

B2 ENGLISH

CHAPTER 2 Lesson 2

In this practice you will learn

B2 ENGLISH CHAPTER 2 Lesson 2 <i>Grammar: Linking verbs, passives, questions (Cont...) (Unit 25-27)</i>		<i>Your Score</i>
❖ Unit 25: Reporting with passives; <i>It is said that ...</i>		/
❖ Unit 26: <i>Wh-questions</i> with <i>who, whom, which, how</i> and <i>whose</i>		/
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Reporting with passives; **It is said that ...**

A We often use a passive to report what people say, think, etc., particularly if it is not important to mention who is being reported:

- ☐ People in the area **have been told** that they should stay indoors.
- ☐ Everyone **was asked** to bring some food to the party.

B Another common way of reporting what is said by an unspecified group of people is to use **it + passive verb + that-clause** (see Unit 33 for more on **that-clauses**). Using this pattern allows us to put important information at the end of the sentence (see Unit 24C):

- ☐ **It is reported** *that* the damage is extensive. (*compare* The damage is extensive, according to government sources.)
- ☐ **It was decided** *that* the meeting should be cancelled. (*or* It was decided to cancel the meeting.)

Also: allege, announce, assume, believe, calculate, claim, consider, demonstrate, discover, establish, estimate, expect, feel, find, know, mention, recommend, reveal, say, show, suggest, suppose, think, understand; agree, decide, hope, intend, plan, propose (can also be followed by a **to-infinitive clause**)

Note that many other verbs connected with reporting are *not* used with **it + passive verb + that-clause**, but can be used as in **A**:

- ☐ We **have been informed** that we have to leave.
(*but not* It has informed us ...)

Also: encourage, persuade, reassure, remind, tell, warn

These verbs need a personal object before the **that-clause** in an active form (e.g. They have informed **us** that ...)

C An alternative to **it + passive verb + that-clause** is to use **subject + passive verb + to-infinitive** if we want the subject to be the topic of the sentence (see Unit 24C). Compare:

- ☐ **It is reported** *that* the damage is extensive. *and*
- ☐ **The damage is reported** *to be* extensive.

Most of the verbs listed in the first white box in **B** can also be used in this pattern except for **announce, decide, mention, propose, recommend, suggest**.

We can only use **tell** in this pattern when it means 'order'. So we can say:

- ☐ **I was told** (= ordered) **to go** with them to the railway station.

but not 'The accident was told (= said) to have happened just after midnight'.

D With some verbs we can also use **it + passive verb + wh-clause** to report information given or found out:

- ☐ **It has now been revealed** *who* was responsible for the accident.
- ☐ The decision to build the bridge was taken before **it was established** *whether* it was actually needed.

Also: discover, explain, find, know, reveal, show, understand

E When a **that-clause** begins **that + there ...**, we can make a corresponding passive form **there + passive verb + to be / to have been**. Compare:

- ☐ **It is thought** (*that*) **there are** too many obstacles to peace. *and*
- ☐ **There are thought to be** too many obstacles to peace.

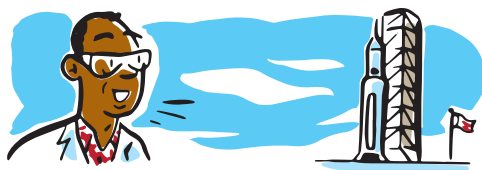
We can use the same verbs in this pattern as with **subject + passive verb + to-infinitive** (see **C**).

25.1 Which of the verbs in brackets can complete the sentence? Underline one or both. **B & D**

- 1 It was to hold new negotiations next month. (*agreed / announced*)
- 2 It has been that the crash was the result of pilot error. (*proposed / shown*)
- 3 It was that Mrs Ho would chair the meeting. (*hoped / explained*)
- 4 It has been to appoint Dr Ahmadi as head teacher. (*decided / suggested*)
- 5 It has not yet been who was responsible for the error. (*claimed / explained*)
- 6 It has now been that half of cancer cases are lifestyle-related.
(*established / revealed*)
- 7 It is to employ 500 people in the factory. (*expected / intended*)
- 8 It is to close the library permanently from next April. (*planned / recommended*)
- 9 It is that another moon landing will take place next year. (*assumed / thought*)
- 10 It has been how spiders are able to travel across the sea. (*discovered / said*)

