



English

Quarter 1- Module 4: Passive and Active Voices



English – Grade 7
Alternative Delivery Mode
Quarter 1 – Module 4: Passive and Active Voices
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English

Quarter 1-Module 4: Passive and Active Voices

Introductory Message

For the facilitator:

Welcome to the **English 7** Alternative Delivery Mode (ADM) Module on **Passive and Active Voices!**

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the **English 7** Alternative Delivery Mode (ADM) Module on **Passive and Active Voices!**

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled into process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

After going through this module, you are expected to:

1. Use the passive and active voices meaningfully in varied context
2. Transform the passive voice of the verbs in the sentences to the active voice.



What I Know

Choose the best answer. Write the chosen answer on a separate sheet of paper.

1. I ate a piece of chocolate cake.
 - a. Active
 - b. passive
2. The librarian read the book to the students.
 - a. Active
 - b. passive
3. The money was stolen.
 - a. Active
 - b. passive
4. They are paid on Fridays.
 - a. Active
 - b. passive
5. The movie is being made in Hollywood.
 - a. Active
 - b. passive
6. I washed my car three weeks ago.
 - a. Active
 - b. Passive
7. His hair was cut by a professional.
 - a. Active
 - b. Passive
8. I will introduce you to my boss this week.
 - a. Active
 - b. Passive
9. It would have been fixed at the weekend.
 - a. Active
 - b. Passive
10. The National Anthem is being sung by Jason this time.
 - a. Active
 - b. Passive

Lesson

4

Passive and Active Voices

The **active voice** describes a sentence where the subject performs the action stated by the verb. It follows a clear subject + verb + object construct that's easy to read. In fact, sentences constructed in the active voice [add impact to your writing](#).

With **passive voice**, the subject is acted upon by the verb. It makes for a murky, roundabout sentence; you can be more straightforward with active voice. As such, there are many ways to [change the passive voice to the active voice](#) in your sentences.



Source: <https://bit.ly/2FdpNDm>

Defining Active Voice

Every sentence contains, at minimum, a subject and an action. The subject is the person or thing the sentence is about, and the action is what the subject is doing. When a sentence is in active voice, the subject is performing the action and the subject (typically) comes before the action in the sentence.

For example:

I swim.

I is the subject. **Swim** is the action. The subject doing the action comes before the action, so it is immediately clear to the reader who is doing what.

Defining Passive Voice

When a sentence is in passive voice, the subject is being acted on by the verb and the subject typically comes after the action.

For example:

Swimming is something I do.

Here, the action is swimming. The subject is **I**. The sentence is in passive voice, since the person doing the action (I) is not mentioned until after the action.

Some sentences also contain objects - the thing being acted upon. This can make it more difficult to determine whether the sentence is in passive voice. For example, here is a sentence in active voice:

Anna hits the ball.

Anna is the subject. Hits is the action. The ball is the object.

That same sentence in passive voice reads:

The ball is hit by Anna.

The ball is the object, not the subject of the sentence. The ball is not doing an action. Therefore, it should be after the subject (Anna).

Tips to Recognize the Passive Voice

Sometimes a sentence in passive voice doesn't necessarily sound "wrong" or wordy. However, it's still best to write in active voice whenever possible.

In order to recognize that a sentence is in passive voice, watch out for these keywords:

- A
- Are
- Be
- Being
- By
- Has been
- Have been
- Is
- Was
- Were
- Will be



What's In

Fill out the K-W-L Chart below. **K** (what you know about the topic) **W** (what you want to know) **L** (what you have learned)

Voices of the Verb		
K	W	L



What's New

My Father goes to court by Carlos Bulosan

When I was four, I lived with my mother and brothers and sisters in a small town on the island of Luzon. Father's farm had been destroyed in 1918 by one of our sudden Philippine floods, so for several years afterward we all lived in the town, though he preferred living in the country. We had a next-door neighbor, a very rich man, whose sons and daughters seldom came out of the house. While we boys and girls played and sand in the sun, his children stayed inside and kept the windows closed. His house was so tall that his children could look in the windows of our house and watch us as we played, or slept, or ate, when there was any food in the house to eat.

Reflection

1. What happened in 1918?
2. Why did the narrator's family live in the town?
3. How does the family of the farmer differ from the family of the rich man?
4. What will happen next?

Now, this rich man's servants were always frying and cooking something good, and the aroma of the food was wafted down to us from the windows of the big house. We hung about and took all the wonderful smell of the food into our beings. Sometimes, in the morning, our whole family stood outside the windows of the rich man's house and listened to the musical sizzling of thick strips of bacon or ham. I can remember one afternoon when our neighbor's servants roasted three chickens.

