

B2 ENGLISH

CHAPTER 2 Lesson 1

In this practice you will learn

B2 ENGLISH CHAPTER 2 Lesson 1 <i>Grammar: Linking verbs, passives, questions (Unit 21-24)</i>		<i>Your Score</i>
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Linking verbs: **be, appear, seem; become, get, etc.**

- A** When an adjective or noun phrase is used after a verb to describe the subject or say what or who the subject is, the adjective or noun phrase is a *complement* and the verb is a *linking verb*:

- ☐ Clara **is** a doctor. ☐ She **seemed** unable to concentrate.

Other linking verbs:

'being' linking verbs: e.g. **be, keep, prove, remain, stay**

'becoming' linking verbs:

e.g. **become, come, end up, grow, turn out**

'seeming' linking verbs:

e.g. **appear, look, seem, sound**

Most of these verbs can be followed by either an adjective or noun phrase (e.g. It **sounds** nice / a nice place).

When they are used as linking verbs, **come** and **grow** (e.g. **come to know, grow thoughtful**) can't be followed by a noun phrase.

Keep is only followed by a noun if an adjective follows it (e.g. It **kept him** awake).

- B** After the verbs **appear** (= seems true), **look** (= seem), **prove, seem**, and **turn out** we can often either include or omit **to be**:

- ☐ The room **appears** (to be) *brighter* than when I last saw it.

However, following these verbs **to be** is usually included before the adjectives **alive, alone, asleep**, and **awake**, and before the **-ing** forms of verbs:

- ☐ I didn't go in because **she appeared to be** asleep. (*not ... she appeared asleep.*)

Before a noun we include **to be** when the noun tells us what the subject is, but often leave it out when we give our opinion of the person or thing in the subject. We leave out **to be** in formal English. Compare:

- ☐ He walked into what **seemed to be** a cave. (*not ... what seemed a cave.*) and
☐ She **seems** (to be) a very efficient salesperson.

- C** We use the linking verb **become** to describe a process of change. A number of other linking verbs can be used instead of **become**, including **come, get, go, grow, turn** (into).

We use **get** rather than **become**: in informal speech and writing before **difficult, ill, interested, pregnant, suspicious, unhappy**, and **worried**; in imperatives; and in phrases such as **get changed** (clothes), **get dressed, get married / divorced**:

- ☐ I first **got** suspicious when he looked into all the cars. (*more formally ... became suspicious ...*)
☐ Don't **get** upset about it! ☐ Where did you live before you **got** married?

We prefer **become** to talk about a more abstract or technical process of change:

- ☐ He **became** recognised as an expert.
☐ Their bodies **have become** adapted to high altitudes.

We use **become**, not **get**, if there is a noun phrase after the linking verb:

- ☐ Dr Morales **became** an adviser to the government.

Also with: **apparent, aware, convinced, infected, irrelevant, obvious**

- D** We use **go** or **turn**, not usually **get** or **become**, when we talk about colours changing:

- ☐ The traffic lights **turned / went** green and I pulled away.

We often use **go** to talk about changes, particularly for unwanted situations. For example:

go deaf / blind / bald; go mad / crazy / wild; go bad / off / mouldy / rotten; go bust; go dead; go missing; go wrong.
 But note: **get ill, get old, get tired.**

- ☐ The company **went bust** and had to close.
☐ My computer's **gone wrong** again.
☐ Some people **get ill** very easily.

After the verbs **come, get**, and **grow** (but not after **become**) we can use a **to-infinitive**. **Come** and **grow** are often used to talk about gradual change:

- ☐ I eventually **came / grew** to appreciate his work. (*not ... became to appreciate his work.*)

21.1 Put brackets around **to be** in these sentences if it can be left out. **B**

- 1 The job turned out to be far easier than I'd expected.
- 2 When I looked through the window, Ella appeared to be alone.
- 3 What he called his 'little cottage in the country' proved to be a castle.
- 4 Hassan proved to be an excellent source of information about the town.
- 5 She appeared to be satisfied with the work I'd done.
- 6 I've adjusted the aerial and the television seems to be working okay now.
- 7 When I picked the crab up I thought it was dead, but it turned out to be alive and pinched me.
- 8 With only five minutes of the match left, Spain look to be heading to victory.
- 9 A: We've decided to buy a Ford. B: That seems to be a very good choice.
- 10 He only looked to be about ten years old, but I knew he must be a lot older.