25.2 If possible, rewrite these newspaper headlines as passive sentences with *it*. If not, write *X*.**A & B**

- 1 **AGREEMENT THAT UN WILL SEND IN TROOPS**
It has been agreed that the UN will send in troops.
- 2 **PATIENTS REASSURED ABOUT HOSPITAL SAFETY**
- 3 **WATER DISCOVERED ON MARS**
- 4 **TERRORISTS BELIEVED TO BE OPERATING IN BERLIN**
- 5 **MOON ASTRONAUTS EXPECTED TO RETURN TODAY**
- 6 **EX-PRESIDENT JULIUS REVEALED AS SPY**
- 7 **WARNING GIVEN ABOUT COMPUTER VIRUS**
- 8 **KING SAID TO BE MAKING GOOD RECOVERY**
- 9 **RESTAURANT ESTABLISHED AS SOURCE OF FOOD POISONING OUTBREAK**
- 10 **POLICE TOLD TO WORK LONGER HOURS**

25.3 Write two new sentences for each numbered sentence below, using *it* + passive verb + that-clause in one sentence and subject + passive verb + to-infinitive in the other. (The second pattern may not always be possible.) **C**

(1) We have discovered that a mechanical fault caused the problem. (2) We don't think that the fault is serious. (3) We expect that it will take several weeks to correct the fault. (4) We have decided to postpone the next rocket launch, and (5) we suggest that the next launch should take place in May.

- 1 *It has been discovered that a mechanical fault caused the problem. / A mechanical fault was discovered to have caused the problem.*

Wh-questions with who, whom, which, how and whose

A

Who refers to people, and can be used as subject, object or complement:

Reminder → Section E

- ☐ **Who** owns that car? ☐ **Who** did you meet? ☐ **Who** was her father?

Whom is used as a formal alternative to **who** as object, and also directly after prepositions:

- ☐ **Whom** did you meet? ☐ **To whom** were you talking?

Which is used to refer to people when we want to identify somebody in a group:

- ☐ '**Which** is your brother?' 'The one next to Luka.' (talking about a photograph)

and we can use **which** instead of **who** to talk about particular classes of people:

- ☐ **Which** do you think earns more, a teacher or a police officer? (or **Who** do you think ...?)

B

We usually use **which**, rather than **who** or **what**, in questions before **one(s)** and **of**, as **which** is commonly used to ask or talk about a choice between one or more things:

- ☐ I've decided to buy one of these jumpers. **Which one** do you think I should choose?
☐ **Which of** you would like to go first? (*rather than Who of ...?*)

C

When we use **who** or **what** as *subjects*, the verb that follows is usually singular, even if a plural answer is expected:

- ☐ **What is** there to see in the town? (expects an answer giving a number of things to see;
not What are there to see in the town?)

However, the verb can be plural in echo questions (see Unit 27E) after a plural subject or a subject consisting of two or more noun phrases joined by **and**:

- ☐ 'Mr Almeida and his family are here to see you.' '**Who are** here?' (or **Who's** here?)

and when **who** and **what** function as *complements*:

- ☐ **Who are** those people over there? ☐ **What are** the consequences of the decision?

D

How or what?

How

- ☐ **How** was the journey?
 (asking a general opinion)
☐ **How** is your brother?
 (asking about general health)
☐ **How** do you like your coffee?
 (asking about food and drink preferences)

What

- ☐ **What** was the journey **like**?
 (asking a general opinion)
☐ **What** do you **like about** the job?
 (asking for details)
☐ **What if** your plan doesn't work?
 (asking about consequences)
☐ **What's** it **called**? (asking about a name)

How / What (about)

- ☐ **How / What about** a swim? (making a suggestion)
☐ 'He's a bit scary sometimes.' '**How / What** do you mean?' (asking for more information)

E

We can use **whose** to ask about the person that owns or is responsible for something. **Whose** can be used either before a verb (as a pronoun):

- ☐ **Whose are** these boots?

or before a noun or noun phrase (as a determiner) introducing direct or indirect questions:

- ☐ **Whose boots** are these? ☐ She asked me **whose coat** I was wearing.

