










Who is Doing What?

Ref: EN_PI_1



Introduction

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	Description	The lesson aims to help learners distinguish and correctly use the active and passive voice through processing instruction. Learners are guided to focus on form and meaning by comprehending the input, rather than producing structures immediately. Activities will direct learners' attention to how the subject, verb, and object change roles between active and passive sentences, promoting accurate comprehension and use.			
	Age	9 - 11 yeas		Language Area	Active and Passive Voice
	Proficiency Level	B1-B2		Authors	Eleni Agathopoulou & Anastasia Paspali
	Subject	Language		Duration	90 mins (~ 2 teaching hours)
	Links with Language Curriculum	Grammar: non-active voice, passive sentences			
	Rationale	The rationale of this protocol is to employ the Processing Instruction approach, which focuses on the manipulation of the input, so that the learners notice the grammatical phenomenon under instruction and activate psycholinguistic strategies and mechanisms in converting input into intake. The “noticing” is realized by means of structured input activities (referential and affective).			

Introduction



Aims

It is expected that learners will:

- develop connections between active and non-active voice and their difference in meaning.
- notice the syntactic position of the nouns in the sentence and the reversed *theta*-roles in passive as opposed to active sentences.
- be familiarized with the presence/absence of the “by-agent phrase” in the passive sentences.

These aims are achieved by means of:

- three referential activities (Activities 1, 2 and 3 of the Appendix), which draw learners’ attention to the aforementioned properties, and
- one affective activity (Activity 4 of the Appendix), which further practice the grammatical phenomenon, while the learners are engaged in communicative tasks.



Equipment and Material Needed

- Copies (A4 paper size) with referential and affective activities

Instructions Step by step development of the activity (preparation, implementation, summing up, reflection)



01 | Introduction (10')

The educator explains the difference between active and passive sentences with the use of the sentences in (1) and the relevant picture. Sentence (2) and the corresponding picture further illustrate this difference with the addition that the “by-phrase” that denotes the agent in passive structures can be omitted.



02 | Structured Input Activities (35')

The educator provides the learners with a worksheet that includes all four Activities (3 Referential & 1 Affective) which will be completed during the lesson. The educator provides clarifications if needed as the learners complete the activities. The Activities are provided in the Appendix.



Activity 1 (Referential Activity - 5')

This activity aims to force learners to notice the active vs non-active morphology of the verb and realize the agent/patient positions and, more specifically, to realize that the first NP is the patient in passives, hence to modify the First Noun Learning Principle, which biases learners towards interpreting the first NP as the agent of the sentence. The learners read each sentence and are asked to indicate whether each underlines noun phrase is an agent or a patient. The teacher asks the learners to provide their answers and provides feedback.

Activity 2 (Referential Activity - 5')

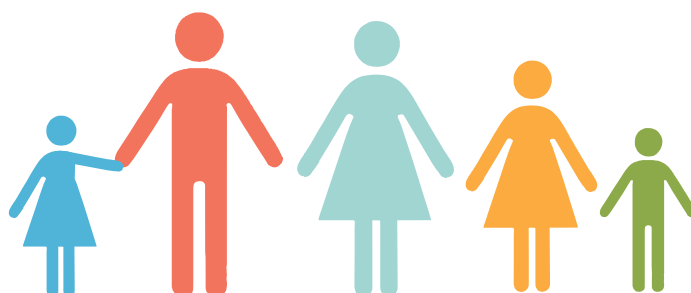
Activity 2 aims to further increase learners' awareness of a) the First Noun Learning Principle, its change (first NP is the patient in passive sentences and not the agent) and b) the possibility of omitting the "by-phrase", by using visual stimuli. More specifically, the learners are asked to select the picture that depicts the sentence. The teacher asks the learners to provide their answers and provides feedback.

Activity 3 (Referential Activity - external & internal agreement) (5')

The aim of this activity is to further make the learners aware that in the passive voice the agent in a by-phrase may be missing. The learners are asked to read the sentences and decide whether the agent or no one is missing. The teacher asks the learners to provide their answers and provides feedback.

Activity 4 (Affective Activity) (10')

The aim of this activity is to engage learners in a communicative task, i.e., to provide their opinions/attitudes/beliefs about something, while they are still presented with the grammatical phenomenon under instruction. The learners are given statements and are asked to think whether they have witnessed these events or not and where. The teacher asks the learners to provide their answers and provides feedback.



Useful Tips

01

When the learners complete each referential activity, they read their answers. The teacher corrects if necessary and provides feedback. The correction can be done either after each activity or after each sentence of the activity. The second option may be more beneficial in terms of learning benefits but also in terms of time and classroom management.

