

UNIT 5

LET'S SHARE OUR ENGLISH PRODUCTIONS



LOGROS

- ✓ Respeta y valora la participación propia y de sus compañeros en el desarrollo de las habilidades comunicativas en lengua extranjera.
- ✓ Adquiere elementos significativos para profundizar en el conocimiento de la lengua extranjera.
- ✓ Participa activamente en las diferentes actividades.
- ✓ Comprende y manifiesta los sentimientos y pensamientos sobre algún tema o situación. (COMUNICACIÓN)
- ✓ Reconoce y valora sus potencialidades y limitaciones, emocionales, afectivas e intelectuales. (COMPETENCIA PERSONAL)
- ✓ Usa adecuadamente la información para enfrentar situaciones. (GESTIÓN DE LA INFORMACIÓN)
- ✓ Realiza un simulacro ICFES.
- ✓ Participa activa, responsable y colectivamente en el logro de objetivos comunes. (TRABAJO EN EQUIPO)





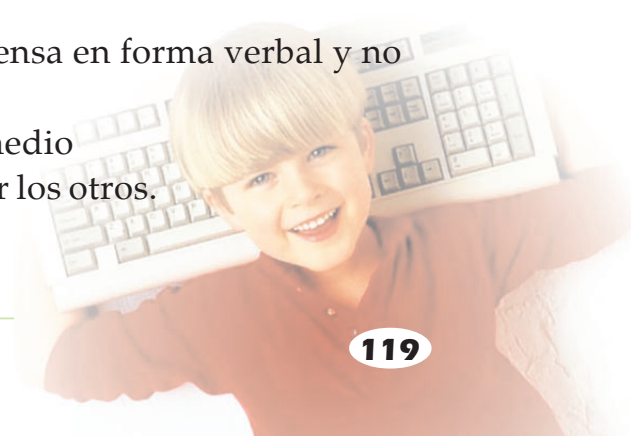
Handout 1

MY T-SHIRT IS MADE OF... PASSIVE VOICE AND ACTIVE VOICE



Indicadores de logros

- ✓ Construye oraciones en voz pasiva en los tiempos estudiados en voz activa.
- ✓ Utiliza la voz pasiva para expresar sus ideas sobre diferentes acontecimientos.
- ✓ Comprende, interpreta, analiza y produce diferentes tipos de textos según sus necesidades. (COMUNICACIÓN)
- ✓ Expresa con autonomía lo que quiere y lo que piensa en forma verbal y no verbal.
- ✓ Usa un lenguaje verbal y no verbal adecuado al medio
- ✓ Demuestra respeto por los conceptos emitidos por los otros.



En esta guía además de aprender sobre la voz pasiva, vamos a trabajar la competencia de Comunicación. Leamos el siguiente recuadro el cual presenta información referente a la competencia.

La buena comunicación permite que las personas logren interactuar con los demás de una manera más efectiva y afectiva. También facilita la construcción de relaciones humanas sinceras, sólidas y basadas en la confianza, lo cual ayuda a obtener resultados positivos a nivel personal y grupal.



DON'T FORGET IT

«LANGUAGE IS THE DRESS OF THOUGHT»

With a classmate we are going to read carefully the sentences below, we can use the dictionary if we don't understand any word.

Active voice: He sings a new song
Passive voice: The song is sung by him



Active voice: He fixes the door
Passive voice: The door is fixed by him

Active voice: She sells an apple.
Passive voice: An apple is sold by her



We read again the sentences and we try to identify the difference between active and passive voice. I Read the following sentences and try to write them in passive voice. I Work with a classmate. After that, we compare the answers with the rest of the group.

- ❖ My father drinks a coffee.
- ❖ The girl plays the guitar
- ❖ The students read the newspaper
- ❖ I prepare a salad
- ❖ My friend buys a new sweater.



Durante este ejercicio debo comparar mis respuestas con mis compañeros y, aunque sus respuestas no sean lógicas según mi criterio, debo escucharlas con atención y respeto.



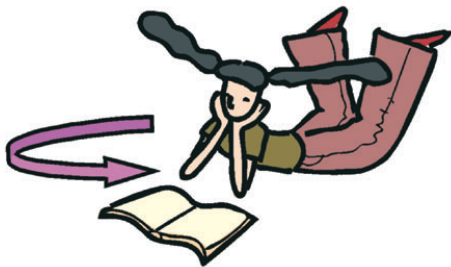
LET'S LEARN AND PRACTICE

I write this information on my notebook.

ACTIVE AND PASSIVE VOICE

Voice. The **voice** of a verb tells whether the subject of the sentence performs or receives the action. In English there are two voices, **passive** and **active**.

Active Voice. In active voice, the subject performs the action expressed by the verb: the subject acts. **The student wrote a song.**



The girl reads the book



the dog bit the boy

In each example above, the subject of the sentence performs the action expressed in the verb.



