**Idioms**

Several English expressions use pairs of words to draw extra attention to the importance of the thing being described.

**alive and kicking** = not dead  
**part and parcel** = aspects of  
**day and age** = in this modern era  
**well and truly** = absolutely, completely  
**heart and soul** = physically and spiritually committed

**Phrasal verbs**

|  |  |  |  |
| --- | --- | --- | --- |
| put off | = | cause to dislike | That recipe **put** me **off** salmon forever. |
| put off | = | postpone | We **put off** the meeting until next week. |
| show off | = | attract attention to | He likes to **show off** his wealth. |
| get by | = | manage to live | Lots of people **get by** on less than $5 a day. |
| put up with | = | be willing to accept | How do you **put** **up** **with** him? |
| get along with | = | be friendly with | Do you **get along with** your boss? |
| put on | = | gain | I **put on** a lot of weight last year. |

**Giving & Receiving Feedback**

**Working practices** have changed a lot in the last 20 years.

in this **day and age** = nowadays, these days, today

We’ve been doing **360° feedback** for several years .

**So that all employees could give and receive** feedback about each other .

What other people **think of** this.

**I wish** I didn’t have to give feedback = **to desire**

I **get along with** most of them = **to be friendly with sb**

I **dislike** criticizing them = **not to like sth**

He is an hard worker, he put **his heart and soul** into everything =  **a lot of energy, effort, enthusiasm**

Another colleague really **get on my nerves = to annoy sb**

Somebody told me that **he’s been headhunted** = **to be persuaded to leave your current job for a different one**

He asked me **whether or not = choosing between two options**

**'Going to' in the past**

The construction 'was'/'were' + 'going to' is used to express something that you intended to do, but didn't.

I **was** **going to** tell him the truth, but I couldn't because I had to leave.  
= I had planned to tell him the truth, but I couldn't because I had to leave.

**Phrasal verbs**

Many verbs in English are followed by an adverb or a preposition. These are called [phrasal verbs](https://portal.speexx.com/articles/8568077/standard-packet/24434/exercise/4#629539).

There is usually no indicator whether an idiomatic phrase is [separable](https://portal.speexx.com/articles/8568077/standard-packet/24434/exercise/4#629538), [inseparable](https://portal.speexx.com/articles/8568077/standard-packet/24434/exercise/4#629540), or [intransitive](https://portal.speexx.com/articles/8568077/standard-packet/24434/exercise/4#629542). In most cases they must simply be memorized.

**Prefixes**

Some prefixes are used to give adjectives, verbs and nouns a negative or an opposite meaning. '**un**-' and '**dis**-' are two common prefixes for verbs and adjectives.

|  |  |
| --- | --- |
| comfortable | **un**comfortable |
| do | **un**do |
| loyal | **dis**loyal |
| agree | **dis**agree |

Unfortunately, there is no way to know which prefix goes with which verb, adjective or noun. You just have to learn them!

Here are a few to begin with:

|  |  |
| --- | --- |
| wrap | **un**wrap |
| zip | **un**zip |
| load | **un**load |
| connect | **dis**connect |
| qualify | **dis**qualify |

**Similarities**

A bicycle is **like** a motor bike.

Current is **the same as** electricity.

A PC is **similar to** a laptop.

If A = 1 and B = 1  
A is **identical to** B.

**The prefix 'in-'**

In many adjectives, the opposite is formed by adding the prefix 'in-' to the beginning of the word.

e.g.

|  |
| --- |
| complete | **in**complete |
| direct | **in**direct |

'In-' becomes 'im-' before words that begin with 'm' or 'p.'

e.g.

|  |
| --- |
| partial | **im**partial |
| moral | **im**moral |

The prefix 'ir-' is used for words beginning with 'r.'

e.g.

|  |
| --- |
| reversible | **ir**reversible |

And 'il-' is used for words beginning with 'l.'

e.g.

|  |
| --- |
| legible | **il**legible |

**Prefixes**

The following common prefixes all come from Latin and Greek.

**cata-** = in accordance with, by []  
**dia-** = across, through  
**epi-** = upon, over  
**pro-** = before  
**syn-** = with, together with

The suffix **-log** or **-logue** comes from the Greek word -logos, which means to speak.

A type of log

The final scene of a play that summarizes the main idea is an **epilogue**

The introduction to a literary work is called a **prologue**

A conversation between two or more people is called a **dialogue**

A pamphlet or book that contains a list of arranged items is a **catalog**

Christians go to a church, Muslims to a mosque, and Jews to a **synagogue**

*Match each colloquial expression with its formal equivalent.*

**Come on in**

If you really want to do something, you will do it.

