

Worksheet 1

Simple passive

- 1. Look at a student's answer to the following question in the Conversation task. Do you think they have answered the question well? Why/why not?**

Question

Do you think the government is doing enough to protect the environment in your country?

"Well, they do encourage people to recycle but I think more could be done to make sure that people actually do it. If you don't recycle, you are not fined for it, in fact I don't think they would even notice! It's only the people who really care about the environment who bother. I think more recycling bins should be provided in public spaces, and they should be clearly labelled so that people know what can be recycled and what can't."

- 2. The student uses the passive voice several times in their answer, which is important language of the grade. Which of the following sentences do you think contain the passive voice?**

- a) They do encourage people to recycle
- b) I think more could be done
- c) I don't think they would even notice

- 3. In sentence b) the speaker does not include the subject (e.g. who could do more). Why not?**

- a) Because it is obvious who the subject is.
- b) Because they don't know who the subject is.
- c) Because the subject is unimportant or they are talking about people in general.

- 4. Read the rules below and circle the correct option to complete them**

Object/subject + be + Past simple/past participle

- 5. Underline other examples of the passive voice in the answer - there are 4 more. Look back at exercise 3. Why didn't the speaker include the subject in these examples?**

Worksheet 1

6. When we use passive voice, we change the form of be according to what tense we want to use. Complete the following table with the correct passive form of be.

Tense	Passive Voice
Present simple	Is/are + past participle
Present continuous	_____ / are _____ + past participle
Past simple	_____ / _____ + past participle
Past continuous	Was/ _____ + past participle
Will	Will _____ + past participle
Present perfect	Have/ _____ + past participle
Could/can/might/should	Modal _____ + past participle

7. Rewrite the following sentences, changing them into the passive voice

- Cars cause most of the pollution in my town.
- The police should fine people who drop litter.
- People should separate their waste into recyclable & non-recyclable rubbish.
- People use their air conditioning too much in the summer.
- The government are not doing much about the environment in my country.

8. Look at the following question from the Conversation task. Plan your answer. Try to include examples of the passive voice.

Question

Who do you think is more responsible for protecting the environment - the government or the general public?

9. With a partner, think of a few more speaking questions about national environment concerns that might be asked in the Conversation task. Work with another pair. Practise asking and answering the questions. Try to use the passive voice in your answers.

Worksheet 1

Answers:

1. Yes it's a good answer – lots of ideas and they have used complex grammar
2. B
3. A – It is clear they are talking about the government
4. Object + be + past participle
5. You are not fined for it
More recycling bins should be provided
they should be clearly labelled
people know what can be recycled and what can't

6.

Tense	Passive Voice
Present simple	Is/are + past participle
Present continuous	Is / are being + past participle
Past simple	Was /Were+ past participle
Past continuous	Was/ were being + past participle
Will	Will be + past participle
Present perfect	Have/has been + past participle
Could/can/might/should	Modal be + past participle

7.

- a. most of the pollution in my town is caused by cars
- b. people who drop litter should be fined (by the police)
- c. waste should be separated into recyclable & non-recyclable rubbish.
- d. air conditioning is used too much in the summer not much is being done by the government about the environment in my country

Worksheet 2

Summarising and paraphrasing

1. Match the correct endings to make a definition of the 2 words

A) To paraphrase means...

B) To summarise means...

1. ...to express someone else's ideas in your own language.
2. ...to express only the most essential points of someone else's work.

2. Why is it important to paraphrase & summarise in Task 3 - Reading into writing?

3. Look at the following extracts from reading texts. Match them to paraphrased sentences which have the same meaning

1. It uses a visualised image to link a word in one language with a word in another.
 2. We remember 25% of what we see or hear.
 3. Researchers played notes, then released certain scents to sleeping participants.
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- a. A quarter of everything which is seen or heard can be remembered.
 - b. Words from different languages can be connected by creating a picture in the mind.
 - c. Smells were released after musical notes were played to participants who were asleep.

Worksheet 2

4. Paraphrasing can be done in different ways. Find examples of the following in sentences a – c

- Using a synonym or a word with a similar meaning
- Using a different grammatical structure (e.g. passive voice, relative clause)
- Changing around the order of the sentence

5. Try to paraphrase the following sentences

- a. When you first meet someone, your sense of sight will capture what they look like.
- b. Your sense of smell may pick up some perfume.
- c. Perhaps you shake hands, thus bringing in the sense of touch.
- d. Going for a coffee together could even mean that taste is involved.

6. The 4 sentences in exercise 5 could be summarised as they all discuss the same idea. Look at the following examples and choose the best summary. Why is it the best one?

- All of our senses are involved when we meet someone for the first time, even taste sometimes.
- We use taste, touch, sight, smell and hearing when we meet someone.
- When meeting someone at first, we use sight to see them, then smell if they wear perfume. Hands are used to shake and sometimes taste if a coffee is drunk.

Worksheet 2

7. Decide if the following statements about writing good summaries are true or false.

- a)** A summary should be short.
- b)** You should use your own words to express the ideas in the text.
- c)** You need to include all the information in the text.

8. Try to summarise the following text.

The memory pyramid

We remember:

25% of what we see and hear

30% of what we demonstrate to others

35% of what we read

50% of the things we discuss with others

70% of what we learn by physically doing things

90% of what we teach to others

Worksheet 2

Answers:

- 1.** a= 1
b= 2
- 2.** It's a requirement of the task/you need to demonstrate your lexical range/ you have a word limit
- 3.** 1=b
2=a
3=c
- 4/5** teacher can check
- 6.** A because it uses the writer's own words, is not repetitive & is short
- 7.** A= true
B= true
C= false (you select the most important points)
- 8.** Teacher can check.