The chickens were young and tender and the fat that dripped into the burning coals gave off an enchanting odor. We watched the servants turn the beautiful birds and inhaled the heavenly spirit that drifted out to us.

Some days the rich man appeared at a window and glowered down at us. He looked at us one by one, as though he were condemning us. We were all healthy because we went out in the sun every day and bathed in the cool water of the river that flowed from the mountains into the sea. Sometimes we wrestled with one another in the house before we went out to play.

We were always in the best of spirits and our laughter was contagious. Other neighbors who passed by our house often stopped in our yard and joined us in our laughter.

Laughter was our only wealth. Father was a laughing man. He would go in to the living room and stand in front of the tall mirror, stretching his mouth into grotesque shapes with his fingers and making faces at himself, and then he would rush into the kitchen, roaring with laughter.

There was plenty to make us laugh. There was, for instance, the day one of my brothers came home and brought a small bundle under his arm, pretending that he brought something to eat, maybe a leg of lamb or something as extravagant as that to make our mouths water. He rushed to mother and through the bundle into her lap. We all stood around, watching mother undo the complicated strings. Suddenly a black cat leaped out of the bundle and ran wildly around the house. Mother chased my brother and beat him with her little fists, while the rest of us bent double, choking with laughter.

Another time one of my sisters suddenly started screaming in the middle of the night. Mother reached her first and tried to calm her. My sister cried and groaned. When father lifted the lamp, my sister stared at us with shame in her eyes.

"What is it?" "I'm pregnant!" she cried.

"Don't be a fool!" Father shouted.

"You're only a child," Mother said.

"I'm pregnant, I tell you!" she cried.

Father knelt by my sister. He put his hand on her belly and rubbed it gently.

"How do you know you are pregnant?" he asked.

"Feel it!" she cried.

We put our hands on her belly. There was something moving inside. Father was frightened. Mother was shocked. "Who's the man?" she asked.

"There's no man," my sister said.

"What is it then?" Father asked.

Suddenly my sister opened her blouse and a bullfrog jumped out. Mother fainted, father dropped the lamp, the oil spilled on the floor, and my sister's blanket caught fire. One of my brothers laughed so hard he rolled on the floor.

When the fire was extinguished and Mother was revived, we turned to bed and tried to sleep, but Father kept on laughing so loud we could not sleep any more. Mother got up again and lighted the oil lamp; we rolled up the mats on the floor and began dancing about and laughing with all our might. We made so much

noise that all our neighbors except the rich family came into the yard and joined us in loud, genuine laughter.

It was like that for years.

As time went on, the rich man's children became thin and anemic, while we grew even more robust and full of fire. Our faces were bright and rosy, but theirs were pale and sad. The rich man started to cough at night; then he coughed day and night. His wife began coughing too. Then the children started to cough one after the other. At night their coughing sounded like barking of a herd of seals. We hung outside their windows and listened to them. We wondered what had happened to them. We knew that they were not sick from lack of nourishing food because they were still always frying something delicious to eat.

Reflection

1. What do they do when the rich man's servants were frying and cooking?
2. According to the narrator, how did they become healthy?
3. What happened to the rich man's family as the narrator's family become healthy?
4. What will happen next?

One day the rich man appeared at a window and stood there a long time. He looked at my sisters, who had grown fat with laughing, then at my brothers, whose arms and legs were like the molave, which is the sturdiest tree in the Philippines. He banged down the window and ran through the house, shutting all the windows.

From that day on, the windows of our neighbor's house were closed. The children did not come outdoors anymore. We could still hear the servants cooking in the kitchen, and no matter how tight the windows were shut, the aroma of the food came to us in the wind and drifted gratuitously into our house.

One morning a policeman from the presidencia came to our house with a sealed paper. The rich man had filled a complaint against us. Father took me with him when he went to the town clerk and asked him what it was all about. He told Father the man claimed that for years we had been stealing the spirit of his wealth and food.

When the day came for us to appear in court, Father brushed his old army uniform and borrowed a pair of shoes from one of my brothers. We were the first to arrive. Father sat on a chair in the center of the courtroom. Mother occupied a chair by the door. We children sat on a long bench by the wall. Father kept jumping up his chair and stabbing the air with his arms, as though he were defending himself before an imaginary jury.