More examples:

- ❖ Bell invented the telephone in 1876.
- ❖ They have built three new houses this year.
- ❖ Shakespeare wrote Hamlet in 1599.
- ❖ We speak English in this school.
- ❖ I am learning French

My turn: I write two more examples by my own

Passive Voice In passive voice, the subject receives the action expressed by the verb: A song was written **by the student**.

The agent performing the action may appear in a «**by the . . .**» phrase or may be omitted.



The book was read by the girl
or **the book** was read
(Agent performing action has been omitted)

The boy was bitten by the dog
the boy was bitten (Agent performing
action has been omitted)



You can recognize **passive-voice** expressions because the verb phrase will always include a form of *be*, such as *am, is, was, were, are, or been*. Another way to recognize **passive-voice sentences** is that they may include a «**by the...**» phrase after the verb; the agent performing the action.

Las gráficas también son un medio de comunicación, ya que nos sugieren ideas o conceptos sobre una situación en general o en particular. Entonces, cuando encontremos una imagen, detengámonos a observarla para analizar el mensaje que desea transmitir. Esta guía contiene diferentes imágenes que nos ayudan a entender mejor el tema que se está desarrollando.

Activity one

Look carefully the examples given in active voice. In the following sentences you can find the sentences given in active voice changed to the passive.

More examples:

- ❖ Renault cars **are made** in France (agent omitted)
- ❖ Coffee **isn't grown** in England (agent omitted)
- ❖ My car **was stolen** by a robber. (the agent appear)
- ❖ The animals **were fed** by my brother.
- ❖ The window **was broken** by a group of children.



My turn: I write two examples by my own:

I look carefully the information included in the chart I write down on my notebook this chart.

Passive verb formation. The passive can be used, also, in various tenses. Let's take a look at the passive forms:

Los cuadros sinópticos son una forma organizada de presentar información a los lectores. Esta estrategia comunica de manera sencilla y simplificada cualquier tipo de información.

Tense	Subject	Auxiliary		Past Participle
		Singular	Plural	
Present	The car / cars	is	are	designed.
Present perfect	The car / cars	has been	have been	designed.
Past	The car / cars	was	were	designed.
Past perfect	The car / cars	had been	had been	designed.
Future	The car / cars	will be	will be	designed.
Future perfect	The car / cars	will have been	will have been	designed.
Present progressive	The car / cars	is being	are being	designed.
Past progressive	The car / cars	was being	were being	designed.

Changing passive to active

If you want to change a passive-voice sentence to active voice, find the agent in a «by the...» phrase, or consider carefully who or what is performing the action expressed in the verb. Make that agent the subject of the sentence, and change the verb accordingly.

Examples:

Active	Paul kissed to Kate
Passive	Kate was kissed by Paul
Active	The students read the book (Past)
Passive	The book was read by the students

My turn. I write two examples by my own.

Activity two

I work with a partner. We divide the exercise, each one is going to analyze different sentences and then we share the answers. If someone has some difficulties he/she can ask for help to his classmate. I write the sentences on my notebook

1. We chose the active or the passive from the following sentences:

Example: **Susan is cooking dinner. (Active- Present progressive)**

- ❖ Susan is cooking dinner.
- ❖ They have produced over 20 models in the past two years.
- ❖ The house was painted by them.
- ❖ I will finish it tomorrow.
- ❖ A new Factory was built by the workers.
- ❖ One hundred years of solitude was written by Gabriel García Márquez.
- ❖ He played basketball every Saturday.
- ❖ America was discovered by Christopher Columbus.



2. We change the following sentences into the active voice.

- ❖ The guitar is being played by the singer.
- ❖ The breakfast was prepared early in the morning.
- ❖ A special gift was given to the teacher by the students.



- ❖ The bike was fixed by the mechanic.
- ❖ Our aunt is loved in every where.

3. We change the following sentences into the passive voice.

- ❖ I painted my bed room last week.
- ❖ He studied Math.
- ❖ We practice tennis in our school.
- ❖ Last night I drank champagne.
- ❖ We used to go to Greece every summer.



Antes de realizar el siguiente ejercicio, analizamos si hubo buena comunicación entre los integrantes del subgrupo al realizar la actividad anterior. Si hubo dificultades, es conveniente que propongamos alternativas de mejoramiento para próximas actividades en grupo.

Activity three

I work with a partner. We read and analyze the text bellow. We chose the sentences which are in passive voice and then, we write them in active voice on our notebooks and we translate them.

Example:

Passive voice: A million Irish people were killed by the famine

Active voice: The famine killed many people.

The humble potato

The potato was originally grown in Peru and Bolivia. It was taken to Europe in the sixteenth century And the name of patata was changed to potato. Before 1750 it was thought to be a luxury vegetable and wasn't eaten very much.

During the Napoleonic wars, however, grain supplies were restricted and potatoes were eaten much more.

