

# Active | Passive

Passives are used when . . .

P

A

We don't know who did the action.

*The bank was robbed.*

Someone robbed the bank.

We don't want to say who did the action.

*The copier was broken.*

I broke the copier.

The object is the focus of attention.

*Some money was found.*

Mary found some money.

-----  
Change these sentences from active to passive.

EX: The pilot landed the plane safely.

The plane was landed safely by the pilot. 

1. Francis Ford Coppola directed The Godfather.

\_\_\_\_\_

2. I broke the door to the lunch room.

\_\_\_\_\_

3. My brother made these drinks.

\_\_\_\_\_

4. Craftsmen in Japan make dolls called "kokeshi."

\_\_\_\_\_

5. Vladimir Nabokov wrote the novel Lolita in 1958.

\_\_\_\_\_

6. Yulia will give a presentation on pollution tomorrow.

\_\_\_\_\_

7. This morning I left the door unlocked.

\_\_\_\_\_

8. The White Stripes are going to play a concert in L.A.

\_\_\_\_\_

9. Movie studios release hundreds of movies each year.

\_\_\_\_\_

10. Mike drew this image of a woman in a Kimono.

\_\_\_\_\_



## Passives

This worksheet is for students who need a nice quick *review* of, or *introduction* to the passive voice.

### How to use the worksheet.

1. **Elicit** some examples from students. I like to use the story that I broke the copy machine and I don't want my boss to know. I write that on the board: "Mike broke the copy machine." I have to tell my boss something but I don't want to say it was me! What can I do? This helps elicit the example and the reason for using it.
2. **Give** the students the worksheet and have them read the examples if you haven't elicited them to the board yet. And have them **do** the activities.
3. **Check** their answers and **drill** them again and again.

**Note:** Look out! It's important to point out when it's appropriate and natural to use passives. Knowing the difference can be a bit hard for second-language learners. Looking at number three, it's a lot easier to just say, "My brother made these drinks." instead of, "These drinks were made." which sounds strange, or "These drinks were made by my brother." I find a quick talk about which is more natural helps most people get a feel for it and gives a reason for their usage beyond "It sounds natural," which is sort of a lazy teacher cop out. Forcing the sentence patterns on students without reason is just a waste of time and effort. Keep it real.

Like these worksheets and have a suggestion for more? Notice a typo and want to see it corrected? Let me know!  
myenglishimages@gmail.com