21.2 Complete the sentences with an appropriate form of **become** or **get**. **C**

- 1 Give me a few minutes to changed, and then I'll be ready to go.
- 2 The state of the railways a major political issue during the last election campaign.
- 3 Research has shown that women who pregnant while dieting increase their child's risk of obesity.
- 4 The reasons for my decision will clear at the next meeting.
- 5 Don't annoyed with me, but I've lost the car keys.
- 6 I didn't finish the book. I just couldn't interested in it.
- 7 After the strange events in the house she convinced that it was haunted.
- 8 I had just divorced when I met Marianne.

21.3 Complete each sentence with an appropriate form of one of the verbs in brackets and a word or phrase from the box. **D**

~~berserk~~ blind bust dead to know to like red tired

- 1 I was at a zoo once when an elephant *went berserk* and attacked its keeper. (go / turn)
- 2 A few seconds later the line and Marc put down the handset. (go / turn)
- 3 After the spider bit Rachel her ankle and started to swell up. (go / get)
- 4 He's actually quite friendly when you him. (become / get)
- 5 I'll take over driving when you (get / go)
- 6 We soon each other and have been great friends ever since. (become / come)
- 7 The doctor told me that without immediate treatment I might (go / turn)
- 8 The company when the bank wouldn't lend it any more money. (go / get)

21.4 If necessary, correct the italicised parts of this blog. **A-D**

The morning we were going on holiday everything seemed to (1) *turn wrong*. The taxi was due at 8:00 to take us to the airport. When I looked in on Adam at 7:00 he (2) *seemed awake*, so I went downstairs to make breakfast. When I opened the fridge I found that the milk (3) *had gone off*, so we couldn't have breakfast. Then Adam (4) *seemed taking* a long time to come down, so at 7:30 I went back upstairs and he still (5) *hadn't become dressed*. He said he wasn't feeling well, but I just shouted, 'You can't (6) *get ill* when we're going on holiday!' After that the keys to the luggage (7) *got missing*, but Adam eventually found them in his jacket pocket. By 8:30 the taxi hadn't arrived and I was starting (8) *to become worried*. It was (9) *getting obvious* that we were going to miss our plane if we didn't leave soon. But just then the taxi arrived and we made it to the airport with minutes to spare. Surprisingly, after such a bad start, it (10) *turned out to be* an excellent holiday.

Forming passive sentences 1

A

Verbs such as **give** take both a direct object (DO) and an indirect object (IO) in two patterns: **V + IO + DO** or **V + DO + preposition + IO**. These verbs have two corresponding passives:

Reminder → Section D & Appendix 2

active V + IO + DO V + DO + prep + IO	passive
Alice gave us that vase. ✓	We were given that vase (by Alice). ✓
Alice gave that vase to us. ✓	That vase was given (to) us (by Alice). ✓

Also: **award, hand, lend, offer, send, throw** (= 'giving' verbs); **ask, read, teach** (= 'telling' verbs)

The passive form you choose depends on which is more appropriate in a particular context. If we specify an agent (see [Appendix 2](#)), this follows **by** at the end of the clause. Note that in informal contexts 'to' can be left out in the second passive pattern.

Verbs that can't be followed by **IO + DO** in the active have only one of these passive forms:

active V + DO + prep + IO	passive
He explained me the problem. ✗ He explained the problem to me. ✓	†was explained the problem. ✗ The problem was explained to me. ✓

Also: **announce, demonstrate, describe, introduce, mention, propose, report, suggest** (= 'reporting' verbs)

B

Verbs followed by **object + complement** in the active have one passive form:

active V + object + complement	passive
They elected her president.	She was elected president.

Also: **appoint, declare, make, nominate, vote** (to do with giving a particular position); **call, name, title** (= 'naming' verbs)

C

Some verbs that are followed by **object + bare infinitive** (= an infinitive without 'to') in the active are followed by a **to-infinitive** in the passive:

active V + object + bare infinitive	passive
They have made him return the money.	He has been made to return the money.

Also: **feel, hear, help** (also + object + **to-infinitive**), **observe, see** (see also [Unit 23A](#))

D

Transitive two- and three-word verbs (see also [Unit 94](#))

Some have passive forms:

active	passive
Ella looked after him.	He was looked after (by Ella).