By 1800 one third of the population of Ireland depended of potatoes. In 1845, the potato blight, a fungus disease, was brought to Ireland. The potato harvest of 1845 and 1846 were destroyed .**A million Irish people were killed by the famine.** Million more were forced to emigrate, mainly to America.



There are six thousand kinds of potato. They are boiled, they are fried; they are roasted; they are enjoyed by most of the world. We like potato chips. They were invented by an Indian in 1850 in New York.

French fries are sold by the ton in fast food restaurants. They were first made in France in the 1850s. That's why they are called French fries.

I look for my teacher and I show my exercises; if I have some questions He / she can help me.



LET'S VERIFY OUR KNOWLEDGE

1. I choose one invention which has been important for the human beings. I can find this information on History books, in the Biblioteca de Consulta Encarta, on the INTERNET or some newspapers. I read carefully this information. I write a summary on my notebook including the most important ideas and how this invention has been useful for me. I use the passive and active voice and some pictures about the invention. Then I share this activity with my classmates and teacher.

Cuando conocemos ampliamente algún tema o acontecimiento, estamos en capacidad de expresarnos con autonomía en forma verbal y no verbal. Recordemos que el ser humano no sólo se puede comunicar por medio de la palabra, sino que también lo puede hacer por medio de símbolos, códigos, o signos.





En el ejercicio que se propone a continuación, necesitamos comprender, interpretar y analizar información del medio para producir diferentes textos según lo que necesitamos expresar.

2. When we read a newspaper we are not interested in all the articles and all the stories. Usually we check the headlines and just we choose the articles which look interesting.

There is a list of newspapers headlines; choose the one you think will have an interesting story. With this headline you have to create a story. Write it on a piece of paper and then give it to a classmate in order to he or she read it. Be very attentive to the expression while your classmate is reading. This is the way we can appreciate if the reading is interesting or not to other people.



3. Now we are going to apply the passive and the active voice through music. We take the cassette and the tape recorder in order to listen to the song **LOSING MY RELIGION**. We listen to it and we follow the lyrics. Then we look the lyrics and we choose the sentences in active voice and we write them on our notebooks in passive voice.



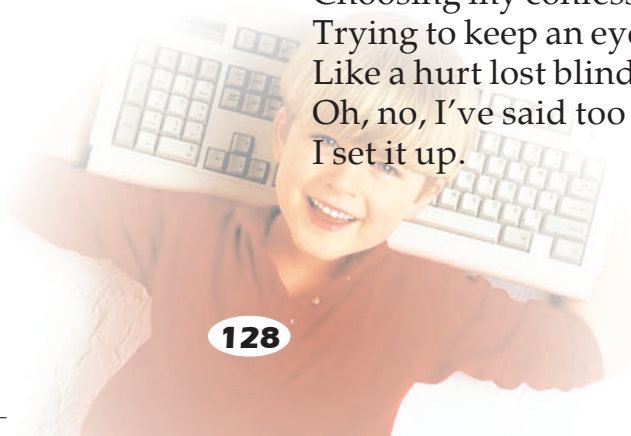
I write this lyric on my notebook.

Losing my religion. (R.E.M.)

Life is bigger
It's bigger than you
And you are not me
The lengths that I will go to
The distance in your eyes.
Oh, no I've said too much
I set it up.

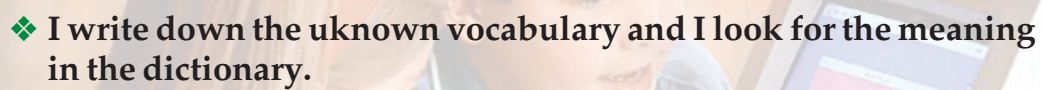
That's me in the corner
That's me in the spotlight
Losing my religion
Trying to keep up with you
And I don't know if I can do it
Oh, no, I've said too much
I haven't said enough
I thought I heard you laughing
I thought that I heard you sing
I think I thought I saw you try.

Every whisper
Of every making hour I'm
Choosing my confessions
Trying to keep an eye on you
Like a hurt lost blinded fool
Oh, no, I've said too much
I set it up.

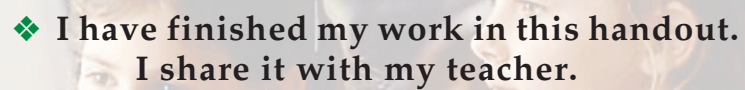


Consider this
Then hint of the century
Consider this
The slip that brought me
To my knees failed
What if all these fantasies
Come flailing around
Now I've said too much
I thought that I heard you laughing
I thought that I heard you sing
I think I thought I saw you try.

But that was just a dream
That was just a dream.



❖ I write down the unknown vocabulary and I look for the meaning in the dictionary.



❖ I have finished my work in this handout.
I share it with my teacher.

ESTUDIO Y ADAPTACIÓN DE LA GUÍA

