

**CHAPTER**

**11**

# Passive Voice

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## 11.1 PASSIVE VOICE

- At the Movies
- Busy Pictures
- Match
- Storytime

## 11.2 PARTICIPIAL ADJECTIVES

- Reviews
- Pictures

## 1. AT THE MOVIES

**Materials:** Short excerpt from video  
Worksheet based on video (see sample Worksheet 66)

**Dynamic:** Small groups

**Time:** 40 minutes

- Procedure:**
1. Select either a short video (no more than 30 minutes) or an excerpt from a longer video. Use about 10 minutes of an action-packed scene. Go over vocabulary that the students will need in order to understand the video and to write their sentences. I recommend including this on the worksheet.
  2. Go over the questions on the worksheet so the students know in advance what to look for when you show the video. Use a variety of tenses in your questions.



**BLUE**

**Examples:**

What happened to the balloon?

What had already happened to the man before he entered the cave?

What do you think will happen to the woman next?

Be sure the students understand that they must reply in the passive. They cannot answer, “The balloon flew away,” to the first question (above). They must answer with a response such as “The balloon was taken by the gang of boys.” Students have a tendency to answer in the active voice for a question in the future, so you may want to solicit some responses in the passive or have the students brainstorm answers to the questions in groups.

3. Show the video. Let the students take notes if they want.
4. Arrange the students in groups of three or four to discuss the video and try to form answers to the questions.
5. For homework, have the students write out the answers to the questions, using only the passive voice.

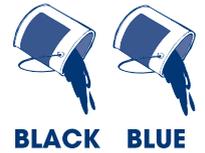
**NOTE:** *Worksheet 66, intended as an example, is based on approximately 10 minutes near the beginning of Raiders of the Lost Ark, from the time Indiana Jones enters the cave until he flies off in the airplane. Pick a short segment of a video with a lot of action, one that lends itself to writing passive sentences.*

## 2. BUSY PICTURES

**Materials:** Picture for each student (see Worksheets 67A & 67B for examples)

**Dynamic:** Individuals/Groups

**Time:** 25 minutes



- Procedure:**
1. Choose a picture with a lot of activity. Be sure that students will be able to generate some passive sentences about the picture you have chosen. A funny or strange picture works well. Good sources for pictures are magazine ads, certain comics, and pictures from lower-level writing books.
  2. Have students write a specific number of sentences in the passive based on the picture. Have an advanced class write a paragraph that contains both passive and active sentences. Tell them not to limit themselves to what they see in the picture. Encourage them to stretch their imagination and be creative. The funnier and more outrageous the situations or sentences, the more fun the activity will be. Give them some help to get started. For example:

Last weekend I was at a very elegant restaurant where the food was being served by a sophisticated-looking waitress when . . .

I had dinner with my girlfriend's parents for the first time. As the menu selections were being discussed, I leaned back to drink my water and suddenly . . .

If you are asking for a paragraph, make sure the students understand that it is impossible to write every sentence in the passive, so their paragraphs will be a mixture of passive and active sentences. You may want to tell them approximately how many passive sentences you would like them to produce.

3. Collect and correct the students' sentences, then prepare an error analysis page focusing on mistakes in the passive taken from their writing (see Worksheet 67B). Different types of mistakes may be included, such as

The waitress is brought the meal.

The menu are being discussed by the women.

The meal is being serving.

4. Before handing back the students' work, arrange the students in small groups and have them try to correct the errors on the error analysis page. The individual students can use these corrections to help with their own papers when they are returned.

### 3. MATCH

- Materials:** Worksheet 68
- Dynamic:** Pairs/Small groups
- Time:** 20 minutes



**BLUE**

- Procedure:**
1. Arrange students in pairs or groups of three or four, and give a copy of the worksheet to each group.
  2. The students are to choose two related words on the worksheet and make a passive sentence using them. They will have to supply their own verbs and other words.

Words chosen: **children, Aladdin**

Possible sentence: *Aladdin is loved by children.*

Words chosen: **dog, bone**

Possible sentence: *Bones are eaten by dogs.*

3. As a follow-up the next day, you might make a worksheet of inappropriate passive sentences. The students would correct the sentences and explain what was wrong: the sentences are illogical, silly, do not have correct subject/verb agreement, or do not use the passive.

### 4. STORYTIME

- Materials:** Worksheet 69
- Dynamic:** Small groups
- Time:** 30 minutes



**BLUE**

- Procedure:**
1. Arrange students in groups of three or four. Give each group a copy of the worksheet.
  2. Direct students to read the short summaries on the worksheet and then write four sentences based on the readings, using the passive voice.

#### **Sample responses, Worksheet 69, story 1:**

Lucy was fooled by her boyfriend, who was dressed as a woman.

Lucy is attracted to her disguised boyfriend.

Kevin and Mac are taken out to public places by Lucy.

Dates were arranged for the two men dressed as women.

**NOTE:** *You can use summaries of soap operas (as in the handout), movies, TV shows, stories the students are reading in their reading classes, fairy tales, or fables, or make up your own.*

# 11.2

## PARTICIPIAL ADJECTIVES

### 1. REVIEWS

**Materials:** Worksheet 70

**Dynamic:** Pairs

**Time:** 15 minutes

- Procedure:**
1. To review participial adjectives, use the worksheet or make a similar one of your own, based on a current TV show or movie.
  2. Have students work in pairs (one worksheet per pair) to fill in the blanks with the appropriate form of one of the verbs listed.
  3. Go over the worksheet as a class and discuss the reasons for the answers.



