CHAPTER 10

Passive Sentences (Part 2)

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The teacher will be fired.

Future Passive With Be Going To
The teacher is going to be fired.

Present Perfect Passive
The teacher has been fired.

Modal Passive
The teacher must be fired.

Phrasal Modal Passive
The teacher has (got) to be fired.

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At-Risk Students Can Be Helped, But Not by Budget Cuts...

A1 Before You Read

Discuss these questions.

What are some reasons why students drop out of high school in your country? What do you think could be done to stop students from dropping out of school?

A2 Read

Read this letter to the editor to find out what one student thinks must be done to help at-risk students stay in school and finish their high-school education.

LETTER TO THE EDITOR

At-Risk Students Can Be Helped, but Not by Budget Cuts...

Dear Editor:

I'm writing to congratulate you on your excellent article about the rise in high school dropout rates. This issue has been ignored for far too long, and I'm glad that the silence has finally been broken. If enough people speak out, perhaps the message will be heard.

Over a third of all high school students drop out before graduation, and the situation simply cannot be allowed to continue.

I consider myself lucky, and I hope others can be helped by my story. I grew up in a "bad" neighborhood. Most of the adults around me were high school dropouts, and education wasn't important to them. Nobody took time to read stories to me or help me with my homework, and my elementary school teachers weren't much help either. By the time I was ten, I could barely read and I hated school. Luckily, a caring middle-school teacher took an interest in me and got me into an after-school tutoring program and a free summer reading camp. Within a year, I was making great progress and, to the amazement of family and friends, I
have just been given a full scholarship to a local college. Sadly, however, many of my classmates have not had the same good fortune.

I have recently been told that due to budget cuts, a certain caring middle school teacher has been forced into early retirement, and a certain after-school tutorial program will be canceled. In addition, our school’s work-study program will be shut down and a new community job center won’t be built. Why? Because the government says that teaching staff and special programs must be cut back until the economy improves.

How many more teachers will be fired? How many more job-skills programs will be closed? How many more students are going to be forced to lead a life of poverty because the system has failed them?

I’m living proof that at-risk students can be helped. That’s why I feel strongly that ways must be found to protect the people and programs that have been designed to help them.

Sincerely,
Tony Diaz

at-risk student: a student in danger of dropping out or having other problems at school
ignore: not pay attention to
poverty: the state of being poor
be condemned to: be forced to experience something difficult or unpleasant
scholarship: money given by a school or organization to help a student pay for his or her education
budget cut: decrease or reduction in the amount of money that a government or other organization plans to spend
tutoring program: program that gives extra, usually one-on-one, help to students who are not doing well in one or more school subjects
caring: kind and understanding

A3 After You Read

Choose the answer that best completes each sentence.

1. At the beginning of his letter, Tony mentions an article about _____.
   a. budget cuts  
   b. student ignorance  
   c. the high dropout rate

2. According to Tony, ____ saved him from dropping out of high school.
   a. a journalist  
   b. a middle school teacher  
   c. his family

3. Tony is concerned that budget cuts will negatively affect the future of _____.
   a. at-risk students  
   b. the economy  
   c. high-school dropouts

4. The main point of Tony’s letter is that at-risk students _____.
   a. are going to fail  
   b. come from poor families  
   c. ought to be helped
**Think Critically About Form**

A. Look back at the article on page 212 and complete the tasks below.

1. **IDENTIFY** An example of the present perfect passive has been underlined. Find five more examples. What are the three parts of the present perfect passive?

2. **IDENTIFY** An example of the future passive with will is circled. Find three more examples. What are the three parts of the future passive with will? Can you think of another way to form the future passive?

3. **ANALYZE** Look at this example sentence. What are the three parts of the modal passive?
   
   “The situation simply cannot be allowed to continue.”

B. Discuss your answers with the class and read the Form charts to check them.

### The Future Passive

<table>
<thead>
<tr>
<th>FUTURE PASSIVE WITH WILL</th>
<th>FUTURE PASSIVE WITH BE GOING TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>WILL + BE + PAST PARTICIPLE (+ BY + NOUN)</td>
<td>BE GOING TO + BE + PAST PARTICIPLE (+ BY + NOUN)</td>
</tr>
<tr>
<td>The teacher <strong>will</strong> be fired.</td>
<td>The teacher <strong>is going</strong> to be fired.</td>
</tr>
<tr>
<td>The job center <strong>won't</strong> be built.</td>
<td>The job center <strong>isn't going</strong> to be built.</td>
</tr>
<tr>
<td>Will the programs <strong>be cut</strong>?</td>
<td>Are the programs <strong>going to be cut</strong>?</td>
</tr>
<tr>
<td>Yes, they <strong>will</strong>. / No, they <strong>won't</strong>.</td>
<td>Yes, they <strong>are</strong>. / No, they <strong>aren't</strong>.</td>
</tr>
<tr>
<td>Why <strong>will</strong> the teachers <strong>be fired</strong>?</td>
<td>Why are the teachers <strong>going to be fired</strong>?</td>
</tr>
</tbody>
</table>