*Where there's a will, there's a way.*

I already work too much and now you want me to work more?

*Hey, don't push it!*

I can't wait until tonight!

*I'm looking forward to it.*

There are five people working on this project already.

*Too many cooks spoil the broth.*

**'Remember'**

'remember to do something'  
I must **remember to** phone John.  
I must **remember to** go to the meeting.

'remember someone or something, remember doing something'  
I **remember** living in London.  
I **remember** you from school.

**'Remember' and 'remind'**

remind to = make someone remember, tell again

**Remind** me again later to go to the meeting. = Tell me again later to go to the meeting.

remind of = resemble, look or act like

You **remind** me of David Beckham. = You look or act like David Beckham.

remember = not forget

I **remember** your name. = I have not forgotten your name.

**Phrasal verbs**

**catch up with someone** = cause one problems in the future

His lies will **catch up with him**. = His lies will cause him problems someday.

**be caught up in sth** = be involved in sth

Were you **caught up in** the arguement? = Were you involved in the arguement?

**watch out for sth** = look after, take care of

John always **watches out for** his sister. = John always looks after his sister.

**Way**

'In the way' is used for obstacles that stop people getting to a certain place.

|  |
| --- |
| Example: | I can't move because all of these people are **in my way**. |

'On the way' means 'during the movement' or 'along the journey.'

|  |
| --- |
| Example: | We will stop at the grocery store \*\*on \*\* **the way** to her house. |

**turn up (somewhere)**

to [arrive](https://dictionary.cambridge.org/dictionary/english/arrive) or [appear](https://dictionary.cambridge.org/dictionary/english/appear) [somewhere](https://dictionary.cambridge.org/dictionary/english/somewhere), usually [unexpectedly](https://dictionary.cambridge.org/dictionary/english/unexpectedly) or in a way that was not [planned](https://dictionary.cambridge.org/dictionary/english/planned):

*Do you* [*think*](https://dictionary.cambridge.org/dictionary/english/think) *many* [*people*](https://dictionary.cambridge.org/dictionary/english/people) *will* [*turn*](https://dictionary.cambridge.org/dictionary/english/turn) *up?*

*She* [*turned*](https://dictionary.cambridge.org/dictionary/english/turn) *up at my* [*house*](https://dictionary.cambridge.org/dictionary/english/house) *late one* [*night*](https://dictionary.cambridge.org/dictionary/english/night)*.*

**SUBJUNCTIVE**

When we want somebody to do something that is important or urgent, we sometimes use **subjunctive**. It is much more common in formal contexts.

* **I suggested that he arrives** a few minutes earlier.
* His boss **insists he arrive**  10 minutes earlier.
* It’s **essential that he arrive** early to show he is motivated.

We use it with specific verbs and adjectives, to make suggestions, requests and demands. Verbs like:

* recommend
* insist
* demand

Verbs we use to influence what somebody does.

We also use it with adjective phrases like:

* it’s suggested
* it’s requested
* it’s essential

What is different about the subjunctive is that the verb is always in the base form and doesn’t change. e.g:

I **suggest** (that) you complete the presentation within 30 minutes.

he insists (that) she complete the presentation within 30 minutes.

(that) is optional.

**Subjunctive mood**

The subjunctive appears in clauses following statements of request, demand, suggestion or recommendation.

We **request** that **he be** on time.  
They **demand** that **she leave** the house.  
I **suggest he eat** fruit and vegetables.  
I **wish she were** the director.  
I **recommend you be** on good behavior.

I demand that he **should** do it again.  
I demand that he **do** it again.

**Subjunctive**

I demand that he **should** do it again.  
I demand that he **do** it again.

**ADVERD Position**

[Grammer tip]

The position of adverbs depends on the type .

* Adverbs of **degree** like “really”, “slightly”, “extremely”, “completely”

before the verb or adjective.

Although Sarah **really** loves her job, she’s absolutely terrified of her boss.

* Adverbs of **manner** which tell us how somebody does something.

after the verb.

Mary is a master of emails. She writes so **quickly**.

* Adverbs of **frequency** tell us how often something happens

before the verb

my boss **always** praises his team and never criticizes anybody.

however

after the verb TO BE

my brother is **always** angry.

* Short adverbs of **time** like “tomorrow”, “this evening”, “soon”

usually come at the end.

