A. **GRAMMAR IN DISCOURSE:** The Expression of Emotions ........................................ 192

B. **FORM:** The Present and Past Passive ........................................ 194

   Simple Present Passive
   The directions are explained by the teacher.

   Simple Past Passive
   The directions were explained by the teacher.

   Present Continuous Passive
   The directions are being explained by the teacher.

   Past Continuous Passive
   The directions were being explained by the teacher.

C. **MEANING AND USE 1:** Changing Focus from Active to Passive ........................................ 198

   Contrasting Active and Passive Sentences
   Choosing Active or Passive Sentences
   Vocabulary Notes: Verbs with No Passive Forms

D. **MEANING AND USE 2:** Reasons for Using the Passive ........................................ 202

   Focus on Results or Processes
   Omitting the Agent
   Beyond the Sentence: Keeping the Focus

**WRITING:** Write an Email Informing Your Professor About Your Lab Project for a Science Course ............. 208
The Expression of Emotions

Joy and sadness are found in diverse cultures around the world, but how can we tell when other people are happy or despondent? It turns out that the expression of many emotions may be universal (Rinn 1991). Smiling is apparently a universal sign of friendliness and approval. Baring the teeth was noted by Charles Darwin (1872) as a possible universal sign of anger. Darwin believed that the universal recognition of facial expressions would have survival value. For example, facial expressions could signal the approach of enemies (or friends) in the absence of language.

Most investigators (e.g., Brown 1991, Buss 1992, etc.) agree that certain facial expressions suggest the same emotions in all people. Moreover, people in diverse cultures recognize the emotions that are signaled by the facial expressions. In classic research, Paul Ekman (1980) took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, sadness, and surprise. He then asked people around the world to indicate what emotions were being shown in the photos. Ekman’s results suggested that the expression of several basic emotions such as happiness, anger, surprise, and fear is universally recognized. The subjects of the study ranged from European college students to members of the Fore, a New Guinea highlands tribe that had had almost no contact with Western culture. It was found that all groups, including the Fore, agreed on the emotions the pictures expressed.

Ekman and his colleagues obtained similar results in a study of ten different cultures. In this study, the
participants were permitted to report whether they thought that more than one emotion was shown by a facial expression. The participants generally agreed on which two emotions were being expressed and which emotion was the most intense.

Emotions are also being studied from other perspectives. For example, although it is generally recognized that facial expressions reflect emotional states, it is not unreasonable to ask whether feelings must always come before facial expressions. Are positive feelings ever produced by smiling? Is anger ever produced by frowning?

Psychological research has shown in experiments that when participants are induced to smile first, they rate cartoons as funnier. When they are induced to frown first, they rate cartoons as more aggressive. Psychologists have a number of complicated explanations for these results, but not surprisingly, they have also concluded that none of the theories of emotion apply to all people in all situations. Our emotions are not quite as easily understood as some theories have suggested.

Adapted from Essentials of Psychology

**baring the teeth:** showing the teeth by moving one's lips

**despondent:** sad and without hope

**diverse:** different from each other

**induce:** to make someone do something

**perspective:** view; a way of judging something

---

**A3 After You Read**

Choose the answer that best completes each sentence.

1. The expression of many of our emotions appears to be ____.
   a. universal
   b. limited by culture

2. Psychologists would be surprised to find a culture with people who ____.
   a. never smile
   b. frown

3. Darwin was interested in emotions and their relationship to ____.
   a. love
   b. survival

4. Ekman showed ____ to people around the world.
   a. photos
   b. reports

5. The reactions of the Fore are important because ____.
   a. they show Western influence
   b. they suggest similarity across cultures

6. Other research has shown that ____ may produce ____.
   a. facial expressions; emotions
   b. emotions; facial expressions
The Present and Past Passive

Think Critically About Form

A. Look back at the excerpt on page 192 and complete the tasks below.

1. **CATEGORIZE** An example of the simple present passive is underlined. Find three more examples. Sort them into singular and plural.
2. **CATEGORIZE** An example of the simple past passive is circled. Find three more examples. Sort them into singular and plural.
3. **APPLY** Look at the examples of the present continuous and past continuous passives below. Find one example of each of these forms in the text.
   a. A great deal of research **is being done**.
   b. A great deal of research **was being done**.

