

UNIT 61

The Passive: Overview

Illustration

Background Notes

Reader's Digest was founded in 1922, as the ad says, by Lila and DeWitt Wallace. Today it is published in 48 editions and 19 languages. Every month, it is read by almost 100 million people around the world. The magazine contains inspirational stories and articles about health, money, family, home, and famous people. Students can visit their website at <http://www.rd.com>

Pre-reading Questions

Have students look at the illustration. Ask these questions:

What is this? (*An ad / An ad for Reader's Digest.*)

Who is in the photo? (*A mother and her daughter / A woman and little girl.*)

What are they doing? (*Reading.*)

What do you think they are reading? (*Reader's Digest.*)

Where do you think they are? (*In a European city / Budapest.*)

Ask the students if they have ever read *Reader's Digest*.

Have students read the ad and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the ad. Ask:

What form are these words in? (*The passive.*)

Who founded *Reader's Digest*? Does the ad have that information? (*No.*)

Who reads *Reader's Digest*? Does the ad have that information?

(*Yes. People in every country in the world.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students discuss their textbook. Ask them to work in pairs to examine the book and find out:

- Who published the book and when?
- Who wrote the book?
- Who designed the cover?
- How many people illustrated it?
- How many people reviewed it?
- Who took the photograph on the cover?

They should use the passive in their answers.

(They will find all the answers in the pages before Unit 1.)

Have the pairs share their answers with the rest of the class.

EXAMPLE:

A: Who published the book?

B: It was published by Addison Wesley Longman.
etc.

Optional Writing Activity

Ask students to write a short essay about a country that they know well. Alternatively, they can research a country in an almanac, encyclopedia, or online. Some topics to consider:

- location (including bordering countries)
- crops grown
- animals raised
- natural resources found
- products manufactured
- languages spoken

EXAMPLE:

Bolivia is located in the western central part of South America. It is bordered by Peru and Chile on the west, Paraguay on the south, and Brazil on the east and north. The grain quinoa is grown in the mountains . . .



The Passive with Modals

Illustration

Background Notes

The photograph shows *Unity*, part of the *International Space Station*, a major international project that was launched in 1998. More than 15 countries, including Belgium, Brazil, Canada, Denmark, France, Germany, Italy, Japan, the Netherlands, Norway, Russia, Spain, Sweden, Switzerland, the United Kingdom, and the United States, are participating in the project. When complete, the station will have about eight different *modules*. Each module will be launched separately from Earth and then connected in space. The first module, *Zarya* (meaning *Sunrise*) was built by Russia and launched in November 1998. Six months later, *Unity*, built by the United States, was launched. Among the purposes of the Space Station is to study the Earth and the Earth's atmosphere, and to observe the sun and other space objects. Astronauts will also measure what effects being in space have on humans. The astronauts will live on the station, which will orbit the Earth. Supplies will be brought to them by *shuttles* launched from Earth.

Pre-reading Questions

Have students look at the photograph. Ask these questions:

- What is this a photograph of? (*Part of a space station / A satellite.*)
- Are there people in the Space Station? (*Yes.*)
- What are two of them doing? (*Talking.*)
- What is one of them doing? (*Sleeping / Snoring—as indicated by the Zs.*)

Have students read the speech bubbles and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the speech bubbles. Ask:

- Which sentence talks about present ability? (*He can be heard back on Earth!*)
- Which sentence talks about necessity? (*Bill, something has to be done about Ed.*)
- What is the active form of **Something has to be done**? (*Somebody has to do something.*)
- Does Carla say who has to do something? (*No.*)
- What is the active form of **He can be heard**? (*Somebody / People can hear him.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Background Note for Exercise 4

The journal notes refer to *Star Trek*, a very popular American science-fiction TV series featuring the multicultural starship *Enterprise* as it travels through the galaxy. The original series ran from 1966 to 1969, but there have been *Star Trek* TV sequels and movies. Today it can be watched all over the world.

Optional Communication Activity

Have students work in small groups. Tell them to imagine that they will be participating in a space mission. In preparation, they have to spend a week together in a one-room apartment. They will not be able to leave the apartment for the entire time. Ask them to make a list of rules for themselves, using the passive with modals. When they are done, they should compare their list with that of another group. Put this list of Issues to Consider on the board:

SOME ISSUES TO CONSIDER

- food
- clothes
- room temperature
- noise
- neatness
- cleanliness
- privacy
- language
- entertainment

EXAMPLES:

- Dinner will be served at 6:00 p.m.
- The dishes must be washed immediately after each meal.
- etc.

Optional Writing Activity

Ask students to write a paragraph about space exploration. Do they think it is worth all the money? Should money be spent on other things instead? Why or why not?

EXAMPLE:

I don't think so much money should be spent on space projects. Money could be spent here on Earth to...

UNIT 63

The Passive Causative

Illustration

Culture Notes

People in all cultures decorate their bodies in different ways. In the past decade, **body piercing** and **tattooing** (as seen in the cartoon) have become more common among young people in the United States and other countries. Pierced ears have been very popular for a long time, especially for women who usually have them done in their teens. Lately, however, many young women and men are getting several holes pierced in each ear. Getting the nose, lip, tongue, or other parts of the body pierced for jewelry is also more common. Tattoos, which were created thousands of years ago, have again become popular. In the past, most tattoos could be found on men's arms or chests, but today more and more people of both genders are having them done on various body parts.

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Look at the two pictures of Emily. How does she look different in the second picture? (*In the first picture, she has blonde hair. In the second picture, her hair is dark. In the first picture, she is wearing a headband in her hair. In the second picture, she isn't wearing a headband. In the first picture, she isn't wearing earrings. In the second picture, she is wearing three earrings and a nose ring. In the first picture, she doesn't have a tattoo. In the second picture, she has a tattoo of a flower on her forehead.*)

What is the same about Emily? (*The length of her hair. The top she is wearing.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the speech bubble. Ask:

What would Emily's friend ask her if he thought she cut her hair herself?
(*Did you cut your hair?*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Optional Communication Activity

Have a class discussion about other forms of body art. What can people have done to change their appearance? Have the students try to come up with as many ideas as possible.

Things to consider: hair, nails, teeth, nose, eyes

EXAMPLES:

A: Many people have their hair colored.

B: You can also get your hair permed or straightened.
etc.

Optional Writing Activity

Ask students to write a short letter to someone they know. They should write about their activities, including things they have recently done or have had done. They should also talk about things they are going to do or are going to have done.

EXAMPLE:

Dear Olga,
Sorry I haven't written sooner, but I've been so busy! I found a new apartment, but there were so many things I had to have done to it before I could move in . . .