

DIPLOMOVÁ PRÁCE

UNIVERZITA PALACKÉHO V OLOMOUCI

Pedagogická fakulta

Katedra anglického jazyka

LUDMILA PELIKÁNOVÁ

IV. ročník – prezenční studium

Obor: anglický jazyk - hudební výchova

**THE ENGLISH PASSIVE VOICE AND THE TYPICAL MISTAKES OF
PUPILS AT LOWER SECONDARY SCHOOLS**

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OLOMOUC 2010

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V Olomouci dne 30. 6. 2010

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Vlastnoruční podpis

Děkuji Mgr. Silvii Válkové Ph.D., za odborné vedení diplomové práce. Děkuji také učitelům základních škol a jejich žákům, u nichž jsem testovala anglické pasívum.

ABSTRACT

The diploma thesis deals with the English passive voice. The aim of the theoretical part is to describe various features of the passive and some suitable methods and principles for teaching it at lower secondary schools. The practical part of the diploma thesis aims to describe typical mistakes of pupils in using the English passive, evaluate the coursebook Project English 2 written by Tom Hutchinson and supplement it. The conclusion introduces some suggestions on teaching the passive voice in lessons.

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INTRODUCTION

The reason I have chosen the topic is that many pupils have difficulties understanding and using the English passive and there are certain typical mistakes or errors that pupils make. Therefore, I decided to find a way to prevent or lessen making them and also find ways to make pupils understand the purpose and the form of the passive.

The theoretical part of the diploma thesis describes the English passive from various aspects. The first chapter defines the term “voice” and introduces some basic aspects, such as the occurrence of the passive, the passive in negative statement, question, etc.

The second chapter shows mainly the purpose and difference between the long and short passive and reasons for (not) mentioning the agent.

The third section of the theoretical part introduces the passive from formal, functional and stylistic aspect.

The following chapter points out some features of the passive where “get” is the auxiliary part.

The fifth section compares the English and the Czech passive from formal, functional and stylistic aspect and describes the ways of translating it.

Finally, the last section introduces suitable methods for teaching the passive in lessons. It also mentions teaching principles and describes methods for practising the passive to make teaching the grammar effective and help pupils acquire it well.

The practical part of the diploma thesis searched for “weak areas” of pupils in using the passive. According to different authors and tests taken by pupils at lower secondary schools, it was found that the typical pupils’ mistakes of the English passive are usually leaving out the auxiliary “be”, using wrong prepositions, wrong form of the past participle, etc. This is described in the first chapter of the practical part.

The second chapter evaluates the coursebook Project English 2 written by Tom Hutchinson according to particular criteria. These are concerning, for example, the way of strengthening the pupils’ weak areas in using the passive, what is the quality and quantity of information introduced in the unit, organization of content, etc.

The following chapter works with the evaluation and supplements the coursebook (unit 8) where some features of the passive were not included or where they were incomplete or defective.

Finally, the conclusion gives a piece of advice and suggestions on how to ideally teach the passive in lessons and what activities would be suitable for reinforcing the knowledge of the passive, etc.

Hopefully, the whole diploma thesis can help teachers realize what typical difficulties regarding the passive voice appear and how it is possible to deal with them. Also, they perhaps get inspired by the methods and activities for teaching and acquiring the passive in lessons.

1 THE PASSIVE AND THE ACTIVE VOICE

1.1 The definition of the passive and the active voice

At the beginning, it is important to explain what *voice* means. The term *voice* is a grammatical category of verbs and it can often be found in connection with transitive verbs. With respect to this term, there is another explanation by Huddleston and Pullum, whose exact words are: “...the general term **voice** applies to a system where the contrasting forms differ in the way semantic roles are aligned with syntactic functions, normally with some concomitant marking on the verb.” (Huddleston, R. and G. K. Pullum, 2002, p. 1427)

The term *voice* in the collocation with the terms *active* and *passive* means something slightly different. The active voice is used in active sentence structures. The subject in such structures is typically the agent. The subject in passive sentence structures is typically the object of active sentence structures and has a passive role, which means that it does not cause the action, but is typically the “receiver” of it.