02

An alternative procedure is that the learners can exchange their sheets with the referential and the affective activities and correct the answers of their peers.

03

Depending on learners' proficiency level and age, they can work with more sentences, more difficult sentences, or both. The teacher can increase the number of the sentences in each activity taking into consideration the learners' needs.

04

Instead of the simple present, the present progressive can be used when describing actions in pictures.

05

The activities are all presented in written form. However, the teacher may implement all or some of the activities orally. In this case, the teacher reads each sentence and the learners provide their answers on the answer sheet. Alternatively, the teachers can read the sentences while the sentences are also given to the learners in their written form.



01 | Texts

Introduction

1a. **The woman** opens the present.

agent

1b. The present is opened **by the woman**.
agent

1c. The present is opened.

- Sentences (1a-1c) describe the picture. In sentence (1a) the verb is in the active voice. The woman does something, so she is the agent.
- Sentence (1b) is in the passive voice. Employing the passive voice we show that something happens to the present by the woman, namely, the agent: in passive voice the agent is in a by prepositional phrase (by the woman).
- Sentence (1c) has almost the same meaning with sentence (1b) but in the latter the agent is missing. When using the passive voice, we may omit the prepositional phrase with the agent because either it is not important to mention the agent or because we don't know the agent or because the agent has been mentioned before.

2a. **The woman** pushes **the man**.

agent

patient

2b. **The man** is pushed **by the woman**.
patient agent

2c. **The man** is pushed.
patient



- In sentence (2a) the verb is in the active voice. The woman does something and she is the agent. The man is affected by a woman's action, i.e., something happens to him, so he is the patient.
- Sentence (2b) is in the passive voice. By employing the passive voice, we focus on the fact that something happens to the man, i.e., the patient, by the woman, i.e., the agent.
- Sentence (2c) differs from (2b) only in that the agent is missing in the former.

Note: In the above, the simple present may be replaced by the present progressive.

Activities

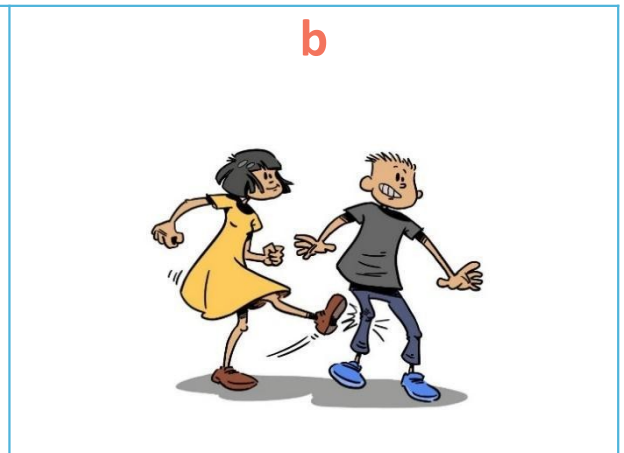
01 | Is the underlined part the agent or the patient?

	Agent	Patient
01. <u>The teacher</u> invites the learners.	X	X
02. <u>John</u> is taken care of by his grandmother.		
03. <u>Paul</u> is employed by Joanna.		
04. <u>The bear</u> is kissing the giraffe.		
05. <u>The singers</u> are punished by the musicians.		
06. <u>The children</u> hug the basketball players.		
07. <u>The teacher</u> corrects the headmaster.		
08. <u>Mary</u> is applauded by her friend Anna.		

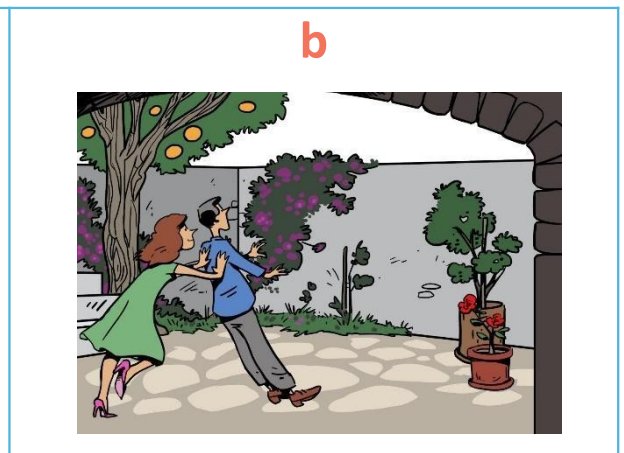
Activities

02 | Circle the correct picture!

