

Passive Voice – Lesson Plan

AU, Lai Yee Naomi; LEE, Fung King Jackie
The Education University of Hong Kong

Lesson Duration: 90 minutes

Target Level: Junior Secondary

Lesson Objective(s):

After the lesson, students will be able to:

1. Demonstrate an understanding of the meanings made by passive voice;
2. Tell when the agent should be included and when it could be omitted in the passive voice;
3. Show heightened awareness of when to use the active and the passive;
4. Write magazine captions using the active/passive voice appropriately.

Time	Procedures	Materials
15 mins	<p>1. <u>Structure of the Passive</u></p> <p>1.1. T tells students they will watch a short video clip from “Ratatouille” and introduces the main characters (Remy and Alfredo).</p> <p>1.2. T plays the video clip.</p> <p>1.3. T replays a certain part of the video, provides Ss with words and asks Ss to make sentences to describe the scene.</p> <p>1.4. T draws Ss’ attention to the use of the passive voice to make sentences.</p> <p>1.5. T helps Ss to work out the differences between the active voice and the passive voice in terms of the structure.</p> <p>1.6. T introduces a passive voice card game for students to consolidate their learning of the passive structure. In groups of 4, Ss take turns to get two name cards and one verb card to form an active sentence and a passive sentence. The other players judge whether the sentences are grammatical.</p> <p>1.7. Ss complete Part I by making sentences</p>	<ul style="list-style-type: none">● PPT● WS (Part I)● Cards● Video clip <p>(00:00 - 1:50) Watch the video clip in the PPT (Slide 4)</p>

	for the game.	
20 mins	<p>2. <u>Choice of the Active and the Passive</u></p> <p>2.1. T shows a video clip from “Zootopia” after briefly introducing the two main characters featured in the video. T shows a short text about what happened later. The text includes mixed use of <u>the active voice and the passive voice</u>. Ss have to identify the active and the passive structures.</p> <p>2.2. T asks guiding questions and helps students understand that the topic is a factor that decides the choice of the active and the passive. Ss complete Part III of the worksheet.</p>	<ul style="list-style-type: none"> ● PPT ● WS (Parts II & III) ● Video clip (00:12-01:11) https://www.youtube.com/watch?v=OCxjDkCxL1c&list=PLe7rCRMc2z9USj46WcEgbY0UzwxlHfyzM&index=3
15 mins	<p>3. <u>Agent</u></p> <p>3.1. <u>Without the agent</u> T shows Ss examples of headlines retrieved from authentic materials where passive voice is used without the agent “by someone”.</p> <p>3.1.1. T asks guiding questions and helps students understand the use of passive voice in each example.</p> <p>3.1.2. T summarises with the Ss when the agent is not included in the passive.</p> <p>3.2. <u>With the agent</u> 3.2.1. T shows Ss examples retrieved from authentic materials (newspapers, magazines) where passive voice is used with “by someone”.</p> <p>3.2.2. T summarises with the Ss when we use passive voice with “by someone”.</p>	<ul style="list-style-type: none"> ● PPT ● WS (Part IV)

<p>20 mins</p>	<p>4. Practice</p> <p>4.1. T shows Ss video clips from different TV series where passive voice is used after briefly introducing each scene to the students.</p> <p>4.2. T asks Ss to come up with the meaning the passive voice makes / the reason behind the use.</p>	<ul style="list-style-type: none"> ● PPT ● Video clips: https://www.youtube.com/watch?v=dzeI93MszMk “Sean saves the world” https://www.youtube.com/watch?v=ycxcgYUtGvE (1:07-1:15)
<p>20 mins</p> <p>Extended task</p>	<p>5. Writing task (You are a magazine editor and your job is to write captions for different magazine covers. Read the information provided by your assistant carefully and write captions for the following magazine covers.)</p> <p>5.1. Based on the information given, Ss in pairs need to write captions using passive, active or both.</p> <p>5.2. For the more advanced level – Ss can be asked to explain the rationale of their language choices – passive/active, with/without the agent.</p> <p>5.3. T checks answers with Ss.</p>	<ul style="list-style-type: none"> ● WS (Part V)