### The Present Perfect Passive

<table>
<thead>
<tr>
<th>PRESENT PERFECT PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAS / HAVE + BEEN + PAST PARTICIPLE (+ BY + NOUN)</td>
</tr>
<tr>
<td>The teacher <strong>has been fired</strong>.</td>
</tr>
<tr>
<td>The job center <strong>hasn't been built</strong>.</td>
</tr>
<tr>
<td><strong>Have</strong> the programs <strong>been cut</strong>?</td>
</tr>
<tr>
<td>Yes, they <strong>have</strong>. / No, they <strong>haven't</strong>.</td>
</tr>
<tr>
<td>Why <strong>have</strong> the teachers <strong>been fired</strong>?</td>
</tr>
</tbody>
</table>
The Modal Passive

<table>
<thead>
<tr>
<th>MODAL PASSIVE</th>
<th>PHRASAL MODAL PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODAL + BE + PAST PARTICIPLE (+ BY + NOUN)</td>
<td>MODAL + BE + PAST PARTICIPLE (+ BY + NOUN)</td>
</tr>
<tr>
<td>The teacher <strong>must be fired.</strong></td>
<td>The teacher <strong>has (got) to be fired.</strong></td>
</tr>
<tr>
<td>The job center <strong>should not be built.</strong></td>
<td>The job center <strong>ought to be built.</strong></td>
</tr>
<tr>
<td><strong>Could</strong> the programs <strong>be cut?</strong></td>
<td><strong>Do</strong> the programs <strong>have to be cut?</strong></td>
</tr>
<tr>
<td>Yes, they <strong>could be.</strong> / No, they <strong>couldn’t be.</strong></td>
<td>Yes, they <strong>do.</strong> / No, they <strong>don’t.</strong></td>
</tr>
<tr>
<td><strong>Why should</strong> the teachers be <strong>fired?</strong></td>
<td><strong>Why do</strong> the teachers <strong>have to be fired?</strong></td>
</tr>
</tbody>
</table>

Future, Present Perfect, and Modal Passive

- In passives with more than one auxiliary verb (**will be built, is going to be built, has been built, should be built**), only the first auxiliary changes position or combines with **not** in questions and negative sentences.

  Isn’t it going to be built?
  It isn’t going to be built.

Phrasal Modal Passive

- The negative and question forms of **have to** and **need to** use **do.**

  It **doesn’t have to be built.**
  Does it have to be built?

- **Have got to** is not used with negatives or questions.

B1 Listening for Form

CD2 T7 Listen to each sentence. Is it active or passive? Check (√) the correct column.

<table>
<thead>
<tr>
<th>ACTIVE</th>
<th>PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>√</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>7.</td>
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<td>8.</td>
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</tbody>
</table>
B2 Working on Future and Modal Passives

A. Complete these sentences with the words in parentheses and the future passive with will.

Community Center Policies
1. New courses __________ will be offered _______ (offer) every six weeks.
2. Instructor schedules ____________ (post) at the front desk.
3. Schedule changes _____________ (not/announce) until the first day of classes.
4. Classes with fewer than five participants ________________ (cancel).

Online Shopping
1. Your order ________________ (ship) within 48 hours.
2. Shipping and handling ________________ (add) to all orders.
3. Refunds for credit card purchases ________________ (credit) to your account.
4. Refunds ________________ (not/made) for goods that are returned after 30 days of receipt.

B. Complete these sentences with the words in parentheses and a modal passive.

Product Instructions
1. This product ________________ should be refrigerated _______ (should/refrigerate) after opening.
2. This prescription ________________ (can/not/refill).
3. This product ________________ (should/keep) out of the reach of children.
4. After opening, this product ________________ (may/store) for up to three months in a cool, dry place.

Online Returns Policy Information
1. Your package ________________ (need to/insure) before mailing.
2. Any damage ________________ (have to/report) within two weeks.
3. Each return ________________ (must/accompany) by the return form.
4. Returns ________________ (should/send) to the address below.

B3 Working on Present Perfect Passives
Complete each sentence with the words in parentheses and the present perfect passive.

