

Grammar Sense 3

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Grammar Sense

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PART

4

The Passive,
Gerunds, and
Infinitives

CHAPTER

9

Passive Sentences
(Part 1)

A. GRAMMAR IN DISCOURSE: The Expression of Emotions 192

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Simple Present Passive
 The directions **are explained** by the teacher.

Simple Past Passive
 The directions **were explained** by the teacher.

Present Continuous Passive
 The directions **are being explained** by the teacher.

Past Continuous Passive
 The directions **were being explained** by the teacher.

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A

GRAMMAR IN DISCOURSE

The Expression of Emotions

A1 Before You Read



Discuss these questions.

Look at the photographs below. Discuss what emotion you think each person is expressing. Do you agree with your classmates?

A2 Read



CD2 T2 Read this excerpt from a psychology textbook to find out if the expression of emotions is universal.

The Expression of Emotions



The four basic emotions

Joy and sadness are found in diverse cultures around the world, but how can we tell when other people are happy or despondent? It turns out that the expression of many emotions may be universal (Rinn 1991). Smiling is apparently a universal sign of friendliness and approval. Baring the teeth was noted by Charles Darwin (1872) as a possible universal sign of anger. Darwin believed that the universal recognition of facial expressions would have survival value. For example, facial expressions could signal the approach of enemies (or friends) in the absence of language.

Most investigators (e.g., Brown 1991, Buss 1992, etc.) agree that certain facial expressions suggest the same emotions in all people. Moreover, people in diverse cultures recognize the emotions that are signaled by the facial

expressions. In classic research, Paul Ekman (1980) took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, sadness, and surprise. He then asked people around the world to indicate what emotions were being shown in the photos. Ekman's results suggested that the expression of several basic emotions such as happiness, anger, surprise, and fear is universally recognized. The subjects of the study ranged from European college students to members of the Fore, a New Guinea highlands tribe that had had almost no contact with Western culture. It was found that all groups, including the Fore, agreed on the emotions the pictures expressed.

Ekman and his colleagues obtained similar results in a study of ten different cultures. In this study, the

45 participants were permitted to report whether they thought that more than one emotion was shown by a facial expression. The participants generally agreed on which two emotions were
50 being expressed and which emotion was the most intense.

Emotions are also being studied from other perspectives. For example, although it is generally recognized that
55 facial expressions reflect emotional states, it is not unreasonable to ask whether feelings must always come before facial expressions. Are positive feelings ever produced by smiling? Is

60 anger ever produced by frowning? Psychological research has shown in experiments that when participants are induced to smile first, they rate cartoons as funnier. When they are
65 induced to frown first, they rate cartoons as more aggressive. Psychologists have a number of complicated explanations for these results, but not surprisingly, they have
70 also concluded that none of the theories of emotion apply to all people in all situations. Our emotions are not quite as easily understood as some theories have suggested.

Adapted from *Essentials of Psychology*

baring the teeth: showing the teeth by moving one's lips

despondent: sad and without hope

diverse: different from each other

induce: to make someone do something

perspective: view; a way of judging something

A3 After You Read

Choose the answer that best completes each sentence.

- The expression of many of our emotions appears to be _____.
 - universal
 - limited by culture
- Psychologists would be surprised to find a culture with people who _____.
 - never smile
 - frown
- Darwin was interested in emotions and their relationship to _____.
 - love
 - survival
- Ekman showed _____ to people around the world.
 - photos
 - reports
- The reactions of the Fore are important because _____.
 - they show Western influence
 - they suggest similarity across cultures
- Other research has shown that _____ may produce _____.
 - facial expressions; emotions
 - emotions; facial expressions

B

FORM



The Present and Past Passive



Think Critically About Form

- A. Look back at the excerpt on page 192 and complete the tasks below.
- CATEGORIZE** An example of the simple present passive is underlined. Find three more examples. Sort them into singular and plural.
 - CATEGORIZE** An example of the simple past passive is circled. Find three more examples. Sort them into singular and plural.
 - APPLY** Look at the examples of the present continuous and past continuous passives below. Find one example of each of these forms in the text.
 - A great deal of research **is being done**.
 - A great deal of research **was being done**.
- B. Discuss your answers with the class and read the Form charts to check them.

▶ The Present Passive



SIMPLE PRESENT PASSIVE

AM / IS / ARE + PAST PARTICIPLE (+ BY + NOUN)

The directions **are explained (by the teacher)**.