Also: **carry out** (= put into practice), **disapprove of, hold over** (= delay), **talk down to** (= patronise)

Some are not used in the passive:

active	no passive
We came up against a problem.	A problem was come up against. ✗

Also: **brush up on** (= revise), **cast (your mind) back** (= try to remember), **get (something) down** (= write), **take after** (= resemble)

Some can be only used in the passive with certain senses:

active	passive
They put out the fire. I put out a hand to steady myself.	The fire was put out. A hand was put out to steady myself. ✗

Also: (passive possible meaning / no passive meaning): **call (someone) up** (order to join the army / telephone); **call (someone) back** (ask to return / telephone); **let in** (allow into a place / allow rain, etc. in); **let out** (allow to leave / let out a sound)

22.1 Rewrite the sentences using one or, if possible, two passive forms. Look carefully at the tense. **A**

- 1 Someone handed me a note. *I was handed a note. / A note was handed to me.*
- 2 Someone offered her a second-hand bicycle.
- 3 Someone has proposed improvements to the developers.
- 4 Someone suggested some interesting changes to me.
- 5 Someone awarded him a prize.
- 6 Someone will announce the President's arrival to the waiting journalists.
- 7 Someone had mentioned the password to the thieves.
- 8 Someone has lent me some skis.
- 9 Someone is sending me a lot of spam emails.
- 10 Someone is going to explain the changes to the students.

22.2 Complete each first sentence with a suitable form of a verb from the box. Then complete the second sentence using the same verb and the passive. **A, B & C**

appoint declare demonstrate ~~help~~ introduce see

- 1 People *helped* Rob to his feet after the accident.
Rob was helped to his feet after the accident.
- 2 Tony me to Mrs Rossi at his birthday party. *I*
- 3 Has anyone Chris this morning? *Has Chris*
- 4 They Sven Larsen Regional Sales Director for Scandinavia.
Sven Larsen
- 5 I am certain that Sarah her suitability as company director to those who still have any doubt. *I am certain that Sarah's suitability as company director*
- 6 They Alan Watson winner of the election after a recount.
Alan Watson

22.3 If possible, rewrite each sentence using a passive form of the italicised two- or three-word verb. If not, write 'No passive'. **D**

- 1 Children often *look up to* strict teachers.
Strict teachers are often looked up to by children.
- 2 The company *phased out* the product over a period of three years.
.....
- 3 The students *got* the information *down* as fast as they could.
.....
- 4 The decision has *deprived* many people *of* the right to vote.
.....
- 5 People often *brush up on* a foreign language just before a holiday.
.....
- 6 Ben *called* Mrs Patel *back* as soon as he got home.
.....
- 7 The chairperson *held over* the last two items until the next committee meeting.
.....
- 8 The farmer *prevented* walkers *from* crossing the field after he *fenced* it *off*.
.....

Forming passive sentences 2: verb + **-ing** or **to-infinitive****A** Active patterns with verb + **-ing**

Verbs followed by **object + -ing** in the active are made passive with '**be**' + **past participle + -ing**:

- ☐ They **saw** *the monkey* **climbing** over the fence. (= active)
- ☐ *The monkey* **was seen climbing** over the fence. (= passive)

Also: bring, catch, hear, find, keep, notice, observe, send, show

B Some verbs that can be followed by an **-ing** form can be used with a passive form **being + past participle**:

- ☐ I really **love being given** presents.
- ☐ The children **enjoyed being taken** to the zoo.

Also: avoid, deny, describe, dislike, face, hate, (not) imagine, like, remember, report, resent

C Verbs which in the active are followed by an object consisting of a noun phrase and **-ing clause** usually have no passive:

- ☐ I dread **him (or his) finding out**.
(*but not* He is dreaded finding out)

Also: anticipate, appreciate, dislike, forget, hate, imagine, like, (not) mind, recall, remember

D Active patterns with verb + **to-infinitive**

The active pattern **verb + object + to-infinitive** is made passive with '**be**' + **past participle + to-infinitive**. Compare:

- ☐ Mr Wang **has taught** *Peter* **to sing** for years. *and*
- ☐ *Peter* **has been taught to sing** (by Mr Wang) for years.

