

Use and non-use of the passive

the two brothers (1)	are (1)	accused of (4)	robbery (4)	my house (2)	is being (2)
looked after (3)	by a friend of mine (3)	this week (2)	at the moment (3)	she (1)	is being (3)
followed (3)	by a man in a dark suit (3)	yesterday (1)	my sister (2)	was (2)	attacked (2)
by a mad dog (3)	in the film (1)	the man (1)	is (2)	shot (3)	by a stranger (3)
in his bedroom (4)	the students (2)	were (2)	told (3)	to finish the project (4)	last week (1)
when we got there (4)	people (2)	were being (3)	carried out of the building (4)	all the guests (2)	have been (2)
taken (3)	to the station (3)	by the manager (2)	Mark was depressed because he (4)	had been (3)	sent to prison for (4)

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murder (4)	this year (2)	thousands of people (2)	have been (2)	arrested for (4)	burglary (4)
in London (2)	when I arrived (3)	all the seats (2)	had been (3)	taken (3)	by foreign journalists (3)
the rest of the family (3)	will be (3)	told the news (1)	next week (2)	by one of the lawyers (2)	all the staff (2)
must be (3)	invited to the conference (4)	next month (2)	Tom and Alice (1)	expected to be (3)	picked up (4)
at the airport (4)	by their aunt (2)	most children (2)	hate being (3)	told (2)	what to do (4)
by their parents (2)	everyone (1)	loves being (3)	given (3)	money (2)	at Christmas (2)
be or past participle (0)	be or past participle (0)	be or past participle (0)	be or past participle (0)	be or past participle (0)	be or past participle (0)

Instructions

You will need: one set of cards per group of three or four students

- Before class, cut out the cards and put each set in an envelope.
- Students work in groups of three or four. Give one envelope to each group and ask them to take out 12 cards each.
- Students must take it in turns to use the cards to make a correct sentence in the passive. One student starts and the next student must make another sentence which includes one card from the first sentence. The students continue in turn.
- When a student puts down a correct sentence, he/she adds up the number of points on the cards and adds them to his/her score. He/She also takes more cards so that he/she always has 12 cards.
- If the student makes a sentence which adds a word to the beginning or end of another sentence, he/she gets points for both sentences.
- Tell students that if they have a card which says *be or past participle*, they can use it to form any tense of the auxiliary verb be or in place of any past participle.
- If a student cannot make a correct sentence, he/she has to collect up any cards he/she put down and the turn passes to the next student.
- If a student cannot make a sentence, he/she can swap three cards with ones still in the envelope. The turn then passes to the next student.
- Students continue until they run out of cards or until nobody can make a sentence. They add up the number of points left on the cards they haven't used and deduct this from their score.
- The student with the most points wins.