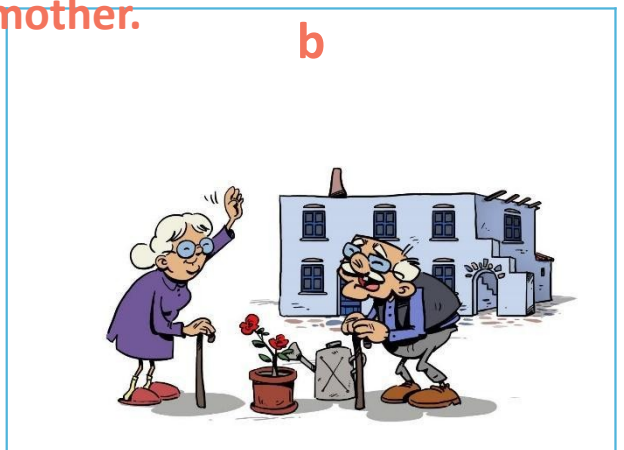
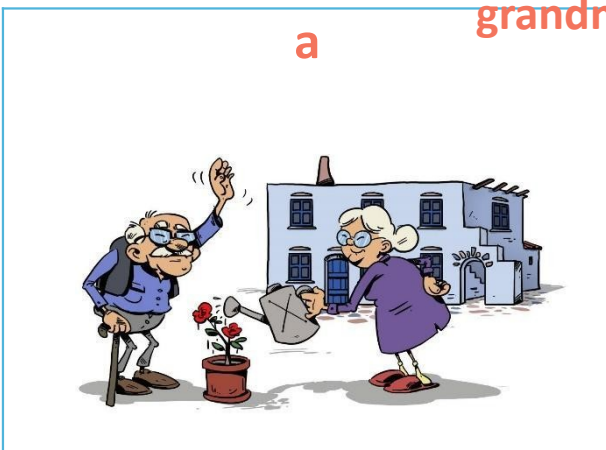
1. The boy is kicking the girl.



2. The man is pushed.



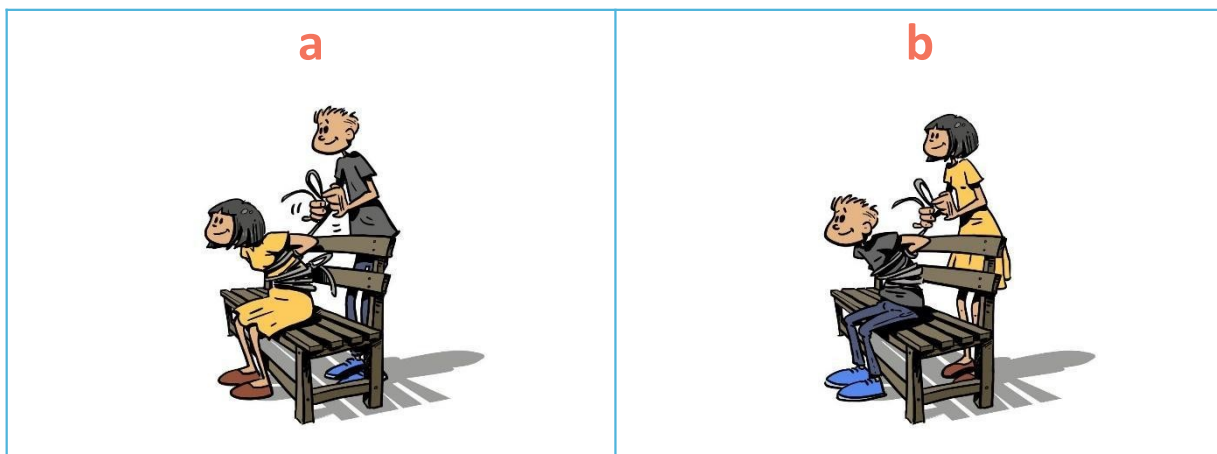
3. The grandfather is greeting the grandmother.



Activities

02 | Circle the correct picture!