I’ll see you **tomorrow.**

* Long adverbs of **time** are sometime placed at the front of the sentence,   
  especially in more formal contexts.

**At the end** of the presentation, you can ask questions.

* Adverbs of **place**   
  at the end.

You left your phone here, **on my desk**.

**Position of adverbs**

Depending on the type, adverbs can come at the beginning, in the middle or at the end of a sentence.

Connecting adverbs (e.g. however, furthermore, as a result, on the contrary, consequently, etc.) or adverbs of time and place can assume the beginning position in a sentence.

[Adverbs of frequency](https://portal.speexx.com/articles/8568077/standard-packet/7398/exercise/2#570798) assume the middle position.

Adverbs of manner, time and place can assume the end position. They can also be used in the same sentence. If this is the case then they always follow the pattern: **manner** + **place** + **time**.

**Position of adverbs**

Depending on the type, adverbs can come at the beginning, in the middle or at the end of a sentence.

Connecting adverbs (e.g. however, furthermore, as a result, on the contrary, consequently, etc.) or adverbs of time and place can assume the beginning position in a sentence.

[Adverbs of frequency](https://portal.speexx.com/articles/8568077/standard-packet/7398/exercise/3#570798) assume the middle position.

Adverbs of manner, time and place can assume the end position. They can also be used in the same sentence. If this is the case then they always follow the pattern: **manner** + **place** + **time**.

**Adverbs of degree**

Adverbs of degree are used before adjectives, verbs, and other adverbs and provide information about the extent of something. The words 'extremely,' 'really,' 'slightly,' 'totally' and 'almost' are all adverbs of degree.

They're excited.  
They're **extremely** excited.

Similarly, 'very,' 'very much' and 'too' can be used in this way. 'Very' is not used before verbs.

**Make and Do**

* Make something
* Do something
* Make somebody/something do something

We usually, but not always, use MAKE when you produce/create something and want to focus on the outcome/result.

*I’ve just* ***made*** *myself a cup of coffee.*

We use DO for tasks/duties/common responsibilities and for focusing on the process/action.

*I’ll* ***do*** *the washing-up if you* ***do*** *the drying.*

*I said to my new accounts assistant:* ***Do*** *I have to do your job for you?*

*If you* ***make*** *a mistake, don’t worry, just* ***do*** *your best.*

**'Make' and 'do'**

'Make' means 'create.'

* *Let's****make****an offer.*
* *OK, I'll****make****the coffee.*

'Do' is used when talking about general situations. It means 'to be active in an activity.'

* ***Do****something!*
* *What will you****do****?*

**The verb 'make' + preposition**

|  |  |
| --- | --- |
| make of sth / sb | I don't know what to **make of** it. |
|  | (= I'm not sure what I think about this.) |

|  |  |
| --- | --- |
| make off with | He **made off with** my purse. |
|  | (= He ran off with my purse.) |

|  |  |
| --- | --- |
| make up for | I will **make up for** the lost time. |
|  | (= I will compensate for the lost time.) |

|  |  |
| --- | --- |
| do without | I can **do without** the jacket. |
|  | (= I can manage without the jacket) |

|  |  |
| --- | --- |
| do away with | She **did away with** a lot of the paperwork. |
|  | (= She got rid of a lot of the paperwork.) |

**'Manage' and 'succeed'**

I managed to complete the test. = I succeeded in completing the test.

|  |  |
| --- | --- |
| Manage + to + infinitive | Succeed + in + '-ing' form |
| *I****managed to complete****the test.* | *I****succeeded in completing****the test.* |

**Phrasal verbs: keep**

|  |  |  |
| --- | --- | --- |
| keep from | (prevent from) | Don't **keep** him **from** his work. |
| keep down | (prevent from increasing) | **Keep down** the noise level. |
| keep off | (stay off) | **Keep off** the grass. |
| keep to | (limit oneself to) | **Keep to** the plan. |
| keep on | (continue) | **Keep on** doing what you're doing. |
| keep up | (continue) | **Keep up** the good work. |
| keep up with | (stay equal with) | **Keep up with** the work load. |

to **keep up to date** with sth. = to follow the progress of sth. .

*I find it harder and harder to* ***keep up*** *with these online safety standards.*

*How do you do* ***keep up*** *with technological developments ?*

to **keep on** doing sth. = to continue doing sth. .