**BLUE**

### 2. PICTURES

**Materials:** A large picture for each pair

**Dynamic:** Pairs

**Time:** 10 minutes

- Procedure:**
1. Put students into pairs. Give each pair a picture and a verb to use. A good source of pictures is full-page ads in magazines.
  2. The partners make a sentence based on their picture, using a participial adjective form of the verb they have been assigned.



**BLACK BLUE**

**Examples:**

Use a picture of a man watching TV. Assigned verb: *bore*  
The man is bored by the programs on TV. or  
The TV programs are very boring.

Be sure to assign a verb that can be logically used with the picture. Sometimes different forms can be used, but other times only one form is logical.

3. Each pair shows their picture to the class and reads their sentence.



## Worksheet 66: AT THE MOVIES

*Answer the questions about the movie excerpt you just watched. Use the vocabulary words below to help you. Be sure to answer in complete sentences, using the passive.*

boulder	flatten	idol	replace	spear	stones
chase	follow	Indians	sand	spiders	surround
exchange	hole	opening	skeleton	squash	whip

1. What was placed in the bag by Indiana Jones?
2. What was Indiana's helper frightened by?
3. What had happened to the other scientist (skeleton) earlier?
4. What happened to the idol?
5. What almost happened to Indiana Jones when he tried to get under the door?
6. What had already happened to the helper when Indiana reached him?
7. What happened to Indiana next?
8. What happened to Indiana when he got outside the cave?
9. What happened to the idol outside the cave?
10. What happened to Indiana when he tried to escape?
11. What was Indiana scared by in the plane?
12. What do you think will happen to Indiana next?



## Worksheet 67A: BUSY PICTURES

Write a paragraph describing the scene below. Use the passive voice as appropriate.





## Worksheet 67B: BUSY PICTURES

*The following sentences all have problems related to the passive voice. Find the mistakes and correct them.*

1. The bald man was being read a menu.
2. The man was poured the water.
3. The waitress is being carried by a tray.
4. The waiter is set by the table.
5. The silverware have been placed on a table by a waiter.
6. The menus is being read by two women.
7. The order was wrote by the waiter.
8. The rolls has already been set on the table.
9. A drink is being drunk by a glass.
10. An order is being listened by the waiter.



## Worksheet 68: MATCH

Choose two words from the lists on the top or bottom of the page. Make a logical sentence using these two words and the passive voice. You have more words than you need to make 10 sentences.

new bank  
bone

The President  
my construction company

scholarship  
mouse

ESL/EFL  
speech

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

children  
tests

foreign students  
cat

*Aladdin*  
athletes

dog  
teachers



## Worksheet 69: STORYTIME

### 1. *General Hospital*

Lucy has become very involved with Madame Maya, a psychic. Kevin, Lucy's boyfriend, is concerned about the relationship and feels that Madame Maya is trying to get money from Lucy. To find out what goes on at the meetings, which are for women only, Kevin and his friend Mac disguise themselves as women and attend. Lucy feels strangely attracted to Norma, who is Kevin in disguise. Finally she realizes that Norma and Eve are really Kevin and Mac. To teach them a lesson, she decides to have them go out in public with her and Madame Maya and tries to arrange dates for Kevin and Mac in their disguise as women. Of course, Kevin and Mac feel very embarrassed, but they can't admit who they really are.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

### 2. *General Hospital*

Lois, Brenda, and Sonny are partners in L & B Records. Because of legal problems, Sonny needs to sell his share of the company. He decides not to sell to Lois' husband, Ned, whom he dislikes. Instead, Sonny sells his share to Edward, Ned's grandfather (a business tycoon). Edward doesn't like the fact that Ned sings part time for L & B. He wants Ned to work full time for Edward's company. In order to gain control, Edward lies to Brenda about some papers he says she must sign immediately. Brenda tries to reach Lois, who is out of town with Ned on business, to talk about Edward's papers. Edward pressures Brenda who, because she can't find Lois, signs the papers. Later, she finds out she has signed over her share of the business to Edward and that Edward now owns the majority share of the company.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_



## Worksheet 70: REVIEWS

Fill in the blanks with a participial adjective form of one of the verbs in the list. Some of the words will be used more than once.

confuse  
depress  
disgust

embarrass  
excite  
fascinate

frighten  
humiliate  
interest

shock  
surround

*A Walk in the Clouds* is an \_\_\_\_\_ movie starring Keanu Reeves. The movie takes place after World War II in the wine country of California. The characters are \_\_\_\_\_ by beautiful scenery. Keanu's character is married to a woman he met before he went overseas. They don't really know each other, nor are they \_\_\_\_\_ in the same things. He is a traveling salesman, and on his first trip after returning home he meets a \_\_\_\_\_ woman on the train. Every time he runs into her, he gets into trouble. She is \_\_\_\_\_ to have caused him so many problems, but he notices that she is very \_\_\_\_\_, and finally she tells him that she is pregnant and unmarried. This is an especially \_\_\_\_\_ position to be in because her parents are very strict and will be \_\_\_\_\_ by this news. She is very \_\_\_\_\_ and doesn't know what to do. Keanu's character offers to pose as her husband, who will then have a fight with her and leave the \_\_\_\_\_ woman. Her family, however, will believe she is married and that the husband is a \_\_\_\_\_ person. They will feel sorry for her. Before the two can carry out this somewhat \_\_\_\_\_ plan, they start to really fall in love. Watch the movie to find out the \_\_\_\_\_ ending!