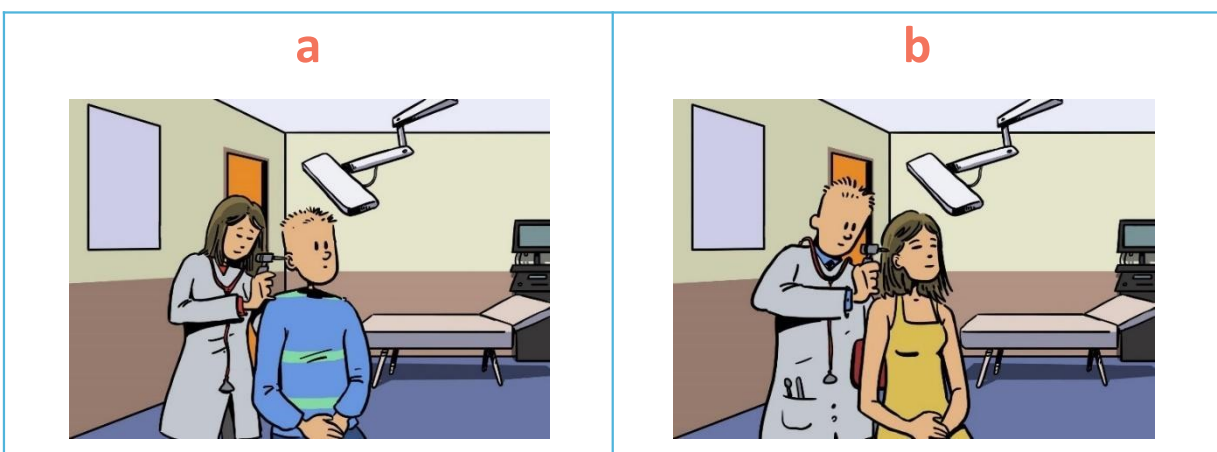
4. The boy gets tied up.



5. The woman is chased.



6. The man is examined.



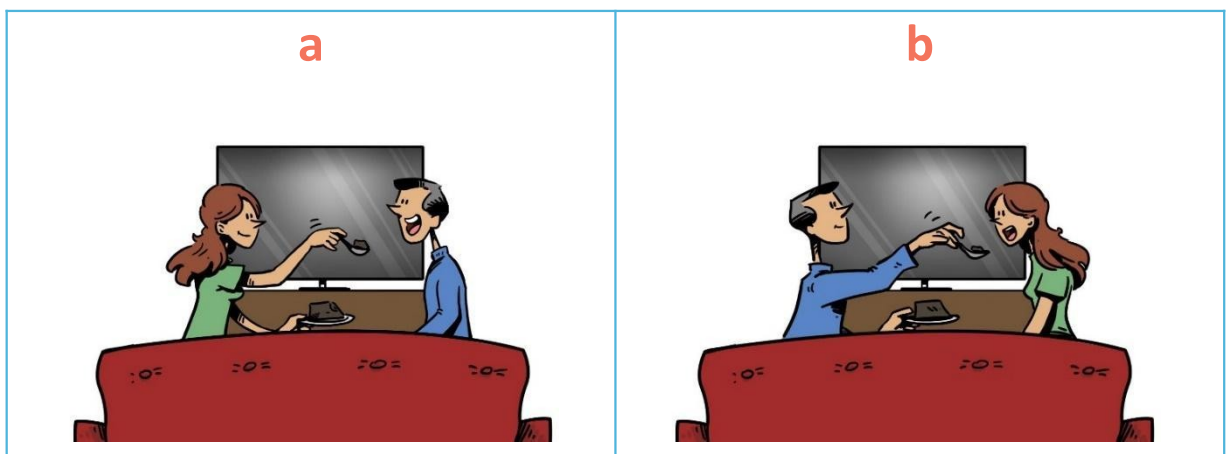
Activities

02 | Circle the correct picture!

7. Grandfather arrests grandmother.



8. The man is fed.





03 | Who's missing?

	No one is missing	The patient is missing
01. After the match, Nick is hugged by the learners.		
02. Lina takes care of Peter after his accident.		
03. Paul is painting his teacher.		
04. Mary is invited to a wedding.		
05. The children are delayed.		
06. Lola is kissed by grandma every morning.		
07. Sofia is often corrected in spelling.		
08. The footballers are applauding Paul.		

Activities

04 | Have you ever seen what is described by each picture? If yes, where?

	No	Yes	Where
 <p>01. The doll is dusted by an elf.</p>			
 <p>02. The sun is hidden by the clouds.</p>			
 <p>03. The headmaster is carried by the learners of the school on a sled.</p>			
 <p>04. Essays are written by the students in the park.</p>			
 <p>05. A school is being built.</p>			
 <p>06. The newspaper is read by Aladdin.</p>			
 <p>07. Dirty kittens are cleaned by their mother.</p>			
 <p>08. The food is cooked by the school cook.</p>			

Answers

Activity 1

2. Patient
3. Patient
4. Agent
5. Patient
6. Agent
7. Agent
8. Patient

Activity 2

1. A
2. B
3. A
4. B
5. B
6. A
7. A
8. A

Activity 3

No one is missing: 1, 2, 3, 6, 8,
The agent is missing: 4, 5, 7



Notes

This image shows a blank sheet of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.