In formal contexts we can use a preposition before **whose** (see also Unit 55B):

- ☐ *In* **whose** desk was it found? (*less formally Whose desk was it found in?*)

However, in questions without a verb a preposition comes before **whose**:

- ☐ 'We're meeting at nine.' '*In* **whose** house?' (*not Whose house in?*)

26.1 Underline the correct option (or both if possible). **A & B**

- 1 To *whom* / *who* should the documents be sent?
- 2 *Which* / *Who* of you is Dr Hansen? I have a message for you.
- 3 A: Here's a photo of our children at the fancy dress party. B: *Who* / *Which* is Isabella?
- 4 A: Is your sister at home? B: *What* / *Which* one do you want to speak to?
- 5 *Whom* / *Who* do you hold responsible for the damage?
- 6 *Who* / *Which* will captain the team if Zeinab isn't available?
- 7 *Which* / *Who* would you rather be – a doctor or a vet?
- 8 *Who* / *Whom* translated the book?

26.2 Complete the sentences with an appropriate present simple form of the verbs in brackets. **C**

- 1 What those cakes made from? (*be*)
- 2 Who you for Maths and English? (*teach*)
- 3 What there to see on the island? (*be*)
- 4 Who the major decisions in the company? (*make*)
- 5 A: The Turners are in France. B: Who in France? (*be*)
- 6 Who their textbook with them? Put your hands up. (*have*)

26.3 First, complete the sentences with **how**, **what**, or **how / what** if both are possible. Then choose an appropriate answer for each question. **D**

- | | |
|---|---------------------------------------|
| 1 '..... do you like about your new job?' ☒ | a 'It's really boring.' |
| 2 '..... if Omar calls while you're out?' ☐ | b 'I'd love one.' |
| 3 '..... about a coffee?' ☐ | c 'I mean you've got to wear a suit.' |
| 4 '..... are your parents these days?' ☐ | d 'Tell him I'll call back.' |
| 5 '.....'s your boss like?' ☐ | e 'It was great.' |
| 6 '..... do you like your new job?' ☐ | f 'Lucia Garcia.' |
| 7 '..... was the camping trip?' ☐ | g 'It's never boring.' |
| 8 '.....'s your boss called?' ☐ | h 'Quite well, thanks.' |
| 9 '..... do you mean, "Smart clothes"?' ☐ | i 'We had an excellent time.' |
| 10 '..... was the camping trip like?' ☐ | j 'She works us really hard.' |

26.4 Correct any mistakes in the italicised words or, if necessary, suggest ways of making the sentence more natural. If the sentence is already correct, write ✓. **B, C & E**

- 1 *Who's* caravan were you staying in?
- 2 *Whose* are all these books?
- 3 He asked us *who's* car was parked in front of his house.
- 4 A: *Who* live in the flat upstairs? B: The Thompson family.
- 5 *Whose* going with you to Canada?
- 6 *About whose* travels in Nepal did Liam Wilson write a book?
- 7 *What* one of the following statements is true?
- 8 *Who* of us has not told a lie at some time in our lives?
- 9 A: Can you post the books to us? B: *Whose* address to?
- 10 A: Ants have got into the fridge! B: *What has* got into the fridge?



A Negative questions

Reminder → E5– E7

We usually make a negative **yes / no** or **wh-question** with an auxiliary verb (*have, did, would*, etc.) + **-n't** to suggest, persuade, criticise, etc.

- ☐ **Wouldn't** it be better to go tomorrow? ☐ Why **don't** we go out for a meal?

In formal contexts, or when we want to give some special emphasis to the negative (perhaps to show that we are angry, very surprised, or to strongly persuade someone), we can use **not** after the subject in negative questions. This happens particularly in **yes / no** rather than **wh-questions**:

- ☐ **Did she not** realise that she'd broken it? (*less emphatically* **Didn't** she realise that ...?)
☐ **Can you not** get there a bit earlier? (*less emphatically* **Can't** you ...?)

B We sometimes use negative words other than **-n't** such as **never, no, nobody, nothing, nowhere**:

- ☐ Why do you **never** help?
☐ Have you **nowhere** to go? (*or* Do you have **nowhere** to go?)

or less emphatically or more informally:

- ☐ Why **don't** you ever help?
☐ Haven't you got anywhere to go? (*or* Don't you have anywhere ...?)