Reflection

1. What was the rich man thinking while looking at the members of the poor family?
2. Why do you think the windows of the rich man were closed?
3. What was the rich man's accusations against the father?
4. What will happen next?

The rich man arrived. He had grown old and feeble; his face was scarred with deep lines. With him was his young lawyer. Spectators came in and almost

filled the chairs. The judge entered the room and sat on a high chair. We stood up in a hurry and sat down again.

After the courtroom preliminaries, the judge took at father. "Do you have a lawyer?" he asked.

"I don't need a lawyer judge." He said.

"Proceed," said the judge.

The rich man's lawyer jumped and pointed his finger at Father, "Do you or do you not agree that you have been stealing the spirit of the complainant's wealth and food?"

"I do not!" Father said.

"Do you or do you not agree that while the complainant's servants cooked and fried fat legs of lambs and young chicken breasts, you and your family hung outside your windows and inhaled the heavenly spirit of the food?"

"I agree," Father said.

"How do you account for that?"

Father got up and paced around, scratching his head thoughtfully. Then he said, "I would like to see the children of the complainant, Judge."

"Bring the children of the complainant."

They came shyly. The spectators covered their mouths with their hands. They were so amazed to see the children so thin and pale. The children walked silently to a bench and sat down without looking up. They stared at the floor and moved their hands uneasily.

Father could not say anything at first. He just stood by his chair and looked at them.

Reflection

1. How does the rich man look like when he appeared in the courtroom?
2. Do you think the questions of the rich man's lawyer were reasonable? Why?
3. What could be the intention of the rich man's lawyer in asking such questions?
4. What do you think father was thinking upon seeing the rich man's children?
5. What will happen next?

Finally he said, "I should like to cross-examine the complainant."

"Proceed."

"Do you claim that we stole the spirit of your wealth and became a laughing family while yours became morose and sad?" Father asked.

"Yes."

"Then we are going to pay you right now," Father said. He walked over to where we children were sitting on the bench and took my straw hat off my lap and began filling it up with centavo pieces that he took out his pockets. He went to Mother, who added a fistful of silver coins. My brothers threw in their small change.

"May I walk to the room across the hall and stay there for a minutes, Judge?" Father asked.

"As you wish."

"Thank you," Father said. He strode into the other room with the hat in his hands. It was almost full of coins.

Reflection

1. What could be the reason why father filled the straw hat with centavo pieces?
2. What will happen next?

The doors of both rooms were wide open.

"Are you ready?" Father called.

"Proceed." The judge said.

The sweet tinkle of coins carried beautifully into the room. The spectators turned their faces toward the sound with wonder. Father came back and stood before the complainant.

"Did you hear it?" he asked.

"Hear what?" the man asked.

"The spirit of the money when I shook this hat?" he asked.

"Yes."

"Then you are paid." Father said.

The rich man opened his mouth to speak and fell to the floor without a sound. The lawyer rushed to his aid. The judge pounded his gravel.

"Case dismissed," he said.

Father strutted around the courtroom. The judge even came down to his high chair to shake hands with him. "By the way," he whispered, "I had an uncle who died laughing."

"You like to hear my family laugh, judge?" Father asked.

"Why not?"

Did you hear that children?" Father said.

My sister started it. The rest of us followed them and soon the spectators were laughing with us, holding their bellies and bending over the chairs. And the laughter of the judge was the loudest of all.

Comprehension Questions:

1. If you were the judge, what would be your judgement?
2. If you were the father, would you do the same? And why?
3. Why did the judge dismiss the case?
4. What lesson did the rich man learn from this experience?

Statements in Active Voice	Statements in Passive Voice
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



What is It

How to Transform voices from Active to Passive

In order to change passive voice to active voice, you need to recognize what the subject of the sentence is and then rewrite the sentence, so the subject is performing the action.

Let's use the following example to understand how to change passive voice to active voice:

Extensive training on the new safety procedures **was** required to be attended by the maintenance staff.

We can recognize that this sentence is in passive voice because the passive keyword "was" is used. Also, it's not initially clear who or what the sentence is about.

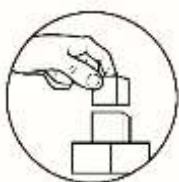
In order to change the sentence from passive to active:

Step One: Identify the subject of the sentence - who is doing an action? The training is not doing an action, so it can't be the subject. The only person or thing doing an action here is the maintenance staff. They are attending training. So, the maintenance staff is the subject of the sentence.