*Do tech companies really have to* ***keep on*** *making so many changes ?*

to **keep** sth **off** sth = to not touch sth

***keep*** *your hands* ***off*** *my phone, it is not a toy*

to **keep** sth **down** = to reduce the volume of sth.

***keep*** *your voices*  ***down!*** *I am trying to record a video !*

to **keep up the good work** = to continue doing well

*when somebody is doing something well and we want them to continue we say “****keep up the good work*** *!”*

**Adjectives** – describing people and things

* a good mood
* a major deal
* a little celebration
* giggly = laughing in a silly way
* tedious = boring
* contagious = spreads quickly
* witty = clever and funny
* good looking, stylish
* cool, calm, collected [= CONTROLLED, e.g. calm and collected: She appeared calm and collected. ]

**Inversion**

The structure of an English sentence is as follows: subject + verb + object

***She is****in the office.*

To make the sentence into a question, the verb comes before the subject. This is called inversion.

***Is she****in the office?*

If the sentence does not contain an [auxiliary verb](https://portal.speexx.com/articles/8568077/standard-packet/7428/exercise/2#628317), then a form of 'do' comes before the subject and the verb.

*She goes to the office.****Does****she go to the office?*

**Inversion of subject and verb in questions**

In questions, the verb comes before the subject.

***Was Lisa****sick yesterday?*

If a question word is used, it precedes the verb and subject.

***Why****was Lisa sick yesterday?*

If the question word is used as a conjunction, then the word order does not change.

*Do you know****why****Lisa was sick yesterday?*

**Inversion with conditional sentences**

In formal English, it is possible to omit the 'if' in an 'if-clause' when the verb is 'should,' 'were' or 'had.' In this case, the verb and subject are inverted.

*If she had become a lawyer, she would have made a lot of money.****Had******she****become a lawyer, she would have made a lot of money.*

**Inversion for emphasis**

Word order is sometimes reversed for emphasis. The subject then follows the verb or the auxiliary verb.

*Her husband stood in the doorway.  
In the doorway stood her husband.*

**inversion**

Examples **inversion**

My next project **is** really interesting.

**is** your next project really interesting ? [ simple question]

we also use **inversion** to add **emphasis**

**if I hadn’t** volunteered for the project, I wouldn’t have met the film star.

**had I not** volunteered for the project, I wouldn’t have met the film star.

Some short phrases like “never before” or “not only” are often used with the inversion.

**never before had I** been in the same room as a famous film star.

**not only was he** really handsome, but he was also really friendly.

**had I taken** a selfie with the film star, people would believe I’d met him.

**Inversion after adverbial phrases of place**

When an [adverbial phrase of place](https://portal.speexx.com/articles/8568077/standard-packet/7429/exercise/1#628540) comes at the beginning of a sentence, the order of the noun and verb is reversed.

*Across the river* ***is*** *a small hotel.*

When 'here' or 'there' is used as an adverb of place, the same is true.

*There'****s*** *the hotel I remember.*

**Inversion in comparative sentences**

In formal, comparative sentences with 'as' or 'than,' inversion is used.

*The cake was excellent,****as was****the coffee.*

*Unsupervised children watch more television****than do****children with adult supervision.*

**Describing trends – ( vocabulary tips ).**

**Talking about trends.**

examples from reading “Trends rule the world”

ups and downs = a mix of good and bad moments

slight fall, pick up, reach a peak (top), drop or lower, sales increase, remain stable, financial crisis 🡪 sales plummet overnight and the business went under (sink), fortunately things picked and sales have recovered since, challenging,

go under = sink

go up = increase

drop = decrease

recover = begin to improve

pick up = (slowly) increase

rise [rose | risen] /raɪz/ = increase

take off = (rapidly) increase

slide = to go into a worse state, often through lack of control or care

plummet = to fall very quickly and suddenly

**Prepositions of movement**

Prepositions are words used to describe the relationship between people and things. Usually prepositions are used **before** a **noun** or **pronoun**.

Prepositions of movement give an answer to the questions 'where' and 'from where.'