Also: advise, allow, ask, believe, consider, expect, feel, instruct, mean, order, require, tell, understand

Note that in some contexts it is possible to make both verbs passive:

- ☐ Changes to the taxation system **are expected to be proposed**. (*compare the active* We **expect** the government **to propose** changes to the taxation system.)

Some verbs followed by an **object + to-infinitive** in the active have no passive:

- ☐ Susan **liked Karl to be** there. (*but not* Karl was liked to be there.)

Also: (can't) bear, hate, love, need, prefer, want, wish (= 'liking' and 'wanting' verbs)

E The active pattern **verb + to-infinitive + object** is made passive with **verb + to be + past participle**. Compare:

- ☐ Supermarkets **started to sell** *fresh pasta* only in the 1990s. *and*
- ☐ *Fresh pasta* **started to be sold** by supermarkets only in the 1990s.

Also: (i) appear, begin, come, continue, seem, tend;
(ii) agree, aim, arrange, attempt, hope, refuse, want

The verbs in group (i) (and **start**) have corresponding meanings in active and passive sentences, but the verbs in group (ii) do not. Compare:

- ☐ People have come to see organic food as something only the wealthy eat. (active) *corresponds to*
- ☐ Organic food has come to be seen as something only the wealthy eat. (passive)
- ☐ Petra wanted to help me. (active) *does not correspond to*
- ☐ I wanted to be helped by Petra. (passive)

23.1 Complete each sentence using one pair of verbs from the box. Use either **was / were + past participle + -ing** or **past simple + being + past participle**. **A & B**

avoid – take deny – involve face – expel find – wander keep – wait
leave – hold observe – hide remember – bite resent – give send – tumble

- Inger was kept waiting for over three hours when she went for her dental appointment.
- When the police first questioned him, Wayne in the robbery.
- I the baby while Karen went to answer the door.
- When I woke up in hospital, I by the snake but nothing after that.
- They prisoner by pretending to be dead.
- The man a suspicious package under a seat in the train.
- When the bike hit her, Ana to the ground.
- Two teenagers yesterday from school after they were found with over a hundred stolen mobile phones.
- The man was taken to hospital when he lost and alone in the forest.
- Tarik had worked in the company for 30 years and he rather orders by people who had been there only weeks.

23.2 Rewrite the sentences using one pair of words from the box. Use passive forms with **past participle + -ing**, **past participle + to-infinitive**, or **past simple + being + past participle**. **A–D**

~~ask – show~~ catch – shoplifting expect – attract hear – argue
~~hate – tease~~ mind – criticise observe – enter require – complete

- They wanted us to show our passports at the border.
We were asked to show our passports at the border.
- They could hear Emil and Laura shouting at each other next door.
Emil and Laura
- The other children made Ollie unhappy when they teased him.
Ollie
- They saw the burglar getting into the museum through a window.
The burglar
- They think that over 20,000 people will go to the pop concert.
The pop concert
- They criticised her but she wasn't unhappy about it.
She
- They said I had to fill in two copies of the customs declaration.
I
- They caught Mrs Dee taking things from the shop.
Mrs Dee

23.3 Make passive sentences beginning with the italicised word(s). **E**

- Kay's questions began to irritate *Marco*.
Marco began to be irritated by Kay's questions. (corresponding meaning)
- The team captain hopes to select *Omar*.
- Alastair arranged to take *Kathy* to the station.
- Critics have come to recognise *Galdos* as one of Spain's greatest novelists.
- The south coast continues to attract *holidaymakers*.
- Harris has agreed to interview *the Finance Minister*.

Do the sentences you have written have a corresponding meaning to the original, or a different meaning? Look carefully at the tense in the sentences given.

Using passives

Reminder → Section D & Appendix 2

A We typically use a passive rather than an active in the following situations.