Step Two: Rewrite the sentence so the subject is performing the action. This sentence could be rewritten to active voice as follows:

The maintenance staff had to attend extensive training on the new safety procedures.

This rewrite makes it immediately clear to the reader who is doing what. The subject is doing the action.



What's More

Transform the following Active voices to Passive voices.

1. The gardener has planted some trees.
2. Doctor Brown will give you some advice.
3. A famous designer will redecorate the hotel.
4. Steven Spielberg directed "E.T."
5. Someone has broken the crystal vase.
6. Fleming discovered penicillin.
7. They will advertise the product on television.
8. Someone is repairing that fence.
9. They speak Italian in Italy.
10. I have finished my assignment.



What I Have Learned

1. The **active voice** describes a sentence where the subject performs the action stated by the verb
2. The **passive voice**, the subject is acted upon by the verb
3. When a sentence is in **active voice**, the subject is performing the action and the subject (typically) comes before the action in the sentence.
4. When a sentence is in **passive voice**, the subject is being acted on by the verb and the subject typically comes after the action.
5. In order to change passive voice to active voice, you need to recognize what the subject of the sentence is and then rewrite the sentence so the subject is performing the action.



What I Can Do

Travelogue Writing: Tourism plays a vital role in boosting the Philippine economy. Recently, our country is known globally for its tempting white sand beaches, fine restaurants and bars, malls and shops with Filipino made handicrafts and organic food products. This task you are expected to creatively write a travelogue. Integrate the application of active voice in writing the task when needed.

Write about a famous tourist spot in your place

Give a photographic description

Highlight the various attractions



Assessment

A. Transform these Passive voices to Active voices

1. The school was struck by lightning.
2. This morning the burglar was arrested by the police.
3. One type of air pollution is caused by hydrocarbons.
4. An elaborate supper for the miners was prepared by Mr. Patel and his children.
5. The cookies were stolen by the Mad Hatter.
6. New York City's Central Park was designed in 1857 by F.L. Olmsted and Calbert Vaux.
7. It was decided by the court that the contract was invalid.
8. The first commercially successful portable vacuum cleaner was invented by a janitor who was allergic to dust.
9. After Leonardo da Vinci's death, the *Mona Lisa* was purchased by King Francis I of France.
10. The allegorical novel *Animal Farm* was written by British author George Orwell during World War II.

B. Complete the story with active and passive voice. Use the verbs in brackets.

The first one is done for you.

The police **has just announced** (announce) that the Portnoy's Bank _____ (rob) yesterday. Two men _____ (enter) the bank at 4.30 with guns in their hands. Customers and bank clerks ____ ____ (ask) to lie down on the floor and one of the bank clerks _____ (make) to fill the robbers' bags with money.

After that the two men _____ (leave) the bank quickly. The police officer Jason Gregson says that more than 200,000 pounds _____ (steal) yesterday, but nobody ____ ____ (injure).

Jason Gregson believes that the robbers ____ ____ (find) soon. The bank ____ ____ (close) since yesterday.

Source: <https://bit.ly/2Z7cHhZ>



Answer Key

What I Know	What's More
<ol style="list-style-type: none"> 1. A 2. A 3. B 4. B 5. B 6. A 7. B 8. A 9. B 10. B 	<ol style="list-style-type: none"> 1. Some trees have been planted by the gardener. 2. Some advice will be given to you by Doctor Brown. 3. The hotel will be redecorated by a famous designer. 4. "E.T." was directed by Steven Spielberg. 5. The crystal vase has been broken by somebody. 6. Penicillin was discovered by Fleming. 7. The product will be advertised on television by them. 8. That fence is being repaired by someone. 9. Italian is spoken in Italy by them. 10. My assignment has been finished by me.
<p>Assessment</p> <p>A. Sentences in Active Voice</p> <ol style="list-style-type: none"> 1. Lightning struck the school. 2. This morning the police arrested the burglar. 3. Hydrocarbons cause one type of air pollution. 4. Mr. Patel and his children prepared an elaborate supper for the miners. 5. The Mad Hatter stole the cookies. 6. F.L. Olmsted and Calbert Vaux designed New York City's Central Park in 1857. 7. The court decided that the contract was invalid. 8. A janitor who was allergic to dust invented the first commercially successful portable vacuum cleaner. 9. King Francis I of France purchased the Mona Lisa after Leonardo da Vinci's death. 10. British author George Orwell wrote the allegorical novel Animal Farm during World War II. <p>B. Story</p> <p>has; announced was robbed entered were asked was made left were stolen was injured will be found has been closed</p>	

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