Example:

i *Peter attacked David.* [active]

ii *David was attacked by Peter.* [passive]

Example [i] is in the active because the subject, *Peter*, is in relation with an active role (the role of the agent). *David* is the one who performed the action.

Example [ii] is called “passive” because the subject, *David*, is associated with a passive role (the role of a “patient”), because David was the one on whom the action was performed.

1.2 The active and the passive voice and their occurrence

With respect to the English voice, there are two types, as was already mentioned. The passive voice consists of the auxiliary verb “*be*” and the past participle of a lexical verb. The past participle can also be referred to as the “passive participle”, as was mentioned by Huddleston and Pullum (2002).

The occurrence of the passive will be considered in connection with tense and the type of sentence (question and negative statement).

1.2.1 The passive and tense

The passive structure *be + past participle* can combine with particular tenses, and these are: the simple tense, the perfect, the forms of future (*will* and *be going to*) and even with the continuous tense.

Example:

*Cocaine **has been seized** by the FBI.* [Perfect passive verb phrase]

*The drugs **had been loaded** onto the ship in Ecuador.* [Perfect passive verb phrase]

*The drugs **will be destroyed**.* [Future of be + passive participle]

*The men **are going to be charged** with importing cocaine.* [Future of be + passive participle]

(The above examples were taken from Eastwood, 1994, p. 135)

With respect to the passive in a continuous tense, it is said to be rather rare in English and, according to Dušková (1994), some speakers consider them unacceptable.

Example:

The child is being watched now.

The meat has been being cooked for ages.

1.2.2 The passive in question and negative statement

The English passive voice also occurs in questions and negative statements. The manner in making these types of sentences with the passive voice is the same as without it, as shown in the following examples.

Example:

The food is not finished. [The passive in negative sentence]

Was the food finished? [The passive in question]

1.3 The passive and the active voice in relation to verbs

The verb of an active structure determines whether there can be made a corresponding passive structure. There are two main groups of verbs – *transitive* and *intransitive*.

1.3.1 Transitive verbs

Transitive verbs are the verbs which are complemented by one (direct) object or two objects (direct and indirect). The latter mentioned type is called “*di-transitive*”. The two objects that the di-transitive verb is complemented by are ordered in a specific way – the first one is the direct object and that is followed by the indirect one, as shown in the following example.

Example:

David gave her the flowers.

S V O_i O_d

In ditransitive constructions, there can be omitted the indirect object, but never the direct one. In the above example, it would otherwise be: *David gave the flowers* (where the indirect object is omitted) and **David gave her*, where there is omitted the direct object and the sentence is considered unacceptable.

In connection with the indirect object, another way of expressing it in a sentence is by a prepositional phrase. The sentence structure would be: S-V-O_d-PP, where, therefore, the indirect object is substituted for a corresponding prepositional phrase that is followed by the direct object.

Example: *David gave the flowers to her.*

Another subtype of transitive verbs is called “*mono-transitive verbs*”. Such verbs are complemented by only one object, and it can never be the indirect one, but always the direct object. “*Complex transitive verbs*” are such verbs, which are followed by an object with its complement.

Example:

He elected Lucy the leader. (complex transitive)

He chose the leader. (mono-transitive)

1.3.2 Transitive verbs that cannot be passive

Most transitive verbs can occur in the passive, but there are also transitive verbs which cannot become passive. These are, for example, *have* (=own), *lack*, *resemble*, and *suit* (=be right for). These are all “state verbs”; the term is used especially by Eastwood (2005). Other grammarians (Huddleston and Pullum, 2002; Biber, Conrad and Leech, 2002) use rather the term “stative verbs”. Stative verbs are such verbs that relate rather to state, compared to “*dynamic verbs*” that express the action.