- ☆ Using a passive allows us to omit the agent (= the subject of the corresponding active sentence) by leaving out the prepositional phrase with **by**. We prefer passives when the agent:
 - is not known: ☐ My office **was broken into** when I was on holiday.
 - is 'people in general': ☐ An order form **can be found** on page 2.
 - is unimportant: ☐ He **is thought** to be somewhere in Russia.
 - is obvious: ☐ She **is being treated** in hospital. (the agent is clearly 'medical staff')
- ☆ In factual writing (e.g. describing procedures or processes) we often omit the agent, and use passives:
 - ☐ Nuclear waste will still be radioactive even after 20,000 years, so it **must be disposed of** very carefully. It **can be stored** as a liquid in stainless-steel containers which **are encased in** concrete. The most dangerous nuclear waste **can be turned** into glass which **will be stored in** deep underground mines.
- ☆ In informal contexts, particularly in conversation, we often use active sentences with a subject such as **people, somebody / someone, something, they, we, or you** even when we do not know who the agent is. In more formal contexts, we often prefer to use a passive so that we can avoid any mention of an agent. Compare:
 - ☐ **They're installing** the new computer system next month. *and*
 - ☐ The new computer system **is being installed** next month. (*more formal*)

B Note also that some verbs have related nouns which express the same meaning. These nouns can be used as the subject of passive sentences, with a new passive verb introduced. Compare the example above and:

- ☐ The **installation** of the new computer system **will be completed** by next month.

C In English we usually prefer to put the topic (what is already being talked about) at the beginning of a sentence (or clause) and a comment on that topic at the end. Choosing the passive often allows us to do this. Compare these two texts and note where the topic (in *italics*) is placed in the second sentence of each. The second text uses a passive where the emphasis is on the (safety) valves:

- ☐ The three machines tested for the report contained different types of safety valve. The Boron Group in Germany manufactured *all the valves*.
- ☐ The three machines tested for the report contained different types of safety valve. *All the valves* were manufactured by the Boron Group in Germany.

Using the passive allows us to put long subjects at the end of a sentence. So, for example:

- ☐ **I was surprised** by Dev's decision to give up his job and move to Sydney.
- is more natural than 'Dev's decision to give up his job and move to Sydney surprised me', although the choice can depend on considerations of style and context.

D Instead of making a **that-clause** the subject of a passive sentence, it is normal to use an **it-clause** (see also Unit 25):

- ☐ Everybody **believed** (that) the plan would fail. (*active*)
- ☐ **It was believed** that the plan would fail. (*passive*) *is more natural than*
- ☐ *That the plan would fail* **was believed** by everybody.

24.1 Write passive sentences about the development of an Olympic Games site starting with the italicised words. **A & Appendix 2**

- 1 They built *the main stadium* in under three years.
The main stadium was built in under three years.
- 2 They have designed *the main stadium* to accommodate many different sports.
- 3 They will take down *the temporary stands* after the Games.
- 4 They will have completed *the basketball arena* by the end of May.
- 5 They are holding *the rowing competition* on the River Nene.
- 6 They had completed *the athletics track* only a year after the city got the Olympics.
- 7 They were using *the handball venue* as a warehouse until a year ago.
- 8 They should have finished *the badminton arena* by now.

24.2 Rewrite these sentences beginning with a noun formed from the italicised verb (with **the** if necessary). Use a passive form of the verb in brackets, and make any other necessary changes. **B**

- 1 They will *consider* the issue at next week's meeting. (*give*)
Consideration will be given to the issue at next week's meeting.
- 2 They will *appoint* a new managing director next week. (*make*)
- 3 People have *accused* the local council of corruption. (*make*)
- 4 They *demolished* the building in only two days. (*complete*)
- 5 They will *present* the trophy after the speeches. (*make*)
- 6 Local residents will certainly *resist* the proposed new industrial area. (*expect*)

24.3 Complete the text with appropriate forms (active or passive) of the verbs in brackets. **A-D**

Slowly but surely the coastline of Britain (1) *is being worn away* (*wear away*) by an advancing sea. The country which once 'ruled the waves' now (2) (*rule*) by them, with huge forces threatening to destroy vast areas of human and wildlife habitat. Already some of Britain's last wild, natural areas (3) (*disappear*), and experts (4) (*fear*) that this is just the beginning. It (5) (*estimate*) that there will be a 38–55 cm rise in average sea levels by the year 2100. According to the Department of the Environment, during the next 50 years at least 10,000 hectares of farmland (6) (*turn into*) mud flats and salt marshes by the increases in sea levels. Rather than trying to prevent the erosion, the present government (7) (*use*) a method of 'managed retreat' by creating new defences further inland and allowing low-lying coastal farmland (8) (*abandon*) to the sea. However, many of the country's major cities could also (9) (*affect*). London, Bristol and Cardiff all (10) (*expect*) severe flooding as our sea defences (11) (*destroy*) by the rising tides.