

Student's Answer key, Chapter 5, Passive and Active Voice, *Grammar Advantage*

For most exercises, this key does not include even-numbered items.

■ **Exercise 1**

In 1968, in an elementary school in Iowa, a class of third-graders experienced an unusual lesson. The students **were divided** into two groups: blue-eyed students and brown-eyed students. The brown-eyed students **were told** they were the "superior" group. They **were told** that they were smarter, cleaner, and more civilized. They **were given** five extra minutes of recess and **(were) allowed** to take seconds at lunch. The "inferior" group **wasn't allowed** to take seconds at lunch, play with kids in the "superior" group, or use the playground equipment.

The next day, the groups **were reversed**. Now the blue-eyed children were the "superior" group and the brown-eyed children were "inferior."

This unusual lesson **was designed** as a way of teaching the students what it is like to experience discrimination.

■ **Exercise 2** The same information is expressed below in a version with all active sentences (a) and a version with some passive sentences (b). Underline the subject-verb-object sequences in (a) and their passive paraphrases in (b). The first pair is already underlined.

a. In 1968, in a small town in Iowa, Jane Elliott taught an unusual lesson in her third-grade class. She divided the students into two groups: blue-eyed students and brown-eyed students. She told the brown-eyed students they were the "superior" group. She told them they were smarter, cleaner, and more civilized. She gave them five extra minutes of recess and (she) allowed them to take seconds at lunch. She didn't allow the "inferior" group to take seconds at lunch, play with kids in the "superior" group, or use the playground equipment.

The next day, Elliott reversed the groups. Now the blue-eyed children were the "superior" group and the brown-eyed children were "inferior."

Why did Jane Elliott design such an unusual lesson? Her goal was to teach the students what it is like to experience discrimination.

b. In 1968, in a small town in Iowa, an lesson was taught in a third-grade class. The students were divided into two groups: blue-eyed students and brown-eyed students. The brown-eyed students were told they were the "superior" group. They were told that they were smarter, cleaner, and more civilized. They were given five extra minutes of recess and (were) allowed to take seconds at lunch. The "inferior" group wasn't allowed to take seconds at lunch, play with kids in the "superior" group, or use the playground equipment.

The next day, the groups were reversed. Now the blue-eyed children were the "superior" group and the brown-eyed children were "inferior."

Why was such an unusual lesson designed? The goal was to teach the students what it is like to experience discrimination.

■ **Exercise 3** Use the verbs in the correct forms, active or passive. Pay attention to the tenses (for example, *were* instead of *are*) as well. **Only the odd answers appear.**

1. *divide, tell, give* In the blue eyes / brown eyes lesson, the children in an elementary

classroom were divided into two groups according to eye color – blue or brown. The children in the blue-eyed group were told that they were superior. They were given special privileges.

3. *design, want, treat* This unusual lesson was designed by Jane Elliott, the students' teacher. She wanted to teach the children how it feels when you are treated unfairly.

■ **Exercise 4** Choose the right form of the verb, active or passive, in the designated tense. **Only the odd answers appear.**

1. Diet, exercise, and sleep all affect a person's health.
3. Natural disasters like floods and earthquakes affect everyone.
5. Every year, millions of dollars are spent on luxury goods like fine watches and handbags.
7. When was the safety belt that we use in cars invented?
9. Pasteurization makes it safe to drink milk. The process was invented in the 19th century.
11. Before the invention of the printing press, everything was written by hand.
13. Jane Austen wrote *Pride and Prejudice*, one of the most famous English novels.

■ **Exercise 5** Change each active sentence to passive. Change each passive sentence to active. Keep the tenses the same. (For reference, see Appendix A, which includes both examples active and passive in all tenses.) Don't include the agent unless it is expressed by a noun that gives useful information. **Only the odd answers appear.**

- 1 Their home was destroyed by a fire.
- 3 Some trees were planted.
- 5 How is your last name spelled?
- 7 How are their schedules organized?
- 9 A hundred-dollar bill was awarded to the winner. / The winner was awarded a hundred-dollar bill.
- 11 An orientation video is shown to new students.
- 13 We weren't invited to a party.
- 15 I wasn't allowed to cross the border.

- 17 The Yankees defeated the Mets.
 19 American Indians operate many casinos.
 21 Professionals design the most successful Web sites.

■ **Exercise 6** (5.3) Which underlined verbs have an object? Underline the objects.

Art was always important to Sarah Palmer, and so was nature. Wild animals fascinated her. Hats, too: she never went out without a hat. So when Sara died at the age of 101 in 2012, the residents of the small town where she lived honored her in a suitable way. They commissioned a sculpture. The sculptor finished the statue in 2014 and it now stands in the town square. At first glance, it appears to be a woman wearing a dress and a hat. When you look more closely, you see that in fact it is a chimpanzee, and the hat is just like one that Sara often wore. People remember Sarah for her sense of humor, so the statue would no doubt appeal to her. The old men who use the square every day as their own private front yard appreciate it too. As one remarked, "It's the best thing that ever happened to this town!"

■ **Exercise 7** (5.1, 5.2, 5.3) Create a passive paraphrase of each sentence that has a transitive verb and an object. Do not do anything with the other sentences. In the passive sentences, don't include a phrase with *by* unless it gives important information. Do not change the tenses. **Only the odd answers appear.**

- 1 She was fascinated by wild animals.
3. No change is possible (*die* is intransitive).
5. She was honored in a suitable way.
7. The statue was finished in 2013.
9. No change is possible (*stand* is intransitive).
11. No change is possible (*appeal* is intransitive).

■ **Exercise 8** In the sentences below, use the right forms of the verbs that are provided. Don't use any "extra BE" verbs. **Only the odd answers appear.**

1. I suggest we split the cost 50-50. Do you agree?
3. The U.S. congress consists of two bodies: the House of Representatives and the Senate.
5. Winter is coming and the days are becoming shorter.
7. As their habitats shrink, many species of wildlife are disappearing.
10. The poems of Emily Dickinson were not published until after she died.
11. The American Civil War lasted from 1861 to 1865.
13. You should reserve your ticket now. Only five seats remain / are remaining.

15. When the plane landed, I was sleeping. I didn't wake up till the cabin was almost empty.
17. With some diseases, symptoms don't occur until it is too late for effective treatment.

■ **Exercise 9** Rewrite the sentences so that the focus is on the object and the actions, as in the example. Do not include the agent (that is, don't say "by us" or "by someone"). **Only the odd answers appear.**

- 1 All the cars are washed, waxed, and polished.
- 2 New workers have been hired, given uniforms, trained, and put to work.
- 3 My purse was stolen, emptied out on the sidewalk, and thrown in the trash.
- 4 The store was closed, restocked, and reopened in two weeks.
- 5 The clothes were washed, folded, and put on shelves.

■ **Exercise** Create three simple sentences that give more or less the same information, following the examples. **Only the odd answers appear.**

1. The election results are (were) disappointing. The results disappoint(ed) me. I am (was) disappointed (by the results).
3. The future is exciting. The future excites me. I am excited by the future.
5. Software problems are frustrating. Software problems frustrate me. I am frustrated by software problems.
7. My breakfast was satisfying. My breakfast satisfied me. I was satisfied with (by) my breakfast.
9. Some books are boring. Some books bore me. I am bored by some books.

Exercise 12

1. In the passage below, underline the verbs — both active and passive.

Some people drive other people crazy with their phones in public. They speak loudly and don't notice others around them. Moreover, when they talk, sometimes very personal information is revealed. Don't they realize how annoying this is?

All the clauses except one use active voice. Find the one clause with passive voice. How should it be changed?

The one clause with passive voice is “sometimes very personal information is revealed.” It should be active. → sometimes they reveal very personal information.

2. In the passage below, underline the verb phrases — both active and passive.

Unlike English, Arabic is written from right to left. The letters are connected in complicated ways, and usually vowels are not written at all. When vowels are included, people mark them above the line. These features make Arabic difficult for speakers of other languages.

All the clauses except two use passive voice. Find the two clauses with passive voice. One should be changed. Which one, and how can you change it?

The one that should be changed is “people mark them.” There is no point in mentioning people, since the topic of the passage is the language. Passive voice, in this case, is better: *they are marked*.