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

The Present Passive

<table>
<thead>
<tr>
<th>SIMPLE PRESENT PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM / IS / ARE + PAST PARTICIPLE (+ BY + NOUN)</td>
</tr>
</tbody>
</table>

The directions **are explained** (by the teacher).
The answer **isn’t explained**.
Is the study **published** yet?
   Yes, it **is**. / No, it **isn’t**.
When **are** the results **announced**?

The Past Passive

<table>
<thead>
<tr>
<th>SIMPLE PAST PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAS / WERE + PAST PARTICIPLE (+ BY + NOUN)</td>
</tr>
</tbody>
</table>

The directions **were explained** (by the teacher).
The answer **wasn’t explained**.
Was the study **published**?
   Yes, it **was**. / No, it **wasn’t**.
Where **were** the results **announced**?
The Present Passive

<table>
<thead>
<tr>
<th>PRESENT CONTINUOUS PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM / IS / ARE + BEING + PAST PARTICIPLE (+ BY + NOUN)</td>
</tr>
</tbody>
</table>

The directions are being explained (by the teacher).
The answer isn't being explained.
Is the study being published?
Yes, it is. / No, it isn't.
How are the results being announced?

The Past Passive

<table>
<thead>
<tr>
<th>PAST CONTINUOUS PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAS / WERE + BEING + PAST PARTICIPLE (+ BY + NOUN)</td>
</tr>
</tbody>
</table>

The directions were being explained (by the teacher).
The answer wasn't being explained.
Was the study being published?
Yes, it was. / No, it wasn't.
Why were the results being announced?

- Only transitive verbs can be in the passive. A transitive verb is a verb that is followed by an object. For example: give an exam, throw a baseball, cook a meal.
- By + a noun phrase is optional at the end of passive sentences.
  The directions were explained (by the teacher).
  The study is being published (by Psychology Today).
- See Appendices 4 and 5 for spelling and pronunciation rules for verbs ending in -ed.
- See Appendix 6 for irregular verbs and their past participles.

B1 Listening for Form

Listen to this information about facial expressions and write the passive forms you hear.

1. Last year some research ___________ was being done ______ on smiling across cultures.
2. I _________________ to join the study after it began.
3. A number of questions _________________ at the same time.
4. For example, ______ the general meaning of a smile always ________________?
5. Why ______ the mouth _________________ in some cultures?
6. Is it true that smiles _________________ for friends and family in some cultures?
7. The results of this research _________________ at a psychology conference.
8. The results ______ also _________________ in a popular psychology magazine.
B2 Asking and Answering Questions with Simple Present Passives

Work with a partner. Complete this conversation with the words in parentheses and the simple present passive. Then practice the conversation.

A: When ____________________________ (the trash/collect) in your neighborhood?
B: It ____________________________ (pick up) on Mondays, but we don’t have much trash anymore. Almost everything we use ____________________________ (recycle).
A: And ____________________________ (the recycled items/collect) too?
B: Some of them ____________________________ (collect). Newspapers, glass, and cans ____________________________ (take away) by a private recycling company.
A: And then what ____________________________ (do) with all of that stuff?
B: It ____________________________ (sell) to other companies for further recycling.

B3 Working on Simple Past Passives

Work with a partner. Complete this paragraph about how glass was made in the picture. Use the words in parentheses and the simple past passive.

When the glass ____________________________ (make), certain materials ____________________________ (melt) together and then they ____________________________ (cool). The materials ____________________________ (heat) in large furnaces that ____________________________ (build) of ceramic blocks. When the bubbles ____________________________ (remove) from the hot mixture, the hot liquid ____________________________ (pour) into molds, and it ____________________________ (form) into different shapes.
B4 Working on Present and Past Continuous Passives

A. Complete this paragraph with the words in parentheses and the present continuous passive.

The building where I work \textit{is being renovated} \textbf{1} right now, and a number of changes \textbf{2} \textit{make} (make). For example, all of the offices \textbf{3} \textit{paint} (paint), and the carpeting \textbf{4} \textit{replace} (replace). New shelves \textbf{5} \textit{build} (build), and the computer system \textbf{6} \textit{upgrade} (upgrade). Finally, a new kitchen \textbf{7} \textit{add} (add) for the staff. A refrigerator, microwave, and sink \textbf{8} \textit{install} (install) in the new kitchen.

B. Now rewrite the paragraph in the past continuous passive.

\textit{The building where I work was being renovated last month, and a number of changes...}

B5 Working on Passive Questions

A. Imagine you are interviewing the director of the computer lab at your school about changes that are taking place. For items 1–4 write information questions with the present continuous passive. For items 5–8 write Yes/No questions with the present continuous passive.

\begin{enumerate}
\item what kind of computers \textbf{buy} (buy)
\hfill What kind of computers are being bought?
\item how many computers \textbf{not replace} (not replace)
\item which software program \textbf{install} (install)
\item how much money \textbf{spend} (spend)
\item more employees \textbf{hire} (hire)
\hfill 5. more employees \textbf{hire} (hire)
\item new furniture \textbf{purchase} (purchase)
\item the old equipment \textbf{throw away} (throw away)
\item the hours of operation \textbf{expand} (expand)
\end{enumerate}

B. Change questions 1–4 to the past continuous passive.

\textit{What kind of computers were being bought?}

C. Change questions 5–8 to the simple past passive. End each question with last semester.

\textit{Were more employees hired last semester?}
Changing Focus from Active to Passive

Think Critically About Meaning and Use

A. Read the sentences and answer the questions below.
   1a. High winds damaged the bridge.
   1b. The bridge was damaged by high winds.
   2a. The state inspects the bridge once a year.
   2b. The bridge is inspected by the state once a year.

1. **EVALUATE** Do the sentences in each pair have about the same meaning or different meanings?
2. **ANALYZE** Which sentences focus more on a noun that is performing an action or causing something to happen?
3. **ANALYZE** Which sentences focus more on a noun that receives an action?

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

**Meaning and Use Notes**

**Contrasting Active and Passive Sentences**

> **1A** The passive form changes the usual order of the subject and object of an active sentence. The object of an active sentence becomes the subject of a passive sentence.

**Active Sentence:** Jonah sent the letter.

**Passive Sentence:** The letter was sent by Jonah.

> **1B** In active sentences, the agent (the noun that is performing the action) is in subject position. In passive sentences, the receiver (the noun that receives or is the result of an action) is in the subject position. Passive sentences often do not mention the agent.

**Active Sentence:**
- **Agent:** Jonah
- **Receiver:** sent the letter.

**Passive Sentence:**
- **Agent:** sent by Jonah.
- **Receiver:** The letter was sent.
Choosing Active or Passive Sentences

Choosing the active or the passive form of a sentence does not change the meaning, but it does affect the way you think about the information in the sentence. Use an active sentence to focus on who or what performs the action. Use a passive sentence to focus on the receiver or the result of an action.

Active Sentence
We tried to get help during the storm, but we couldn’t get through on the phone, so we waited until the next morning.
(The focus is on us—the speakers—and what we did during the storm.)

Passive Sentence
The next morning, our roof was damaged and the basement was flooded. Next door, the porch was ruined and several windows were broken.
(The focus is on the results of the storm. The sentences describe the damage caused by the storm.)

C1 Listening for Meaning and Use

Listen to this description of a research study. Check (✓) whether each sentence is active or passive.

<table>
<thead>
<tr>
<th>ACTIVE</th>
<th>PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>
C2 Using Agents and Receivers
Create meaningful active or passive sentences in the simple past. Use the words given. The first words in each item must be the subject of your sentence.

1. the medicine/take/the patient  **The medicine was taken by the patient.**
2. the patient/take/the medicine  **The patient took the medicine.**
3. the window/break/the child  
4. the concert/attend/many people  
5. she/make/the cake  
6. we/cancel/the appointment  
7. the car/repair/two mechanics  

C3 Focusing on Receivers
Work with a partner. Use the words in parentheses and the past continuous passive to tell what was happening. Then add another idea of your own.

1. Your friend's wedding reception started at 2:00 P.M. When you arrived at 2:15,
   a. (the guests/greet)  **the guests were being greeted.**
   b. (the bride and groom/photograph)  
   c. (appetizers/serve)  
   d.  
2. When your dinner guests arrived, you were still getting ready and
   a. (the roast beef/slice)  
   b. (the salad/make)  
   c. (the table/set)  
   d.  
3. When you arrived at the scene of the accident,
   a. (one person/lift into an ambulance)  
   b. (a man/give oxygen)  
   c. (two witnesses/question)  
   d.  

