms.**

- 1 Someone reads a poem every morning on the radio.
- 2 We might never know the identity of this song's composer.
- 3 My friends were singing a very boring song.
- 4 Someone had created a beautiful piece of art.
- 5 My father painted the portrait in our sitting room.
- 6 People all around the world will watch Philip Glass's new opera.
- 7 Someone has bought my sculpture!

- \_\_\_ a The portrait in our sitting room \_\_\_\_\_ by my father.
- \_\_\_ b A very boring song \_\_\_\_\_ by my friends.
- \_\_\_ c My sculpture \_\_\_\_\_ !
- \_\_\_ d \_\_\_\_\_ every morning on the radio.
- \_\_\_ e A beautiful piece of art \_\_\_\_\_ .
- \_\_\_ f The identity of this song's composer \_\_\_\_\_ .
- \_\_\_ g Philip Glass's new opera \_\_\_\_\_ by people all around the world.

**2 Complete the text with the correct passive form of the verbs in brackets.**

Today, I'm visiting a writer's workshop in South London.

The workshop <sup>1</sup> \_\_\_\_\_ (set up) in 2015 by author

Dave LeMarr, whose best-selling novel *Voices in Time*

<sup>2</sup> \_\_\_\_\_ (sell) in 25 different countries since it

<sup>3</sup> \_\_\_\_\_ (first / publish) in 2006. At the moment,

students at the workshop <sup>4</sup> \_\_\_\_\_ (teach) simple

and effective ways to improve their skills. Yesterday

they <sup>5</sup> \_\_\_\_\_ (show) a piece of badly written text and they <sup>6</sup> \_\_\_\_\_ (ask) to

rewrite it, using a list of five key writing techniques. Tomorrow, they <sup>7</sup> \_\_\_\_\_

(give) a beginning sentence and they will have to write a short story in just two hours.

'People can create amazing things when they are under pressure!' says LeMarr. 'The next

great novelist <sup>8</sup> \_\_\_\_\_ (might / discover) at tomorrow's workshop!'



**3 SPEAKING Work in pairs. Play '20 Questions'.**

**Student A** Think of a famous work of art. It could be a book, a film, a painting, a sculpture or a piece of music.

**Student B** Ask *yes/no* passive questions. Try to guess Student A's work of art.



Is it listened to by people?

No, it isn't.

Is it read by people?

Yes, it is.

OK, so it's a novel or a poem. Was it written by a British author?

No, it wasn't.

Has it been read by many people in this class?

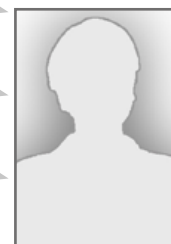
Yes, it has.

Was it written by a Brazilian author?

Yes, it was.

Is it *The Alchemist* by Paul Coelho?

Yes, it is!



## 7B The passive

**Aims:** To review and practise all forms of the passive.

**Time:** 10–15 minutes

**Materials:** One handout for each student

### Exercise 1

- Give each student a handout and ask them to do exercise 1. They should first match the active sentence with its passive equivalent and then complete the passive forms. Check answers with the class.

#### KEY

- 1 d A poem is read
- 2 f might never be known
- 3 b was being sung
- 4 e had been created
- 5 a was painted
- 6 g will be watched
- 7 c has been bought

### Exercise 2

- Students complete an article about a writer's workshop with the correct passive forms. Tell them to read the article through once first to get an understanding of the general meaning. Go through the first two examples with the class, reminding them that gap 1 requires a past simple passive form because the date (*in 2015*) is stated, and gap 2 requires a present perfect passive form because it is part of a clause with *since*. Students can then continue to work individually or in pairs.

#### KEY

- 1 was set up
- 2 has been sold
- 3 was first published
- 4 are being taught
- 5 were shown
- 6 were asked
- 7 will be given
- 8 might be discovered

### Exercise 3

- Students should be familiar with the game of 20 Questions. Remind them that in this version, they can only use passive *yes/no* questions. You could also play this game across the class rather than in pairs.