The answer **isn't explained**.

Is the study **published** yet?

Yes, it is. / No, it isn't.

When are the results **announced**?

▶ The Past Passive

SIMPLE PAST PASSIVE

WAS / WERE + PAST PARTICIPLE (+ BY + NOUN)

The directions **were explained (by the teacher)**.

The answer **wasn't explained**.

Was the study **published**?

Yes, it was. / No, it wasn't.

Where were the results **announced**?

► The Present Passive


PRESENT CONTINUOUS PASSIVE
AM / IS / ARE + BEING + PAST PARTICIPLE (+ BY + NOUN)
The directions are being explained (by the teacher) .
The answer isn't being explained .
Is the study being published ?
Yes, it is. / No, it isn't.
How are the results being announced ?

► The Past Passive

PAST CONTINUOUS PASSIVE
WAS / WERE + BEING + PAST PARTICIPLE (+ BY + NOUN)
The directions were being explained (by the teacher) .
The answer wasn't being explained .
Was the study being published ?
Yes, it was. / No, it wasn't.
Why were the results being announced ?

- Only transitive verbs can be in the passive. A transitive verb is a verb that is followed by an object. For example: **give** an exam, **throw** a baseball, **cook** a meal.
- *By* + a noun phrase is optional at the end of passive sentences.
The directions **were explained (by the teacher)**.
The study **is being published (by Psychology Today)**.
- See Appendices 4 and 5 for spelling and pronunciation rules for verbs ending in *-ed*.
- See Appendix 6 for irregular verbs and their past participles.

B1 Listening for Form

 **CD2 T3** Listen to this information about facial expressions and write the passive forms you hear.

1. Last year some research was being done on smiling across cultures.
2. I _____ to join the study after it began.
3. A number of questions _____ at the same time.
4. For example, _____ the general meaning of a smile always _____?
5. Why _____ the mouth _____ in some cultures?
6. Is it true that smiles _____ for friends and family in some cultures?
7. The results of this research _____ at a psychology conference.
8. The results _____ also _____ in a popular psychology magazine.

B2 Asking and Answering Questions with Simple Present Passives



Work with a partner. Complete this conversation with the words in parentheses and the simple present passive. Then practice the conversation.

A: When is the trash collected₁ (the trash/collect) in your neighborhood?

B: It _____₂ (pick up) on Mondays, but we don't have much trash anymore. Almost everything we use _____₃ (recycle).

A: And _____₄ (the recycled items/collect) too?

B: Some of them _____₅ (collect). Newspapers, glass, and cans _____₆ (take away) by a private recycling company.

A: And then what _____₇ (do) with all of that stuff?

B: It _____₈ (sell) to other companies for further recycling.

B3 Working on Simple Past Passives



Work with a partner. Complete this paragraph about how glass was made in the picture. Use the words in parentheses and the simple past passive.

When the glass was made₁ (make), certain materials _____₂ (melt) together and then they _____₃ (cool). The materials _____₄ (heat) in large furnaces that _____₅ (build) of ceramic blocks. When the bubbles _____₆ (remove) from the hot mixture, the hot liquid _____₇ (pour) into molds, and it _____₈ (form) into different shapes.



B4 Working on Present and Past Continuous Passives

- A. Complete this paragraph with the words in parentheses and the present continuous passive.

The building where I work _____¹ *is being renovated* (renovate) right now, and a number of changes _____² (make). For example, all of the offices _____³ (paint), and the carpeting _____⁴ (replace). New shelves _____⁵ (build), and the computer system _____⁶ (upgrade). Finally, a new kitchen _____⁷ (add) for the staff. A refrigerator, microwave, and sink _____⁸ (install) in the new kitchen.

- B. Now rewrite the paragraph in the past continuous passive.

The building where I work was being renovated last month, and a number of changes...

B5 Working on Passive Questions

- A. Imagine you are interviewing the director of the computer lab at your school about changes that are taking place. For items 1–4 write information questions with the present continuous passive. For items 5–8 write *Yes/No* questions with the present continuous passive.

- | | |
|---|----------------------------------|
| 1. what kind of computers/buy | 5. more employees/hire |
| <i>What kind of computers are being bought?</i> | 6. new furniture/purchase |
| 2. how many computers/not replace | 7. the old equipment/throw away |
| 3. which software program/install | 8. the hours of operation/expand |
| 4. how much money/spend | |

- B. Change questions 1–4 to the past continuous passive.