200 | CHAPTER 9 Passive Sentences (Part 1)
**Vocabulary Notes**

**Verbs with No Passive Forms**

**Intransitive Verbs**  Verbs that cannot be followed by objects are called intransitive verbs. They have no passive forms. Here are some common intransitive verbs:

appear  come  die  go  look  rain  stay
arrive  cry  emerge  happen  occur  sleep  walk

See Appendix 7 for a list of more intransitive verbs.

**Transitive Nonpassive Verbs**  Verbs that can be followed by objects are called transitive verbs. Most transitive verbs have passive forms, but some do not. Notice how the passive form of *fit* does not make sense in English.

**Active**  **Passive**
The dress fits Valerie.  \(\times\) Valerie is fit by the dress. (INCORRECT)

Here are some more transitive verbs that have no passive forms:

Ben has a CD player.  Jenny resembles her father.  She became a doctor.
We lack funds.  The test consists of two parts.  The book costs ten dollars.
The dress suits her.  Ten pounds equal 4.5 kilos.  He weighs 150 pounds.

**Verbs That Are Intransitive or Transitive**  Some verbs can be transitive or intransitive. When they are intransitive they do not have passive forms. Here are some examples:

begin  break  close  end  freeze  open  start  stop

---

**C4 Choosing Verbs with Active or Passive Forms**

Change these active sentences to passive sentences if possible. Some of the sentences cannot be changed. Explain why some of the sentences have no passive form.

1. A graduate student is gathering data for a study on emotions.  
   *Data is being gathered by a graduate student for a study on emotions.*

2. A psychologist proposed a new theory about facial expressions.

3. Some interesting results are emerging from cross-cultural data.

4. The research team was considering the new theory.

5. They already have 75 participants for the study.

6. The psychology department is paying each participant.

7. Some new equipment for the project arrived yesterday.

8. The researchers still need more equipment for data analysis.
Reasons for Using the Passive

Think Critically About Meaning and Use

A. Read the sentences and answer the questions below.

A radio broadcast
1a. A former employee robbed the C&R bank at about 8:00 P.M. last night.
1b. The C&R bank was robbed at about 8:00 P.M. last night.

A sign in a doctor's office
2a. Patients are requested to pay before leaving.
2b. Dr. Lewis requests that patients pay before leaving.

1. **ANALYZE** In which sentence is the agent probably unknown?
2. **EVALUATE** In sentences 2a and 2b, which sign is more impersonal and indirect?

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

**Meaning and Use Notes**

**Focus on Results or Processes**

1. Use the passive when the receiver or result of an action is more important than the agent. The passive is often used in descriptions of results or processes involving things rather than people.

Many homes were damaged by the flood. (The result is more important than the agent.)
The mixture is boiled before it is poured into the bowl. (The focus is on the process.)

**Omitting the Agent**

2A. Passive sentences that do not mention the agent are called agentless passives. They are used when the agent is unimportant, unknown, or obvious.

**Unimportant Agent**
Supercomputers were developed to solve complex problems.

**Unknown Agent**
This package was left on my desk.
Do you know who left it?

**Obvious Agent**
The mail is delivered at noon. (It is obvious that a mail carrier delivers the mail.)
The agentless passive is used to avoid very general subjects such as people, someone, we, one, and impersonal you and they. The passive often sounds more indirect or impersonal.

**Agentless Passive**
- ID photos are being taken today.
- Calcium is needed for strong bones.
- Reservations are required.
- Parsley is an herb that is used as a garnish.

**Active**
- They are taking ID photos today.
- People need calcium for strong bones.
- We require reservations.
- Parsley is an herb that one uses as a garnish.

Sometimes the agentless passive is used to avoid taking responsibility for an action or to avoid blaming another person.

**A Boss Speaking to His Employees**
A serious error was made in the payroll.
(The boss deliberately doesn't say who made the error.)

**D1 Listening for Meaning and Use**

Listen to each situation. Check (✔) the sentence that has approximately the same meaning as the passive sentence you hear.

1. a. You can park in front of the building.
   ✔ b. We ask visitors not to park in front of the building.
2. a. They speak French in Quebec.
   b. Nobody speaks French in Quebec.
3. a. We permitted Julie to speak.
   b. They permitted Julie to speak.
4. a. A falling tree injured several people.
   b. Several people injured a tree.
5. a. The author wrote the book in 1966.
6. a. You appreciate our assistance.
   b. We appreciate your assistance.
Describing Results

Work with a partner. Describe the results of the situations below by completing each sentence with the simple past passive. Try to use a different verb in each sentence.

