

Lesson Plan: Passive voice (present & simple past)

Level: Intermediate (B1–B1+)

Time: 60–75 minutes

Objectives

Students will be able to **form and use the passive voice** in the **present simple and past simple**, and understand **when and why** it is used.

Target Language

- **Present Simple Passive:**

- *am / is / are + past participle*

Example: The room is cleaned every day.

- **Past Simple Passive:**

- *was / were + past participle*

Example: The room was cleaned yesterday.

Assumed Knowledge

- Students know present simple & past simple active forms
- Students know common past participles (or can recognize them)

1. Warm-up / lead-in (10 minutes)

Aim: Introduce the idea of focusing on the action, not the person.

Activity:

1. Write on the board:

Someone stole my bike.

My bike was stolen.

2. Ask students:

- Which sentence focuses on the **action/result**?
- Do we know who did it in both sentences?

3. Elicit that the second sentence uses the **passive**.

Optional discussion questions:

When do we not care who did something?

Where might we see this kind of sentence? (news, rules, signs)

2. Presentation: form (15 minutes)

A. Present simple passive

Write:

- *Active*: People clean the streets every day.
- *Passive*: The streets **are cleaned** every day.

Highlight structure:

Subject + am/is/are + past participle

Elicit:

"streets" → plural → **are**

Verb: clean → **cleaned**

More examples:

- *English is spoken here.*
- *The rooms are checked daily.*

B. Past simple passive

Write:

- *Active*: Someone broke the window last night.
- *Passive*: The window **was broken** last night.

Highlight structure:

Subject + was/were + past participle

Examples:

- *The email was sent yesterday.*
- *The match was cancelled.*

C. Active vs passive focus

Board summary:

Active	Passive
Focus on who	Focus on what happens
Someone built the bridge	The bridge was built

Emphasize:

We often **omit "by + agent"** if it's unknown or unimportant.

3. Controlled practice (15 minutes)

Activity 1: Change active → passive

Students work individually, then check in pairs.

1. Someone paints the classrooms every year.
2. They make this cheese in France.
3. Someone stole my phone last week.
4. They built the school in 1998.

Answers:

1. The classrooms are painted every year.
2. This cheese is made in France.
3. My phone was stolen last week.
4. The school was built in 1998.

Activity 2: Choose the correct form

1. The homework (**is / was**) checked every day.

2. The movie **(is / was)** filmed in 2010.
3. These shoes **(are / were)** made of leather.

4. Semi-controlled practice (10–15 minutes)

Activity: What happened?

Give prompts (or pictures):

- broken window
- cancelled class
- lost wallet
- stolen bike

Students make sentences:

- *The window was broken.*
- *The class was cancelled.*

Encourage adding time expressions:

- yesterday, last night, this morning

5. Freer practice / production (15 minutes)

Option A: News report

Students work in pairs.

- Imagine a news story.
- Use at least **3 passive sentences**.

Example prompts:

- robbery
- accident
- event
- discovery

Example output:

A car was damaged last night. No one was injured.

Option B: School rules / signs

Students write rules using passive voice:

- *Mobile phones are not allowed.*
- *Food is not eaten in class*

6. Error correction & feedback (5 minutes)

- Write common mistakes on the board (anonymously):

✗ *The window was break.*

✗ *The homework is check.*

- Elicit corrections:

✓ *broken*

✓ *checked*

7. Wrap-up / homework

Quick review questions:

- When do we use the passive?
- What verb do we always need? (**be**)

Homework ideas:

- Rewrite a short news article in passive
- Write 5 passive sentences about your city, your school, or your home