What kind of computers were being bought?

- C. Change questions 5–8 to the simple past passive. End each question with *last semester*.

Were more employees hired last semester?

C

MEANING AND USE 1

Changing Focus from Active to Passive



Think Critically About Meaning and Use

- A.** Read the sentences and answer the questions below.
- 1a. High winds damaged the bridge.
 - 1b. The bridge was damaged by high winds.
 - 2a. The state inspects the bridge once a year.
 - 2b. The bridge is inspected by the state once a year.
1. **EVALUATE** Do the sentences in each pair have about the same meaning or different meanings?
 2. **ANALYZE** Which sentences focus more on a noun that is performing an action or causing something to happen?
 3. **ANALYZE** Which sentences focus more on a noun that receives an action?
- B.** Discuss your answers with the class and read the Meaning and Use Notes to check them.

Meaning and Use Notes



Contrasting Active and Passive Sentences

- **1A** The passive form changes the usual order of the subject and object of an active sentence. The object of an active sentence becomes the subject of a passive sentence.

Active Sentence: Jonah sent the letter.

Passive Sentence: The letter was sent by Jonah.

- **1B** In active sentences, the agent (the noun that is performing the action) is in subject position. In passive sentences, the receiver (the noun that receives or is the result of an action) is in the subject position. Passive sentences often do not mention the agent.

	Agent		Receiver
Active Sentence:	Jonah	sent	the letter.
	Receiver		Agent
Passive Sentence:	The letter	was sent	by Jonah.
	The letter	was sent.	

Choosing Active or Passive Sentences

- 2 Choosing the active or the passive form of a sentence does not change the meaning, but it does affect the way you think about the information in the sentence. Use an active sentence to focus on who or what performs the action. Use a passive sentence to focus on the receiver or the result of an action.

Active Sentence

We **tried** to get help during the storm, but we **couldn't get through** on the phone, so we **waited** until the next morning.

(The focus is on us—the speakers—and what we did during the storm.)

Passive Sentence

The next morning, our roof **was damaged** and the basement **was flooded**. Next door, the porch **was ruined** and several windows **were broken**.

(The focus is on the results of the storm. The sentences describe the damage caused by the storm.)

C1 Listening for Meaning and Use

► Notes 1A, 1B

- CD2 T4 Listen to this description of a research study. Check (✓) whether each sentence is active or passive.

	ACTIVE	PASSIVE
1.		✓
2.		
3.		
4.		
5.		
6.		
7.		
8.		

C2 Using Agents and Receivers

► Notes 1A, 1B

Create meaningful active or passive sentences in the simple past. Use the words given. The first words in each item must be the subject of your sentence.

1. the medicine/take/the patient The medicine was taken by the patient.
2. the patient/take/the medicine The patient took the medicine.
3. the window/break/the child _____
4. the concert/attend/many people _____
5. she/make/the cake _____
6. we/cancel/the appointment _____
7. the car/repair/two mechanics _____

C3 Focusing on Receivers

► Note 2



Work with a partner. Use the words in parentheses and the past continuous passive to tell what was happening. Then add another idea of your own.

1. Your friend's wedding reception started at 2:00 P.M. When you arrived at 2:15,
 - a. (the guests/greet) the guests were being greeted.
 - b. (the bride and groom/photograph) _____
 - c. (appetizers/serve) _____
 - d. _____
2. When your dinner guests arrived, you were still getting ready and
 - a. (the roast beef/slice) _____
 - b. (the salad/make) _____
 - c. (the table/set) _____
 - d. _____
3. When you arrived at the scene of the accident,
 - a. (one person/lift into an ambulance) _____
 - b. (a man/give oxygen) _____
 - c. (two witnesses/question) _____
 - d. _____

Vocabulary Notes

Verbs with No Passive Forms

Intransitive Verbs Verbs that cannot be followed by objects are called intransitive verbs. They have no passive forms. Here are some common intransitive verbs:

appear come die go look rain stay
arrive cry emerge happen occur sleep walk

See Appendix 7 for a list of more intransitive verbs.

Transitive Nonpassive Verbs Verbs that can be followed by objects are called transitive verbs. Most transitive verbs have passive forms, but some do not. Notice how the passive form of *fit* does not make sense in English.