1. An earthquake rocked a small town in southern Chile last night.
   a. No major power lines \textbf{were knocked down}.
   b. One major road ___________________________
   c. Twelve people ___________________________
   d. A person ___________________________
   e. One building ___________________________
   f. Many windows ___________________________

2. A serious flu epidemic spread through the area last month.
   a. One school ___________________________
   b. A basketball tournament ___________________________
   c. Many flu shots ___________________________
   d. Dozens of people ___________________________

3. John was surprised to see that his roommate had cleaned their apartment.
   a. The dishes ___________________________
   b. The carpets ___________________________
   c. The furniture ___________________________
   d. The windows ___________________________
   e. The kitchen floor ___________________________
D3 Omitting Agents

Work with a partner. Change each sentence to the agentless passive. Choose a reason for omitting the agent. Is it (a) unknown, (b) unimportant or obvious, (c) a general subject, or (d) not used to avoid blame?

1. Some painters were painting the office yesterday.
   *The office was being painted yesterday. (b)*

2. The vendors are always reducing the prices at the farmer's market.

3. They're accepting applications for summer employment at the supermarket.

4. When a pipe burst in our house, the water ruined our new carpet.

5. I lost the report sometime during the week.

6. At that moment, somebody was unlocking the door.

7. Attention, please. We are now selling tickets for the 5:00 p.m. show.

8. Authors are writing many books about health and nutrition.

9. Last year, the university required undergraduates to take a minimum of four courses per semester.

10. In Brazil people speak Portuguese and a number of other languages.

D4 Writing Definitions

A. Work with a partner. Use the words in parentheses and your own words to write definitions for these terms. Use the passive in your definition.

1. Caffeine (stimulant/find)  *Caffeine is a stimulant that is found in coffee.*

2. Soccer (sport/play) __________________________

3. The tuxedo (garment/wear) __________________________

4. Farsi (language/speak) __________________________

5. The Great Sphinx of Giza (statue/build) __________________________

6. Rice (food/eat) __________________________

B. Now make a list of six nouns. Exchange papers with your partner and write definitions like those above for any three nouns on the list your partner gives you.
**Beyond the Sentence**

**Keeping the Focus**
You can choose between an active or passive sentence in order to keep the focus on a noun that was mentioned in a previous sentence. To keep the focus, make the noun the subject of the next sentence. Sometimes you will need an active sentence to do this; sometimes you will need a passive sentence. It is easier to follow ideas from sentence to sentence when the focus is understood.

**Active Sentence Followed by Passive Sentence**
Yesterday, the old man lost his wallet. Fortunately, it was found by a police officer a few hours later.

**Active Sentence Followed by Active Sentence**
Yesterday, the old man lost his wallet. Fortunately, it had no money inside.

**D5 Keeping the Focus**

**A.** Choose the active or passive sentence that best completes each item. Your answer will depend on the underlined focus.

1. Charlotte opened the door to her house,
   a. and she was greeted by an unknown child.
   b. and an unknown child greeted her.

2. When we lived in that house,
   a. a garden was never planted.
   b. we never planted a garden.

3. Golf is one of the most popular sports in the United States.
   a. It is played by people of all ages.
   b. People of all ages play it.

   a. It was purchased in New Jersey.
   b. He bought it in New Jersey.

   a. After that, many offers were received to write more fiction.
   b. After that, she received many offers to write more fiction.
6. Bhutan and Nepal have many mountains.
   a. In those countries, transportation is difficult.
   b. They make transportation difficult in those countries.

7. The Great Lakes are the largest group of freshwater lakes in the world.
   a. They were formed by glaciers about 250,000 years ago.
   b. Glaciers formed them about 250,000 years ago.

8. As soon as the robber tried to leave the bank,
   a. he was arrested by a detective waiting outside.
   b. a detective waiting outside arrested him.

B. Each of these sentences has an underlined noun indicating the focus. For each noun, write an appropriate active or passive sentence that gives additional information about the focus. Use nouns or pronouns.

1. Sushi is a rice delicacy in Japan. It is often filled or topped with raw fish. Sushi is a rice delicacy in Japan. Another popular delicacy is sashimi.


