

Lesson Plan: Passive Voice in English

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Subject: English

Title : Lesson	Time : 40 minutes
Subject : <i>PASSIVE VOICE</i>	
Aim: How to form a passive voice sentence in English	
Key CS elements: decomposition, pattern spotting, abstraction, practicing algorithms	
Age group : 4th, 14 year olds	
Learning situations: classrooms	Activity type : analysis
Resources : computer, mind map, online newspapers.	
<p style="text-align: center;">Learning development:</p> <p>First we identify the problem: how to change a sentence from active to passive voice in English language. Any similarity to Spanish (our mother tongue)</p> <p>1. Decomposing: we analyze the sentences and breakdown their structure, to check if they are in active or passive voice. After reading and checking different sources (English short novels, school books, online newspapers, etc) they find out that the sentences are written following 2 different patterns:</p> <ul style="list-style-type: none">- those which are active have subject + verb + complements structure- those which are passive have a different organization subject + to be + verb + complements + by agent. <p>They take advantage that this structure is similar to Spanish language, so the students identify the passive sentences with no much difficulty.</p> <p>2. Pattern recognition:</p> <p>Once they can see the differences in both structures, the aim of the task is that students should be able to change one sentence from active to passive voice.</p> <p>To fulfill this task, the students have to recognize any pattern in active sentences that enables them to change from active to passive.</p> <p>By using examples they have found on the internet they create the pattern of an active sentence. subject + verb + direct object + complements.</p> <p>Patterns found in active sentences.</p> <p>The subject: can be either a personal pronoun or a noun (singular or plural)</p> <p>The verb: can be present, past, future, etc</p>	

The direct object: can be also a pronoun (object pronoun) or a noun (common -singular or plural; or proper name)

The complements: can be time expressions, place, manner, etc.

The final pattern is **PLACEMENT**:

SUBJECT IS ALWAYS THE FIRST WORD IN A STATEMENT, FOLLOWED BY VERB AND OBJECT.

This order is always the same in statements, but not in questions.

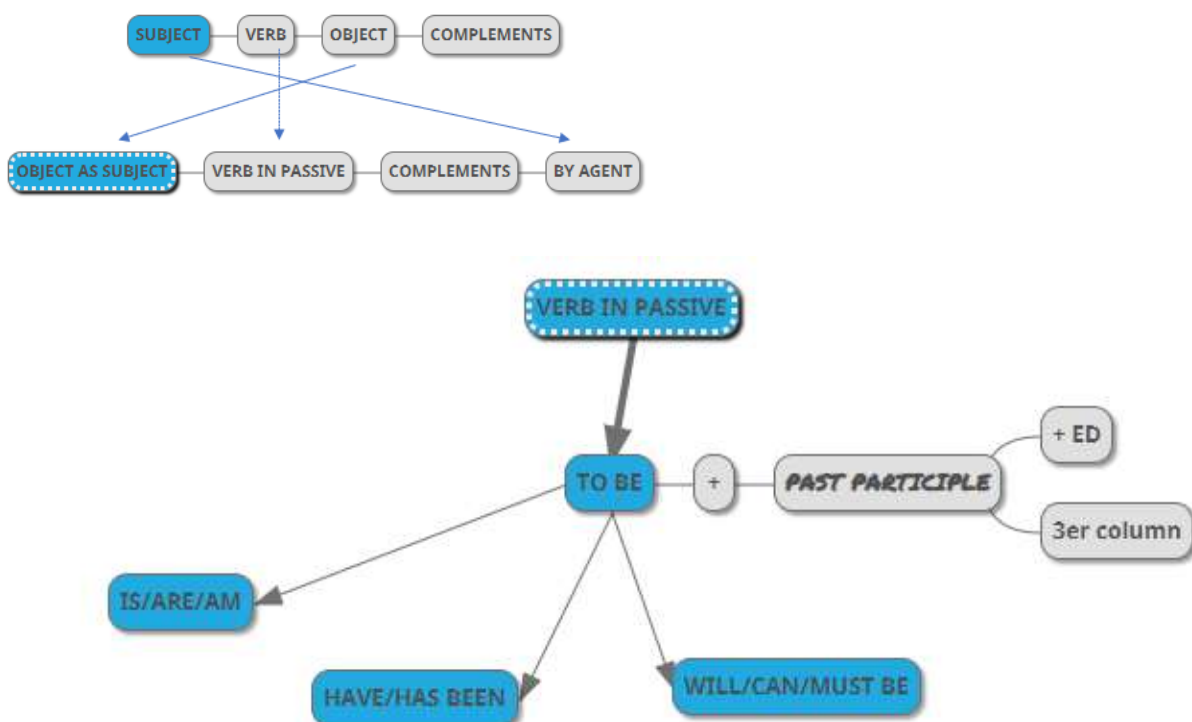
Not all active sentences can be turned into passive ones. A direct object is compulsory, otherwise the sentence cannot be turned into passive voice.

