

## Activity 3

Name: \_\_\_\_\_

### ACTIVE AND PASSIVE VOICE.

The two different “voices” in English are called “active voice” and “passive voice”. Each of them does the same thing really; each just shifts the emphasis in a sentence from one part of it to another.



We use active or passive voice when we wish to place emphasis on certain words in any sentence. It all depends on what you really want your reader to notice.

For instance in the sentence “I hate spinach”, the subject of the sentence is “I” and it emphasises who it is exactly, who hates spinach. The subject “I” actively hates spinach and so we use ACTIVE VOICE.

So, if you wish to emphasize exactly what it is that you hate, namely “spinach” you would need to change the object of the sentence, “I hate spinach” to the subject of the sentence and say, “Spinach is hated by me”. This makes the “I” less important and so we use the PASSIVE VOICE.

Here are some simple rules to help you change active into passive voice (the first two rules can be used to change passive into active voice).

- Identify the subject, the verb and the object: SVO.
- Change the object into the subject (depending on where you wish to place the emphasis).
- Add a helping word (auxiliary verb) such as is, are, was, were, has, or has been, when changing into the passive voice.
- Add the preposition “by” when changing into the passive voice.

**QUICK RULE GUIDE – Changing ACTIVE to PASSIVE VOICE  
USE THE ACRONYM – ICAB – Identify, Change, Add, By:**

<b>I - IDENTIFY</b>	Identify the subject, the verb and the object: SVO.
<b>C - CHANGE</b>	Change the object into the subject (depending on where you wish to place the emphasis).
<b>A - ADD</b>	Add a helping word (auxiliary verb) such as is, are, was, were, has, or has been, when changing into the passive voice.
<b>B - BY</b>	Add the preposition “by” when changing into the passive voice.

The diagram above contains six suggestions on how to get rid of “earworms”.

### Activity 3

Change each of the six suggestions in the diagram into PASSIVE VOICE. *You will need to remember the rules and pay particular attention to the third rule - add a helping word (auxiliary verb) to give the passive sentence TENSE.*

<b>ACTIVE VOICE</b>	<b>PASSIVE VOICE</b>
Participants did puzzles to cure ear worms	
A journal recommends chewing gum to cure earworms.	
Participants listened to other songs to cure earworms	
A university found that solving Sudokus worked .	
Some people say listen to the whole song	
A website suggests replacing the earworm.	

**LANGUAGE: SENTENCE LEVEL: DID YOU KNOW?****PUNCTUATION PROBLEMS: THE HYPHEN AND THE APOSTROPHE.**

Some information for the Educator in preparation for teaching the hyphen and the apostrophe

Most writers have difficulty knowing how to use a hyphen when they are writing in longhand on paper. (Most of our difficulties nowadays are solved by spell-checkers in the word processors we use on our computers).

**Follow two rules:**

1. If a word is a compound word (two words joined with a single meaning) then place a hyphen between them to show the reader that you mean one thing.

*For instance, the sentences introducing this rule contain two hyphenated words. Can you explain why the words are hyphenated?*

2. The second rule is straightforward: If you are writing on paper using an old-fashioned pen or ball-point or even a feather, don't waste paper by skipping to the next line just because the word you want to write is too long for the space available. All you need do is write down the first syllable in the available space (or the first two syllables) and follow it with a hyphen before beginning to write on the next line. Try not to hyphenate words like surgeon or therapist.

Using the apostrophe is tricky (but not too tricky for seventh-grade learners!)

**Golden Rule: NEVER use an apostrophe to indicate PLURALS.**

We use apostrophes to show the reader that we have left out letters in words like "don't, can't, I'll, I'd, we'll, mustn't and so on.

We use apostrophes to show belonging or possession. For instance, instead of saying, the earworms of Gloria are constantly in her head, write, Gloria's earworms are constantly in her head.

If, however, you want to show that earworms belong to (and are common amongst a group of girls, not just to a singular girl Gloria,) then you need to move the position of the apostrophe to behind the people who possess them.

Instead of saying, "The earworms of the girls play constantly in their heads", we can write, "The girls' earworms play constantly in their heads".