Example:

*The dress really **suits** you!*

But not: *You are really suited by the dress!*

Not all stative verbs, however, can have only an active role. There are many stative verbs which can satisfactorily be used for the passive voice. These are, according to Eastwood (2005), for example: *believe*, *contain*, *include*, *intend*, *know*, *like*, *love*, *mean*, *need*, *owe*, *own*, *understand*, *want*, etc.

Example:

*My sister **is known** among the people.*

*She **is loved** by them.*

The matter of making a corresponding passive sentence to an active sentence is, therefore, not always determined by the verb as either being, or not being stative. Huddleston and Pullum explain: “...whether or not there is an acceptable related passive for a given active clause depends on the interaction of pragmatic, semantic, syntactic and lexical factors...” (Huddleston and Pullum, 2002, p.246)

1.3.3 Intransitive verbs

Intransitive verbs are the opposite type of transitive verbs. They are not complemented by an object, but by an adverbial or no complement and, thus, they cannot be passive. On the other hand, there are some **intransitive phrasal verbs** that can, in a specific sentence structure, be used in the passive. (Cobuild, 1990; Eastwood, 1994)

The specific sentence structure that allows many intransitive phrasal verbs to be passive is described by Cobuild, C. (1990, p. 408), whose exact words are: “...the verbs are followed by a preposition and a noun group referring to the thing affected by the action the verb describes. The object of the preposition can be made the subject of the passive form of the verb. The preposition remains after the verb, with no object after it...”

...Example:

*In some households, the man **was referred to** as “the master.”* (Cobuild, 1990, p. 408)

*We ran over a cat./ The cat **was run over**.* (Eastwood, 1994, p.134)

In some cases, intransitive verbs can become transitive. This can be achieved by a change of the meaning of the intransitive verbs. Such a group of verbs is called the “causative verbs”.

Example:

She walked in the garden. (intransitive)

She walked a dog. (transitive – causative)

(The examples were borrowed from Hornová, 2003, p.42)

2 SHORT AND LONG PASSIVES AND THEIR RELATION TO AGENT

2.1 Short passives

Passive sentences can occur in two types of constructions - **short** and **long passives**. Short passives can also be called “agentless passives”, because the agent is not specified, as is shown in the following example.

Example:

The boys were invited to the party.

Joanna was told to organize it.

In the first example, there is no specification of who invited the boys and, therefore, the passive construction is agentless. In the second example, there is again an unspecified “someone” who told Joanna to organize it.

2.2 Long passives

Compared to short passives, the structure of long passives is “longer” because it consists of *be + past participle* which is followed by the “*by-phrase*”. This phrase typically specifies the agent of the action.

Both types of constructions, short and long passives, are closely connected to the “*agent*”. The relationship lies in mentioning the agent, which is done in a particular way, using a specific structure. Cobuild, C. says: “You can of course mention the agent at the end of the clause by using “by”. But this puts emphasis on the agent, because the end of the clause is an important position, and so, you often do this when you want to refer back to the agent in the next clause...”

...Example:

His best friend was killed by a grenade, which exploded under his car. (Cobuild, 1990, p.405)

2.3 The agent and its relation to the passive

The *agent* is the “doer” of the action and often the subject of an active clause. Another explanation was introduced by Hornová: “...the semantic role of a noun phrase which instigates the action denoted by the verb: *Peter wrote a letter*” (Hornová, 2003, p.9)

According to Gethin (1990), the agent in the passive construction gives the reader or hearer more information but it is not considered the most important information. The more important thing in the passive is the action itself or the thing or person acted upon.

In connection with the passive voice and the agent, Cobuild points out: “The passive voice allows you to talk about an event from the point of view of the thing or person affected, and even to avoid mentioning who or what was responsible for the action... (Cobuild, 1990, p.402)

2.3.1 The division of passive structures by the agent

In the English passive, we can divide passive sentence structures that are without an expressed agent into two main (and several minor) groups, according to the subject of their corresponding active structures. The first group consists of passives that imply a human agent, whereas the passives of the second main group do not suggest any.