**'On'**

The preposition 'on' is used:

for [places](https://portal.speexx.com/articles/8568077/standard-packet/24455/exercise/1#371006)

*e.g. His name is* ***on*** *the door.*

for ´[time](https://portal.speexx.com/articles/8568077/standard-packet/24455/exercise/1#371007),

*e.g. Let's meet* ***on*** *Friday.*

to indicate a **topic**

*e.g.: Here's a book****on****management.*

to express **a state** or **condition**

*e.g.: He's****on****holiday at the moment.*

*e.g.: He's* ***on*** *sick leave.*

**'For' and 'since'**

The [preposition](https://portal.speexx.com/articles/8568077/standard-packet/24457/exercise/1#371002) '**for**' describes a period of time, while '**since**' always refers to a point in time.

|  |  |
| --- | --- |
| e.g. | She's been here **for** three weeks. |
|  | She's been here **since** 1995. |

**'In'**

[In](https://portal.speexx.com/articles/8568077/standard-packet/24457/exercise/2#162370) is used:

for [**places**](https://portal.speexx.com/articles/8568077/standard-packet/24457/exercise/2#371006)

|  |  |
| --- | --- |
| e.g. | Perth is **in** Western Australia. |

for [**times**](https://portal.speexx.com/articles/8568077/standard-packet/24457/exercise/2#371007)

|  |  |
| --- | --- |
| e.g. | Nell began high school **in** 1992. |
|  | I'll be back **in** an hour. |

to describe **states** or **circumstances**

|  |  |
| --- | --- |
| e.g. | The project manager was **in** tears. |
|  | The headline is **in** uppercase. |

**The present perfect**

|  |  |  |
| --- | --- | --- |
| 'have'/'has' | + | [past participle](https://portal.speexx.com/articles/8568077/standard-packet/24455/exercise/2#613118) |
| have | + | walked |
| has | + | worked |

|  |  |
| --- | --- |
| Simple past | Present perfect |
| I gave | I **have given** |
| you gave | you **have** **given** |
| he/she/it gave | he/she/it **has** **given** |
| we gave | we **have** **given** |
| you gave | you **have** **given** |
| they gave | they **have** **given** |

**Present participles**

A present participle is the '-ing' form of a verb. It describes an action that is still happening. The present participle is used to form continuous tenses.

In continuous tenses, the present participle is part of the verb. The present participle can also be an adjective or adverb.

The man **is** **screaming** at his wife. (present continuous)  
The book is **fascinating**. (adjective)  
John walked off **screaming**. (adverb)

**Past participles**

The past participle is used in sentences that suggest a relationship between the past and the present. The past participle form is the same as the [simple past](https://portal.speexx.com/articles/8568077/standard-packet/7453/exercise/2#417292), with the exception of irregular verbs. Sentences using past participles are structured with a form of the auxiliary verb 'have' or 'be'+ the 'past partciple' of the main verb.

Example:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| He | has | **seen** | John recently. | (verb) |
| I | have | **read** | this book. | (verb) |
| It | was | **locked.** |  | (adjective) |
| We | were | **tired.** |  | (adjective) |

**The simple past**

To form the simple past of regular [verbs](https://portal.speexx.com/articles/8568077/standard-packet/7453/exercise/2#162371), add the ending '-ed.'

|  |  |
| --- | --- |
| talk | talk**ed** |
| work | work**ed** |

If the verb in its [infinitive](https://portal.speexx.com/articles/8568077/standard-packet/7453/exercise/2#613171) form ends in '-e,' only add '-d.'

|  |  |
| --- | --- |
| change | change**d** |
| estimate | estimate**d** |

Verbs with a single [vowel](https://portal.speexx.com/articles/8568077/standard-packet/7453/exercise/2#162374) followed by a single [consonant](https://portal.speexx.com/articles/8568077/standard-packet/7453/exercise/2#162374) double the consonant before adding the '-ed' ending.

|  |  |
| --- | --- |
| stop | sto**pp**ed |

Irregular verbs in the simple past must be memorized.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Participle |  |  | Participle |
| build | **built** | built | pay | **paid** | paid |
| buy | **bought** | bought | read | **read** | read |
| catch | **caught** | caught | say | **said** | said |
| do | **did** | done | drive | **drove** | driven |
| drink | **drank** | drunk | send | **sent** | sent |
| fall | **fell** | fallen | speak | **spoke** | spoken |
| feel | **felt** | felt | spend | **spent** | spent |
| find | **found** | found | take | **took** | taken |
| get | **got** | got/gotten | tell | **told** | told |
| go | **went** | gone | think | **thought** | thought |
| make | **made** | made | write | **wrote** | written |

**Money and Budgeting**

(Vocabulary tips)