Active

The dress fits Valerie.

Passive

✗ Valerie is fit by the dress. (INCORRECT)

Here are some more transitive verbs that have no passive forms:

Ben **has** a CD player. Jenny **resembles** her father. She **became** a doctor.
We **lack** funds. The test **consists of** two parts. The book **costs** ten dollars.
The dress **suits** her. Ten pounds **equal** 4.5 kilos. He **weighs** 150 pounds.

Verbs That Are Intransitive or Transitive Some verbs can be transitive or intransitive. When they are intransitive they do not have passive forms. Here are some examples:

begin break close end freeze open start stop

C4 Choosing Verbs with Active or Passive Forms

Change these active sentences to passive sentences if possible. Some of the sentences cannot be changed. Explain why some of the sentences have no passive form.

1. A graduate student is gathering data for a study on emotions.
Data is being gathered by a graduate student for a study on emotions.
2. A psychologist proposed a new theory about facial expressions.
3. Some interesting results are emerging from cross-cultural data.
4. The research team was considering the new theory.
5. They already have 75 participants for the study.
6. The psychology department is paying each participant.
7. Some new equipment for the project arrived yesterday.
8. The researchers still need more equipment for data analysis.

D

MEANING AND USE 2

Reasons for Using the Passive



Think Critically About Meaning and Use

A. Read the sentences and answer the questions below.

A radio broadcast

1a. A former employee robbed the C&R bank at about 8:00 P.M. last night.

1b. The C&R bank was robbed at about 8:00 P.M. last night.

A sign in a doctor's office

2a. Patients are requested to pay before leaving.

2b. Dr. Lewis requests that patients pay before leaving.

1. **ANALYZE** In which sentence is the agent probably unknown?

2. **EVALUATE** In sentences 2a and 2b, which sign is more impersonal and indirect?

B. Discuss your answers with the class and read the Meaning and Use Notes to check them.

Meaning and Use Notes



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Focus on Results or Processes

- ▶ 1 Use the passive when the receiver or result of an action is more important than the agent. The passive is often used in descriptions of results or processes involving things rather than people.

Many homes **were damaged** by the flood. (The result is more important than the agent.)

The mixture **is boiled** before it **is poured** into the bowl. (The focus is on the process.)

Omitting the Agent

- ▶ 2A Passive sentences that do not mention the agent are called agentless passives. They are used when the agent is unimportant, unknown, or obvious.

Unimportant Agent

Supercomputers **were developed**
to solve complex problems.

Unknown Agent

This package **was left** on my desk.
Do you know who left it?

Obvious Agent

The mail **is delivered** at noon. (It is obvious that a mail carrier delivers the mail.)

- **2B** The agentless passive is used to avoid very general subjects such as *people, someone, we, one*, and impersonal *you* and *they*. The passive often sounds more indirect or impersonal.

Agentless Passive

ID photos **are being taken** today.

Calcium **is needed** for strong bones.

Reservations **are required**.

Parsley is an herb that **is used** as a garnish.

Active

They are taking ID photos today.

People need calcium for strong bones.

We require reservations.

Parsley is an herb that one uses as a garnish.

- **2C** Sometimes the agentless passive is used to avoid taking responsibility for an action or to avoid blaming another person.

A Boss Speaking to His Employees

A serious error **was made** in the payroll.

(The boss deliberately doesn't say who made the error.)

D1 Listening for Meaning and Use

► **Notes 1, 2A, 2B**

- CD2 T5 Listen to each situation. Check (✓) the sentence that has approximately the same meaning as the passive sentence you hear.

- ___ a. You can park in front of the building.
 b. We ask visitors not to park in front of the building.
- ___ a. They speak French in Quebec.
___ b. Nobody speaks French in Quebec.
- ___ a. We permitted Julie to speak.
___ b. They permitted Julie to speak.
- ___ a. A falling tree injured several people.
___ b. Several people injured a tree.
- ___ a. The author wrote the book in 1966.
___ b. My friend wrote the book in 1966.
- ___ a. You appreciate our assistance.
___ b. We appreciate your assistance.

D2 Describing Results

► Notes 1, 2A,



Work with a partner. Describe the results of the situations below by completing each sentence with the simple past passive. Try to use a different verb in each sentence.