1. The exam ________________ (cancel/the teacher)
   has been canceled by the teacher.
2. These products ________________ (manufacture/the company/for three years)
3. This book ________________ (translate/into many languages)
4. The furniture ________________ (move/to the new house)
5. The recipes ________________ (create/a famous chef)
6. A new prescription ________________ (recommend/the doctor)

B4 Asking and Answering Passive Questions
A. Work in small groups. Take turns asking and answering questions using the words below and the modal should. Then make up two more questions to ask the class.

1. cars/permit/town center
   A: Should cars be permitted in the town center?
   B: Yes, they should. OR No, they shouldn't.
2. bicyclists/allow/on busy streets
3. violent films/ban/from television
4. a new community center/build/downtown?
5. men/give/parental leave for childcare
6. women/pay/the same wages as men
7. children/punish/for coming home late
8. animals/use/for medical research

B. Which issues did your group agree on? Which ones didn’t you agree on?
C

MEANING AND USE 1

The Role of the Agent

Think Critically About Meaning and Use

A. Read the sentences and complete the tasks below.

1a. The course will be given by the instructor on Mondays.
1b. The course will be given by a team of experts via satellite on Mondays.
2a. The article was written by Gregory Marks in one day.
2b. The article was written by the author in one day.

1. IDENTIFY Underline the agent in each sentence.
2. ANALYZE Which agents give important or unexpected information? Which ones seem unnecessary?

B. Discuss your answers with the class and read the Meaning and Use Notes to check them.

Meaning and Use Notes

Including the Agent

► 1A Passives are often used without agents if the agent is unimportant, unknown, or obvious. However, the agent is necessary when it is surprising or unexpected.

<table>
<thead>
<tr>
<th>Agentless Passive</th>
<th>Passive with an Agent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mail has been delivered.</td>
<td>The mail has been delivered by an experimental robot. (The agent is surprising.)</td>
</tr>
<tr>
<td>We were given six pages of homework.</td>
<td>We were given six pages of homework by a substitute teacher. (The agent is unexpected.)</td>
</tr>
</tbody>
</table>

► 1B An agent is used to provide additional or new information.

<table>
<thead>
<tr>
<th>Agentless Passive</th>
<th>Passive with an Agent</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will be notified about the exam date.</td>
<td>You will be notified about the exam date by email.</td>
</tr>
</tbody>
</table>

► 1C An agent is used to complete the meaning of the sentence or to add important information—especially a proper noun, such as the name of an author, artist, composer, inventor, or designer.

<table>
<thead>
<tr>
<th>Agentless Passive</th>
<th>Passive with an Agent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington, D.C. was designed.</td>
<td>Washington, D.C. was designed by Pierre L'Enfant.</td>
</tr>
</tbody>
</table>
C1 Listening for Meaning and Use

Listen to each sentence. Does the agent complete the meaning and/or provide necessary information? Check (✓) whether the agent is necessary or unnecessary.

<table>
<thead>
<tr>
<th>NECESSARY AGENT</th>
<th>UNNECESSARY AGENT</th>
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<tbody>
<tr>
<td>1.</td>
<td>✓</td>
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<td>2.</td>
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C2 Including or Omitting Agents

Work with a partner. Change each sentence to the passive. Decide whether to keep or omit the agent. Be prepared to explain your decision.

1. Next week a painter will paint our house.
   Next week our house will be painted.
   (The agent is omitted because it is obvious.)

2. Pablo Picasso painted The Three Musicians.
   The Three Musicians was painted by Pablo Picasso.
   (The agent is included because it adds important information.)

3. Teenage drivers have caused many car accidents in this community.

4. Parents shouldn't allow children to watch too much television.

5. Lawmakers will pass new tax law soon.

6. Winston Churchill led the British government during World War II.

7. Will the city council pass stronger environmental laws this year?

8. A young child has written this incredible story.
Including or Omitting Agents

Rewrite these active descriptions using the future passive. Then work in small groups and discuss whether or not you needed to use the agent in any of your sentences. What is the difference between the active and passive descriptions?

