

## GRAMMAR



This section covers the passive.

Remind students to prepare for this lesson in advance by watching the Grammar video at home using *Outlook 1 Interactive Student (IS)*. If you are using *Outlook 1 Interactive Classroom (IC)*, you may wish to show students the Grammar video at the start of the lesson.

### THE PASSIVE

Tell students to read the article and ask them if it is clear who does the action in each sentence. Ask them to explain their answer.

#### ANSWERS

- 1 not clear                      3 not clear  
2 Nature for Youth          4 not clear

In sentences 1, 3 and 4 it is not clear who does the action because the agent is not mentioned. In sentence 2, the agent (Nature for Youth) is mentioned.

For more information on the passive, refer students to the Grammar Basics: Rules and Practice, Student's Book page 129.

For additional information, refer students to pages 116-117 of the Grammar Appendix in the Workbook.

- 1** Tell students to complete the sentences with the correct passive form of the verbs in brackets. Check students' understanding of *weather forecast* (sentence 1) and *trail and park rangers* (sentence 3).

#### ANSWERS

- 1 is relied on                      4 will be evacuated  
2 was cut down                    5 are being made  
3 hasn't been marked

- 2** Tell students to read the text and complete the gaps with the correct passive form of the verbs in brackets. Check students' understanding of the verb *claimed*. Then, tell students to listen (Class 2, Track 27) and check their answers.

#### ANSWERS

- 1 are being cancelled          4 had been sent  
2 has been changed /          5 are faced  
  was changed                    6 can be affected  
3 was ordered

- 3** Tell students to write questions in the passive using the words provided. Then, tell them to answer the questions using the information provided in the text in Exercise 2.

#### ANSWERS

- 1 Why are plans being cancelled at this moment?  
  because of the weather  
2 What was the Spanish Armada ordered to do  
  in 1588?  
  to invade England  
3 Why had the wind been sent, according to Queen  
  Elizabeth I?  
  to protect England  
4 How was the French Revolution triggered?  
  by hunger / lack of food

- 4** Tell students to complete the sentences in the passive to form a short text. Remind students not to change the original meaning. Check students' understanding of *dust particles* (sentence 1), *heatwaves*, (sentence 3) and *melting* (sentence 4).

#### ANSWERS

- 1 was changed by dust particles from a volcanic  
  eruption  
2 couldn't be grown in the Northern Hemisphere  
  because of cold weather  
3 were caused by heatwaves in the Southern  
  Hemisphere at the same time  
4 is being blamed (by experts) for the melting of the  
  glaciers  
5 will be flooded by the melted water  
6 have already been damaged by floods

#### OPTIONAL ACTIVITY: ERROR CORRECTION

Write the following sentences on the board and tell students to correct the mistakes in the passive tenses:

- Tigers were gave full protection in Russia a long time ago.
- The tiger's habitat has being threatened for decades.
- How can be hurricanes predicted?
- The melting of the glaciers is been caused by global warming.
- Hunting is going to prohibit by local authorities.

#### ANSWERS

- Tigers were **given** full protection in Russia a long time ago.
- The tiger's habitat has **been** threatened for decades.
- How can hurricanes **be** predicted?
- The melting of the glaciers is **being** caused by global warming.
- Hunting is going to **be prohibited** by local authorities.

## GRAMMAR IN CONTEXT

5 Tell students to complete the blog entry with the verbs in brackets using the active or passive.

### ANSWERS

- 1 are created
- 2 moved
- 3 had covered
- 4 was ... destroyed
- 5 had to be rebuilt
- 6 is being / is going to be / will be delivered
- 7 will be evacuated
- 8 doesn't happen



## YOUR OUTLOOK CRITICAL THINKING

Ask students why they think that people remain living in areas at high risk of hurricanes, tornadoes and other natural disasters. Also ask students if they would move to one of these areas if they were offered a job there.

6 Tell students to complete the passages about unusual geographical phenomena, using the active or passive form of the verbs listed. Check students' understanding of *nest*, *stretches* (v), *goddess* (Pele's Hair Lava).

### ANSWERS

- |                                    |                    |
|------------------------------------|--------------------|
| 1 hasn't melted /<br>isn't melting | 4 looks            |
| 2 will ... be frozen               | 5 are caught       |
| 3 are called                       | 6 can ... be found |

### OPTIONAL ACTIVITY: CHECKING COMPREHENSION

For stronger classes, you may want to ask students some questions about the unusual geographical phenomena in Exercise 6, which will help you to check students' understanding.

- 1 Why doesn't snow melt in the Andes?
- 2 Who is Pele in Hawaii?

### ANSWERS

- 1 Because the snow becomes a vapour which is later refrozen into large pieces of ice called *penitentes*.
- 2 She is the goddess of volcanoes.

7 Tell the students to rewrite the sentences in the passive.

### ANSWERS

- 1 Many earthquake victims were saved by the rescue workers.
- 2 You could be killed by the venom of this fish.
- 3 Extreme weather is often caused by global warming.
- 4 This mountain peak has never been reached by hikers.
- 5 A lot of effort is being made (by many people) to save these eagles.
- 6 Millions of dollars will be donated by the public.

## GRAMMAR IN USE

8 Tell students to imagine that the area where they live is going to be affected by a severe snowstorm. Then, tell them to discuss with their partner what can be done to prepare for it and how people will be affected. Remind students to use the passive and the ideas listed. You may want to read through the speech bubbles with the class.

[ ] Workbook: pages 48-49

[ ] Teacher's All-in-One Pack:  
More Practice, page 197  
Extension, page 213

For extra grammar exercises, refer students to:

