

## PASSIVE VOICE - TEACHER'S NOTES

The aim of these activities is for students to understand and practice passive voice structure. The activities are designed to illustrate the mechanism of forming the passive as well as extensively practise its formation.

### \* LET'S TRY TO UNDERSTAND IT

Page 3 includes the difference between passive and active sentences and a short exercise teaching this difference.

- \* Start by clicking **EXPLAIN** and eliciting what students already know.
- \* Click 1 and show the sentence. By clicking **Active Voice** or **Passive Voice** you will show the students the explanations of each.
- \* Click 2 and the example exercise appears. Then ask ss to determine which sentence is Active and which is Passive by moving the **A** and **P** letters at the end of the sentences. Then click each sentence and the correct answers will appear on the left.

### \* WHAT IS WHAT?

This slide contains a similar exercise for the students to do. Tell your ss to write A or P next to the sentence and CHECK when they have finished.

### \* WHAT IS WHAT?

It's another illustration of Passive structure which helps ss understand where the new sentence comes from. The instruction is in the title.

1. Tell ss to click the numbers one by one and move the subjects into the correct category. When everything is correct a sign will appear.
2. Then ask ss to form new sentences starting from the new subjects.

\* HOW DOES IT WORK?

The slide give ss one more illustration of how passive voice is formed.

By clicking the adequate elements the new information appears:


1. Click **Active** and the sentence appears with a question. Click the question and the answer appears at the end of the sentence.
2. Click **We NEED** and the basic elements that form passive appear. Click **BE** and the explanation for its form appears.
3. Elicit the order of a new sentence and click the words in such order. A new sentence will be formed.


\* PRACTICE 1, 2, 3


Each page contains a set of sentences to transform. Ss write the answers in the spaces and then CHECK.

\* DO YOU REALLY GET IT

The page contains a set of randomly picked sentences to transform. There are both passive as well as active sentences to transform. There is no specific order of the sentences. This presentation contains also a link to the flashcards in pdf which contains all of these sentences.

 If you want to thank your students, click the CUP and go to the last page.

 Go back to the index page

 next example

 next page

 reset the set



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