

**IELTS Passives**  
**IELTS Graduation Unit 5**

*What can you remember about the following topics in the text?*

- ◇ hurricanes, typhoons and cyclones
- ◇ formation of hurricanes
- ◇ how they are measured
- ◇ links to global warming
- ◇ naming hurricanes

----- (fold here)

*Work together to fill the gaps below to make factually correct sentences (any grammatically correct words are okay)*

**Hurricanes, typhoons and cyclones**

\_\_\_\_\_ a hurricane in the North Atlantic, a typhoon west of the dateline, and a cyclone in the Indian Ocean

**Formation of hurricanes**

\_\_\_\_\_ over the tropical ocean when strong clusters of thunderstorms drift over warm water

Wind speeds increase as \_\_\_\_\_

\_\_\_\_\_ an eye of calm winds surrounded by a spinning vortex of high winds and heavy rainstorms

**How they are measured**

\_\_\_\_\_ between strengths 1 and 5 on the Saffir-Simpson scale, formulated in 1969

\_\_\_\_\_ in the aftermath of Hurricane Camille in 1969

**Links to global warming**

Although global warming \_\_\_\_\_, scientists cannot yet prove a link between current hurricane rates and climate change.

**Naming hurricanes**

\_\_\_\_\_ to provide ease of communication between forecasters and the general public

Names can reduce the confusion \_\_\_\_\_

\_\_\_\_\_ the saint's day in which they struck land

The letters Q, U, X, Y and Z \_\_\_\_\_

About 50 names \_\_\_\_\_

*Look back at the text but with your pens down. When your teacher tells you to close your books, you can have another try. Remember that you don't have to use the same words.*

*Look back at the text to check your answers. Ask your teacher if you think you have a different sentence which is also factually and grammatically correct.*

*What do the grammatical forms of the verbs in the gaps have in common?  
How are they different from each other?*

*Convert the sentences to active (using vague or made up subjects if you aren't sure what the subjects are)*

*There are two more passives hiding in the examples above (not in the gaps this time). Which verbs are they?*

*Use as many passives as you can to describe the process pictured on page 194 of Cambridge Grammar for IELTS (without looking at the text at the bottom of the page).*

*Do the task at the bottom of the page.*

*Do the same with the diagram on page 197.*

*Use a mix of passive and active verbs to describe one of the following processes. Your partner should repeat the stages back to you, and you should correct anything they get wrong or miss out.*

Programming a video recorder, alarm clock or microwave

Cooking something

Mending something (e.g. changing a light bulb or bicycle tyre)

Doing something on a computer

A natural process (e.g. the nitrogen cycle or the life cycle of an animal)

A manufacturing or construction process