1. An earthquake rocked a small town in southern Chile last night.
 - a. No major power lines were knocked down. _____
 - b. One major road _____
 - c. Twelve people _____
 - d. A person _____
 - e. One building _____
 - f. Many windows _____
2. A serious flu epidemic spread through the area last month.
 - a. One school _____
 - b. A basketball tournament _____
 - c. Many flu shots _____
 - d. Dozens of people _____
3. John was surprised to see that his roommate had cleaned their apartment.
 - a. The dishes _____
 - b. The carpets _____
 - c. The furniture _____
 - d. The windows _____
 - e. The kitchen floor _____

D3 Omitting Agents

► Notes 2A–2C



Work with a partner. Change each sentence to the agentless passive. Choose a reason for omitting the agent. Is it (a) unknown, (b) unimportant or obvious, (c) a general subject, or (d) not used to avoid blame?

1. Some painters were painting the office yesterday.
The office was being painted yesterday. (b)
2. The vendors are always reducing the prices at the farmer's market.
3. They're accepting applications for summer employment at the supermarket.
4. When a pipe burst in our house, the water ruined our new carpet.
5. I lost the report sometime during the week.
6. At that moment, somebody was unlocking the door.
7. Attention, please. We are now selling tickets for the 5:00 P.M. show.
8. Authors are writing many books about health and nutrition.
9. Last year, the university required undergraduates to take a minimum of four courses per semester.
10. In Brazil people speak Portuguese and a number of other languages.

D4 Writing Definitions

► Notes 2A, 2B



A. Work with a partner. Use the words in parentheses and your own words to write definitions for these terms. Use the passive in your definition.

1. Caffeine (stimulant/find) *Caffeine is a stimulant that is found in coffee.* _____
2. Soccer (sport/play) _____
3. The tuxedo (garment/wear) _____
4. Farsi (language/speak) _____
5. The Great Sphinx of Giza (statue/build) _____
6. Rice (food/eat) _____



B. Now make a list of six nouns. Exchange papers with your partner and write definitions like those above for any three nouns on the list your partner gives you.

Beyond the Sentence

Keeping the Focus

You can choose between an active or passive sentence in order to keep the focus on a noun that was mentioned in a previous sentence. To keep the focus, make the noun the subject of the next sentence. Sometimes you will need an active sentence to do this; sometimes you will need a passive sentence. It is easier to follow ideas from sentence to sentence when the focus is understood.

Active Sentence Followed by Passive Sentence

Yesterday, the old man lost his wallet. Fortunately, it was found by a police officer a few hours later.

Active Sentence Followed by Active Sentence

Yesterday, the old man lost his wallet. Fortunately, it had no money inside.

D5 Keeping the Focus

- A. Choose the active or passive sentence that best completes each item. Your answer will depend on the underlined focus.
- Charlotte opened the door to her house,
 a. and she was greeted by an unknown child.
b. and an unknown child greeted her.
 - When we lived in that house,
a. a garden was never planted.
b. we never planted a garden.
 - Golf is one of the most popular sports in the United States.
a. It is played by people of all ages.
b. People of all ages play it.
 - My uncle got a new car.
a. It was purchased in New Jersey.
b. He bought it in New Jersey.
 - In 1994, she wrote a best-selling novel.
a. After that, many offers were received to write more fiction.
b. After that, she received many offers to write more fiction.

6. Bhutan and Nepal have many mountains.
 - a. In those countries, transportation is difficult.
 - b. They make transportation difficult in those countries.
7. The Great Lakes are the largest group of freshwater lakes in the world.
 - a. They were formed by glaciers about 250,000 years ago.
 - b. Glaciers formed them about 250,000 years ago.
8. As soon as the robber tried to leave the bank,
 - a. he was arrested by a detective waiting outside.
 - b. a detective waiting outside arrested him.

B. Each of these sentences has an underlined noun indicating the focus. For each noun, write an appropriate active or passive sentence that gives additional information about the focus. Use nouns or pronouns.