At the Hospital

1. When Derek arrives at the emergency room, they are going to examine his arm.
   
   *When Derek arrives at the emergency room, his arm is going to be examined.*

2. Then they will send him for an X-ray.
   
   *Then he’ll be sent for an X-ray.*

3. They will tell him whether it is broken.

4. If his arm is broken, they will send him back to the emergency room.

5. First they will put his arm in the proper position.

6. Then they will put a cotton sleeve over his arm, and they will wrap it with wet bandages.

7. After it sets, they will tell him how to care for the cast.

At School

1. Please listen carefully. The teacher is going to read the instructions only once.

2. He will give each student a test booklet and a pencil.

3. He will ask the students to turn to the first page.

4. Then he will show them a set of pictures.

5. He will tell them to check the correct answer in the booklet.

6. After the last picture, he will collect the booklets.

7. Finally, he will dismiss the students.
The Passive in Academic and Public Discourse

Think Critically About Meaning and Use

A. Read the sentences and complete the tasks below.
   a. Sulfur dioxide is used to produce sulfuric acid.
   b. As a special benefit to online customers, orders will be shipped free of charge.
   c. Your vehicle must be insured. Proof of insurance must be presented.

1. GENERATE Change each sentence to an active sentence.
2. EVALUATE Think about the differences between the active and passive sentences. Which type of sentence sounds more formal and impersonal? Why?
3. PREDICT In what context would you expect to find each of the passive sentences?

B. Discuss your answers with the class and read the Meaning and Use Notes to check them.

Meaning and Use Notes

Common Uses of the Passive in Academic Discourse

1. Academic discourse, such as textbooks and other factual materials, tends to focus on objects, processes, and results. Such materials try to present an objective and impersonal perspective to convey a sense of authority. To express this tone, writers often use passive expressions with it-subjects (e.g., It is expected that) as well as other passive constructions.

Psychology Text
It is generally agreed that people can learn something much more rapidly the second time.

Encyclopedia
Dams may be built on main streams or their branches. They are usually built at a spot where the river becomes narrow.

Computer Programming Book
Subprograms are defined between SUB and END SUB statements.

(Continued on page 222)
Common Uses of the Passive in Public Discourse

1. In public discourse, such as newspaper headlines, public announcements, and signs, the passive is used to convey an objective or impersonal tone. The passive often sounds more formal, factual, or authoritative. Note that newspaper headlines and signs often omit forms of be.

**Newspaper Headlines**
Over 100 People Injured by Aftershocks

**News Report**
More than a hundred people have been injured by the aftershocks.

**Sign**
No Pets Allowed

**Telephone Recording**
Please continue to hold. Your call will be answered by the next available agent.

**Rules at a Health Club**
Handball courts may be reserved one week in advance.

**Announcement on an Airplane**
Passengers are requested to remain seated.

D1 Listening for Meaning and Use

A. Listen to each example. Is it from academic discourse (e.g., college lectures), public discourse (e.g., ads, announcements, TV broadcasts), or personal discourse (e.g., conversations between friends)? Check (✓) the correct column.

<table>
<thead>
<tr>
<th>ACADEMIC DISCOURSE</th>
<th>PUBLIC DISCOURSE</th>
<th>PERSONAL DISCOURSE</th>
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<tbody>
<tr>
<td>1.</td>
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B. Work in groups. Listen to each example again. Discuss what specific features of each announcement influenced your choice.
D2 Understanding News Headlines

A. Change each news headline into two full sentences, one using the present perfect passive and one using the simple past passive. If necessary, add articles and other missing words.

Two Children Injured in Train Accident

1. Two children have been injured in a train accident. OR Two children were injured in a train accident.

Site Selected for Recycling Plant

4. ___________________________________________________________

New Cancer Treatment Discovered

2. ___________________________________________________________

Restaurant Closed by Health Department

5. ___________________________________________________________

Presidents’s Trip Delayed by Weather

3. ___________________________________________________________

Golfer Struck by Lightning

6. ___________________________________________________________

B. Think about the active forms of each of the headlines. Why do you think the passive was used instead? Why was the agent used in certain headlines?
Using Passives with *Get*

Look at the cartoon and listen to the conversation. How is the underlined form in the cartoon different from what you hear?

*Guess what? I'm going to be promoted to district manager.*

*Congratulations!*

*Get* commonly replaces *be* in informal conversation. *Get* passives are often more dynamic and emotional than *be* passives. Sentences with *get* passives are usually about people rather than objects and especially about situations people can't control.

**STANDARD FORM**

Tran *was accepted* by several colleges, but his best friend *was rejected* by the same ones.

**WHAT YOU MIGHT HEAR**

"Tran got accepted by several colleges, but his best friend got rejected by the same ones."

### D3 Understanding Informal Speech

Listen and write the standard form of the words you hear.

1. Do you think you *will be sent* to the convention in Hawaii?
2. I *will soon.*
3. John *will be sent* to the Boston office.
4. He *was accepted* by Harvard Business School.
5. The manager *was sent* breaking the rules.
6. He *
7. Steve finally *will be sent* for all of his extra work.
8. He *

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D4 Writing Rules

A. Change the rules on the first sign to a more formal, impersonal style by using passive instead of active sentences. Write your rules on the second sign.