Banking. Unless you want to keep your money under the mattress, you have to do it. So, it’s good to be able to talk about it. For instance, me, I’m thinking about changing my bank. I’ve been a client of theirs for over ten years, but I’ve had some problems recently. I went to the ATM the other day to withdraw (take out) some cash. I know . . . I’m one of those people who still uses paper money. And the machine ate my card ! So I went into the branch and they had to cheek /tʃiːk/ to charge me money to replace the card. Can you believe that ? Their ATM ate my card ! Then last week, I wanted to transfer some money from my checking account to my saving account. You know how saving**s** account**s** work, right ? You deposit a quantity of money and that **accrues** interest over time. I couldn’t do it online and had to make the transfer in person. Anyway, I went back and made the transfer. Then, you won’t believe this, somebody had made a mistake and transferred all of my money in my checking account into my saving account. I only noticed when I went to pay by card for a meal in a restaurant and my payment was rejected because my account was overdrawn. There was no money in it. I was so embarrassed. Luckily, my friend paid for the meal. I was furious. I went back to the branch for the third time that week and, well, the branch manager solved the problem, and promised me that I wouldn’t be charged for being overdrawn. So you can see why I’m seriously thinking of changing my bank. I certainly hope you don’t have as many problems with your bank as I’ve had with mine.

ATM = Automated/automatic teller machine

teller = a person employed in a bank to receive and pay out money

to withdraw = to take out

branch = one of several offices that belong to a large company

to charge = at ask an amount of money for something

cheek /tʃiːk/ = behaviour or talk that is rude and shows no respect

checking account = bank account from which you can take money at any time

saving account = bank account that pays interest

accrue = to increase in number or amount over a period of time

rejected = not accepted

**overdrawn** = having withdrawn more money than there was available on the account

**overdraft** = [scoperto] an amount of money that a customer with a bank account is temporarily allowed to owe to the bank, or the agreement that allows this

**direct debit** = an arrangement for making payments, usually to an organization, in which your bank moves money from your account into the organization's account at regular times

**standing order** = an instruction to a bank to pay a particular amount of money at regular times from a person's bank account to another bank account

**bill** = a request for payment of money owed, or the piece of paper on which it is written

**wire transfer** (telegraphic transfer) = a method of sending money quickly from one bank account to another, by phone or computer

**'Pay'**

'Pay' is the generic term for the money one receives for an activity.

In particular, the following terms are used:

|  |  |
| --- | --- |
| **payment** | money paid for items bought |
| **salary** | money paid to an employee |
| **fee** | money paid for services, e.g. for lawyers and similar professions |
| **(hourly, monthly) wage** | money paid for an hour / a month of work |
| **income** | money you get regularly for your work or from rent or lease |

wage /weɪdʒ/ = a particular amount of money that is paid, usually every week, to an employee, especially one who does work that needs physical skills or strength, rather than a job needing a college education

salary /ˈsæl.ər.i/ = a fixed amount of money agreed every year as pay for an employee, usually paid directly into his or her bank account every month

**Reduced relative clauses with past participle**

The past participle can stand for a whole relative clause in the passive.

The wall **that was hit** by the truck collapsed.  
The wall **hit** by the truck collapsed.

**Reduced relative clauses with present participle**

Sometimes the relative clause can be reduced to the participle form. The present participle replaces the continuous form.

The woman **who is talking** to Joe is my sister.  
The woman **talking** to Joe is my sister.

**Passive Voice**

(grammar tips)

**Active Voice**

subject + verb + object

The subject is the main focus

cats eat mice

**Passive Voice**

Passive voice enables us to focus on the object by putting it at the beginning.

Object + to be + past participle + by subject

mice are eaten by cats

Sometimes we don’t know who/what performed the action. Or maybe we don’t want to mention this.

hundreds of mice are eaten every year

our offices are cleaned every week (, but I don’t know by whom )

**Verb + -ing form**

Verb + object + '-ing' form

Look at how the following verbs follow this structure: catch, hear, find, keep, notice and see.

Example:

Mr Smith **saw** the children **stealing** apples. (active)  
The children **were seen** **stealing** apples by Mr Smith. (passive)

**Verb + 'to infinitive' + object**

Some passive forms derive from an active form with a compound verb (e.g., come to see, begin to learn). The first verb does not change form in the passive voice.

Example:  
Jim **came to see** the report's value. (active)  
The report's value **came to be seen**. (passive)

Some compound verbs, such as 'refuse to believe' and 'offer to help' can not be used easily in the passive.

Example:  
Wanda **offered to help** the stranger.

**The passive**

The passive can be used to make a sentence sound more official or less personal and therefore defuse unpopular facts, ideas or opinions.