C We can make a suggestion with **Why not + verb** or **Why don't / doesn't ...** (*but not* Why do not / does not ...):

- ☐ **Why not** *decorate* the house yourself? (*or* **Why don't** you decorate ...?)

Why didn't ... isn't used to make a suggestion, but can show that we think an action was wrong. For example, depending on intonation and context, it can be used to criticise someone:

- ☐ **Why didn't** you tell me that in the first place? (I'm annoyed that you didn't)

D Negative question forms, usually with a falling intonation, are used in exclamations giving opinions:

- ☐ Haven't you grown! ☐ Doesn't she look lovely! ☐ Didn't it snow a lot!

E Echo questions

Echo questions are used when we haven't understood what has been said or to check that we heard correctly, perhaps because we found it very surprising. We might repeat, usually with a rising intonation, the whole of what was said:

- ☐ 'Tala's lost her job.' 'Tala's lost her job?' ↗

or focus on part of what was said using a stressed **wh-word** or a phrase with **how**:

- ☐ 'Leon's arriving at 6:30.' '**When's** Leon arriving? / Leon's arriving when?' ↗
☐ 'We paid £3,000 for the painting.' '**How much** did you pay? / You paid how much?' ↗

We can use **what** or **'do' what** to focus on the verb or part of the sentence beginning with the verb:

- ☐ 'We paid £3,000 for the painting.' 'You what?' (*or* 'You did what?' ↗)
☐ 'I think she's having a sleep.' 'She's what?' (*or* 'She's doing what?' ↗)

F Questions with that-clauses

A **wh-question** can refer to a following **that-clause**, particularly after verbs such as **expect, hope, reckon, say, suggest, suppose**, and **think**. We can leave out **that** in these questions:

- ☐ **When** do you *reckon* (that) you'll finish the job?

However, when the **wh-word** is the subject, object or complement of the verb in the subordinate clause, we do not use **that**:

- ☐ **What** did you *think* was in the box? (*not* What did you think that was in the box?)

27.1 Write negative questions for B in these dialogues, using **-n't** with the words in brackets. **A**

- A: Can you lend me €10?
B: Again? Haven't you got any money left? (... money left?)
- A: I'm annoyed that you didn't come to the meeting.
B: Why? (...) my email / on holiday?)
- A: I've had to bring the children with me.
B: Why? (...) babysitter?)
- A: I'll just finish my homework before I go to school.
B: But (...) be supposed to / last night?)
- A: I've put my bike in the sitting room.
B: The sitting room! (...) outside?)
- A: I'm taking the coach to Vienna.
B: But that will take ages. (...) rather / plane?)

27.2 Use the notes to complete these dialogues with two negative questions. In the first use **-n't**; in the second use **never**, **no**, **nobody**, **nothing** or **nowhere**. **B**

- (ever / considered you might / wrong)
A: Haven't you ever considered you might be wrong? / Have you never considered you might be wrong?
B: No, I'm sure I'm right.
- (you / any interest / maths at all) A:?
B: No, I've always hated it.
- A: I spent the night in the railway station. (could / find anywhere else / sleep)
B:?
- (can / remember anything about / accident) A:?
B: Not after getting into the car, no.
- (why / ever do well / exams) A:?
B: Perhaps you don't revise enough.
- (there anybody / you can ask / help) A:?
B: I can't think of anyone.'

27.3 Complete the echo questions using appropriate question words or phrases. **E**

- A: Jake's going to Chile. B: He's going where? / He's doing what? / He's what?
- A: He's leaving at the end of next week.
B: He's leaving? / He's doing? / He's?
- A: He'll be away for three months. B: He'll be away for? / He'll?
- A: It will cost about £15,000. B: It'll cost? / It'll?
- A: He's sold his house to pay for the trip.
B: He's sold? / He's done? / He's?
- A: He's going climbing in the Andes.
B: He's going climbing? / He's doing? / He's?

27.4 If necessary, correct any mistakes in these sentences. Put a tick if they are already correct.**C, D & F**

- A: Mariam isn't answering her phone. B: Why do you not email her?
- Who do you expect that will read your blog?
- Why did they suggest that we should avoid using the motorway?
- Was not it a brilliant film!
- If she really wants to go rock climbing, why not let her?
- What did you say that is in these biscuits?
- How do you think that Twitter will have changed our lives in ten years' time?
- Why did not you tell me you'd changed your number?