SWIMMING POOL RULES

1. Members must show their membership passes at the gate.
2. Members can purchase guest passes at the main office.
3. We may limit the number of guests on weekends.
4. We do not admit children under 12 unless an adult accompanies them.
5. You must supervise small children at all times.
6. You must take a shower before entering the pool.
7. You must obey the lifeguard at all times.
8. We permit diving in designated areas only.
9. We prohibit eating, gum chewing, and glass bottles in the pool area.
10. You may eat food in the picnic area only.

B. Now write a set of rules for one of these topics or a topic of your choice: (a) course requirements at your school, (b) rules for using books and other materials at the library, (c) rules for living in an apartment building, or (d) rules for members of a health club. Use the passive to give your rules a more formal, impersonal tone.

Membership passes must be shown at the gate.
Think Critically About Meaning and Use

A. Read each sentence. Check (✓) the sentences that have approximately the same meaning.

1. Your application should be sent to us by email.
   □ a. You should email us your application.
   ✓ b. We will email an application to you.

2. The problem could be solved.
   □ a. The problem will be solved.
   □ b. Someone might solve the problem.

3. He got robbed twice last year.
   □ a. He has robbed two people.
   □ b. On two different occasions, someone robbed him.

4. All reservations must be accompanied by a 25 percent deposit.
   □ a. Deposit some money in the bank in order to make a reservation.
   □ b. Customers need to pay a 25 percent deposit when they make a reservation.

5. No one will be hired by the company.
   □ a. No one will get fired by the company.
   □ b. The company won’t be hiring anyone.

6. Your prescription can be refilled three times.
   □ a. You will be able to get three refills.
   □ b. You must get three refills.
7. Passengers have been requested to check in at the gate.
   \( \quad \text{a. } \) Passengers have requested to check in at the gate.
   \( \quad \text{b. } \) We have requested that passengers check in at the gate.

8. Several factors need to be considered by the judge.
   \( \quad \text{a. } \) The judge needs to consider several factors.
   \( \quad \text{b. } \) We need to consider several factors.

B. Discuss these questions in small groups.

1. **Predict** Which sentence would most likely be heard over a loudspeaker system? Why?

2. **Predict** Which sentence would most likely be heard in a conversation between two friends? Why?

**Edit**

Find the errors in these sentences and correct them.

1. These pills should be taken every four hours.

2. The letter ought to be delivered in the afternoon.

3. The bell will be rung several times.

4. A young man has seriously injured in a car accident. That’s terrible!

5. The mail has been sent to the wrong address.

6. Will a new road be built soon, or will the old one be repaired?

7. It will be not needed any longer.

8. All online orders must get paid by credit card.
Write

Write a letter to the editor of a national newspaper proposing steps that should be taken to improve education. Use future, present perfect, modal, and other passive forms where appropriate.

1. **Brainstorm** Makes notes about (a) improvements that have been made in education in recent years and (b) problems that still need to be solved. Use these categories and questions to help you organize your ideas into paragraphs:
   - **Opening**: What improvements have been made in recent years? What areas have been ignored and still need improvement?
   - **Body**: What problems need to be solved? What steps should be taken?
   - **Closing**: How urgent is the situation? What will happen if improvements aren’t made? What actions should be taken?

2. **Write a First Draft** Before you write your first draft, read the checklist below and look at the example on pages 212–213. Write your draft using passive forms.

3. **Edit** Read your work and check it against the checklist below. Circle grammar, spelling, and punctuation errors.

<table>
<thead>
<tr>
<th>DO I ...</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>use a range of present perfect, future, and modal passives to make my writing sound more formal and objective?</td>
<td>[ ]</td>
</tr>
<tr>
<td>use active forms, where appropriate, to keep the focus on an agent?</td>
<td>[ ]</td>
</tr>
<tr>
<td>use at least one example of a passive expression with an <em>it</em>-subject (e.g., <em>It is expected/generally agreed that...</em>)?</td>
<td>[ ]</td>
</tr>
<tr>
<td>use or omit agents as appropriate?</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

4. **Peer Review** Work with a partner to help you decide how to fix your errors and improve the content. Use the checklist above.

5. **Rewrite Your Draft** Using the comments from your partner, write a final draft.

Dear Editor,

I'm proud to say that education in our country has improved greatly in recent years. Hundreds of new schools have been built in rural areas, and many more students are being given the opportunity to complete high school and college...