3. French is a Romance language. French is a Romance language.

4. Music used to be recorded on cassettes. Music used to be recorded on cassettes.

5. Psychologists are interested in facial expressions. Psychologists are interested in facial expressions.

6. Rice is a staple in many countries around the world. Rice is a staple in many countries around the world.

C. Choose one of the sentences from part B and expand it into a short paragraph of four or five sentences. Work on maintaining the focus between sentence pairs. Use active or passive sentences where appropriate.

Sushi is a rice delicacy in Japan. Another popular delicacy is sashimi. While both delicacies are made from very thinly sliced raw fish, sushi is served with...
Think Critically About Meaning and Use

A. Read each sentence and the statements that follow. Choose the statement that best explains the meaning of the sentence.

1. Students are required to take the final exam.
   a. The students require the final exam.
   (b) The professor requires the final exam.

2. Student photos are being taken in the gym.
   a. Students are taking pictures.
   b. Students are being photographed.

3. He has been called a liar by the manager.
   a. The manager has called him a liar.
   b. He has called the mayor a liar.

4. Laser beams are used in surgery.
   a. Laser beams use surgery.
   b. Surgeons use laser beams.

5. He was asked to resign by the board of directors.
   a. He asked the board of directors to resign.
   b. The board of directors asked him to resign.

6. It is believed that she will run for president.
   a. It is certain that she will run for president.
   b. People think that she will run for president.

7. The letter was sent to all patients by the doctor.
   a. The patients sent the letter.
   b. The doctor sent the letter.

8. He is not being hired for the job.
   a. He is not going to get the job.
   b. He is not hiring us for the job.
B. Discuss these questions in small groups.

1. **EVALUATE** Why is it important to include the agent in sentences 3 and 5?

2. **COMPARE AND CONTRAST** Look at sentences 2 and 6. In which is the agent obvious? In which is the agent unimportant?

---

**Edit**

Find the errors in these paragraphs and correct them.

It is **claiming** by psychologists that everyone lies at some time or other. Moreover, many people can lie without showing it in their facial expressions or body language. For this reason, lie detector tests are frequently use in police investigations. The use of such tests to detect lies is many hundreds of years old.

For example, it is believe that in China suspected liars were forced to chew rice powder and then spit it out. If the powder was dry, the suspect is considered guilty. In Spain, another variation for lie detection used. The suspect was being required to swallow a slice of bread and cheese. It was believed that if the bread stuck inside the suspect's mouth, then he or she was lying. Psychologists report that these strange methods actually show a basic principle that is know about lying: Anxiety that is related to lying is linked to lack of saliva, or dry mouth.

Modern lie detectors, which are calling polygraphs, are used to indicate changes in heart rate, blood pressure, breathing rate, and perspiration while a person is be examined. Questions about the validity of the polygraph, however, are frequently raising. Consequently, results from polygraphs are often thrown out in legal cases.
Write

Imagine you and two of your classmates are doing a lab project for a science course. Write an email informing your professor of your progress. Use present and past passives.

1. **Brainstorm** Decide on the project you will describe. Make a list of what you have already done and what you are currently working on. Use these categories to help you organize your ideas into paragraphs:
   - **Opening**: Say why you’re writing (e.g., to update your professor on your progress).
   - **Stage 1**: What things were done? What problems were encountered? What solutions were found?
   - **Stage 2**: What things are being done now? How are problems being dealt with?
   - **Closing**: Assure the instructor that everything is going. If desired, suggest a meeting to discuss your progress.

2. **Write a First Draft** Before you write your first draft, read the checklist below and look at the sentences you wrote for D2 and D3 on pages 204–205. Write your draft using present and past passives.

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 active sentences to focus on who or what is performing an action?</td>
<td></td>
</tr>
<tr>
<td>use passive sentences to talk about a process or to focus on the receiver or result?</td>
<td></td>
</tr>
<tr>
<td>omit the agent in passive sentences when it is unimportant, unknown, or obvious or when I want to avoid blame?</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.

```
From: Helga Schmidt
To: Mr. Tanaka
Subject: Lab Project

I’m happy to report that my team and I are making good progress on our lab project. Last week all major work on the research phase was completed, and this week our lab results are being written up. Here is a quick update of the first two stages...
```