3. Abstraction: supply the students with both active and passive sentences and let them think how the inversion has taken place.

They found out that:

- the object is taken to the first place and becomes a new subject.
- the verb remains in its place but we need the To be verb within the past participle. It is also stated that the verb can be found in any tense.
- the complements remain in the same place (as they do not affect the sentence structure)
- the subject changes as agent preceded by the preposition **by**.

4. Create the Algorithm They will have to be able to find out this



Assessment: Monitoring the students responses, and try to elicit from them the correct answers.

Expected results: students finally learn how to change from active to passive voice by using the different steps they have learnt throughout the process. The fact that they have discovered a pattern in the sentences' structure have made possible they understand this easier.

When students practice with real sentences, taken out from different context and sources (newspaper, textbooks, real life, etc), they also reach the following conclusions:

- when the Direct Object is turned into a new subject, we must take into account if it is singular or plural: but only in present and past tenses, in which we will have to decide whether to use is/are/am + participle; was / were + participle; have / has + been + participle. As we are dealing with linguistics, students are going to learn what singular or plural agreement is.
- when the Direct Object is turned into the subject, if the DO is a pronoun (object pronoun), it should be changed into Personal pronoun (me-I; him-he, etc)
- when the subject is turned into by agent, Personal pronouns are turned into object pronouns.
- when the by agent does not refer to a known person, it can be omitted.

Notes:

Students know from previous lessons the different tenses they are going to deal with, as well as pronouns involved in passive (Object Pronouns: me, him, her, us, them)

As there are different types of passive, either in Spanish and English, we focus in the Direct Object passive, we didn't look to "have something done" or "it is said that..." types.

The reason that this structure is similar to their mother tongue's passive structure was ver helpful for the students, as they could compare both languages and reach solutions faster.

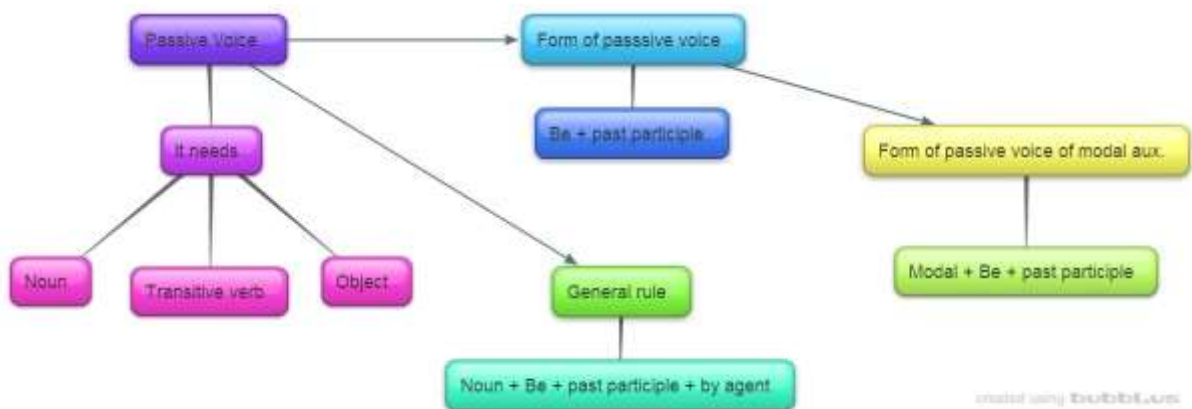
Despite the difficulty they faced, because of vocabulary or length of the utterances, pupils managed to solve the tasks as all sentences share the same structure: something they found out when analyzing several sets of discourse phrases.

In the end, they were able to

- We explain to them that in order to solve the problem we have to follow several stages:

1. analyze a sentence and break it down into smaller segments;
2. find common elements: that enables them to find and fix a pattern
3. within abstraction: they could concentrate in the sentence structure, despite the vocabulary or the use of more elements in it (complements: manner, time, etc)
4. find the steps that help them to fulfill the task: change a sentence from active to passive.

As I mentioned before, there are several types of Passive Structures in English. Now the students will have to face the other ways of turning active to passive sentences, by applying the use of computational thinking. They have just started to do the opposite: change from Passive to Active.



Bibliography:

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