1. Sushi is a rice delicacy in Japan. It is often filled or topped with raw fish.
 Sushi is a rice delicacy in Japan. Another popular delicacy is sashimi.
2. Antibiotics kill certain bacteria. _____
 Antibiotics kill certain bacteria. _____
3. French is a Romance language. _____
 French is a Romance language. _____
4. Music used to be recorded on cassettes. _____
 Music used to be recorded on cassettes. _____
5. Psychologists are interested in facial expressions. _____
 Psychologists are interested in facial expressions. _____
6. Rice is a staple in many countries around the world. _____
 Rice is a staple in many countries around the world. _____

C. Choose one of the sentences from part B and expand it into a short paragraph of four or five sentences. Work on maintaining the focus between sentence pairs. Use active or passive sentences where appropriate.

Sushi is a rice delicacy in Japan. Another popular delicacy is sashimi. While both delicacies are made from very thinly sliced raw fish, sushi is served with...



WRITING

Write an Email Informing Your Professor About Your Lab Project for a Science Course



Think Critically About Meaning and Use

- A.** Read each sentence and the statements that follow. Choose the statement that best explains the meaning of the sentence.
- Students are required to take the final exam.
 - The students require the final exam.
 - The professor requires the final exam.
 - Student photos are being taken in the gym.
 - Students are taking pictures.
 - Students are being photographed.
 - He has been called a liar by the manager.
 - The manager has called him a liar.
 - He has called the mayor a liar.
 - Laser beams are used in surgery.
 - Laser beams use surgery.
 - Surgeons use laser beams.
 - He was asked to resign by the board of directors.
 - He asked the board of directors to resign.
 - The board of directors asked him to resign.
 - It is believed that she will run for president.
 - It is certain that she will run for president.
 - People think that she will run for president.
 - The letter was sent to all patients by the doctor.
 - The patients sent the letter.
 - The doctor sent the letter.
 - He is not being hired for the job.
 - He is not going to get the job.
 - He is not hiring us for the job.

- B.** Discuss these questions in small groups.
- 1. EVALUATE** Why is it important to include the agent in sentences 3 and 5?
 - 2. COMPARE AND CONTRAST** Look at sentences 2 and 6. In which is the agent obvious? In which is the agent unimportant?

Edit

Find the errors in these paragraphs and correct them.

It is ~~claiming~~ ^{claimed} by psychologists that everyone lies at some time or other. Moreover, many people can lie without showing it in their facial expressions or body language. For this reason, lie detector tests are frequently use in police investigations. The use of such tests to detect lies is many hundreds of years old.



For example, it is believe that in China suspected liars were forced to chew rice powder and then spit it out. If the powder was dry, the suspect is considered guilty. In Spain, another variation for lie detection used. The suspect was being required to swallow a slice of bread and cheese. It was believed that if the bread stuck inside the suspect's mouth, then he or she was lying. Psychologists report that these strange methods actually show a basic principle that is know about lying: Anxiety that is related to lying is linked to lack of saliva, or dry mouth.

Modern lie detectors, which are calling polygraphs, are used to indicate changes in heart rate, blood pressure, breathing rate, and perspiration while a person is be examined. Questions about the validity of the polygraph, however, are frequently raising. Consequently, results from polygraphs are often thrown out in legal cases.

Write

Imagine you and two of your classmates are doing a lab project for a science course. Write an email informing your professor of your progress. Use present and past passives.

- BRAINSTORM** Decide on the project you will describe. Make a list of what you have already done and what you are currently working on. Use these categories to help you organize your ideas into paragraphs:
 - **Opening:** Say why you're writing (e.g., to update your professor on your progress).
 - **Stage 1:** What things were done? What problems were encountered? What solutions were found?
 - **Stage 2:** What things are being done now? How are problems being dealt with?
 - **Closing:** Assure the instructor that everything is going. If desired, suggest a meeting to discuss your progress.
- WRITE A FIRST DRAFT** Before you write your first draft, read the checklist below and look at the sentences you wrote for D2 and D3 on pages 204–205. Write your draft using present and past passives.
- EDIT** Read your work and check it against the checklist below. Circle grammar, spelling, and punctuation errors.

DO I ...	YES
use active sentences to focus on who or what is performing an action?	<input type="checkbox"/>
use passive sentences to talk about a process or to focus on the receiver or result?	<input type="checkbox"/>
omit the agent in passive sentences when it is unimportant, unknown, or obvious or when I want to avoid blame?	<input type="checkbox"/>

- PEER REVIEW** Work with a partner to help you decide how to fix your errors and improve the content. Use the checklist above.
- REWRITE YOUR DRAFT** Using the comments from your partner, write a final draft.