The passive structure implying a human agent

With respect to the first mentioned group, we can find a further division. The group is subdivided into passives that imply *general (indefinite) human agent* and those that imply a *definite human agent*.

With respect to the subdivision, Dušková adds: “The distinction between an implied indefinite and definite agent is in most cases fairly clear, but occasionally both interpretations are possible...”

Example:

...An extremely important discovery was reported in 1952. It was found that the effects of red light in promoting lettuce-seed germination could be completely reversed... This reversal

was also found to apply to photoperiodism and many other systems...” (Dušková, 1999, p. 119)

The reference in the above example is made to a particular discovery, which implies definite authorship, but, on the other hand, the formulation is so general that it can be perceived as the other type of a passive construction (implying indefinite human agent).

The passive structure not implying any agent

The second main group of the passive constructions (the passive sentence structures that do not imply any agent) is similar to the intransitive constructions and, therefore, they can sometimes coexist with the active structure without a change of the meaning.

Example:

“Speech and thought are developed/develop simultaneously...”

...We are agreed/agree on this point.” (Dušková, 1994, p. 260)

2.4 Reasons for (not) mentioning the agent

If it is of some significance, we can mention the agent in the passive. There are some specific motivations, or principles, for expressing it. These motivations prove the relation between the agent and long passives.

According to Biber, Conrad and Leech, there are three specific motivations, which here are briefly described by their exact words: “...the long passive is chosen to accord with the **information-flow** principle: the preference for presenting new information at the end of a clause. This means that given information...is placed before new information...”

...Principle 2: The long passive is chosen to accord with the **end-weight** principle. This means that a “heavier” (or more lengthy) element of the clause...is placed at the end, where it does not hold up the processing of the rest of the clause...

...Principle 3: The long passive is chosen to place initial emphasis on an element of the clause which is the topic, or theme, of the current discourse...

Example:

...In principle, the passive can be replaced by an active clause with the same meaning.”
(Biber, Conrad and Leech, 2002, p.169)

Highlighting the action, or the person (thing) affected by the action is, however, not the only reason for using the passive construction. There are, in contrary, some motivations for using the passive that avoid mentioning the agent (the short passive construction). Some of the reasons are, for instance, when it is certain who or what the agent is, when we want to save space, etc.

Some specific reasons for using the short passive constructions were described by Cobuild, who even gives examples:

- “...because you do not know who or what the agent is

He’s almost certainly been murdered.

- because it is not important who or what the agent is

Such items should be carefully packed in tea chests.

- because it is obvious who or what the agent is

She found that she wasn’t being paid the same wage as him.

- because the agent has already been mentioned

His pictures of dogs were executed with tremendous humour.

- because people in general are the agents

Both of these book can be obtained from the public library. It is very strange and has never been adequately explained.

- because you wish to conceal the agent’s identity or to distance yourself from your own action

The original has been destroyed.” (Cobuild, 1990, p.404)

3 THE PASSIVE FROM VARIOUS ASPECTS

The present study of the English passive tends to take into consideration mainly three aspects, as they are supposed to explain the passive voice in a more complex way, and discover some less investigated features. These three aspects are: formal, functional and stylistic.

3.1 The formal aspect of the passive

With respect to the form of the passive, there is sentence pattern $S_{N1} - V_{act} - O_{N2} \Rightarrow S_{N2} - V_{pass} (- \text{by } N_1)$, which clearly indicates not only the sentence structure of the passive, but also the correspondence between the object of an active structure and the subject of a passive structure.

What has not, however, been mentioned is that some objects of active sentence structures cannot become the subject of the corresponding passive structures. These objects typically are: reflexive, reciprocal and possessive.

Example:

He excused himself. (Reflexive object)

They don't know each other. (Reciprocal object)

She shrugged her shoulders. (Possessive object)

(The above examples were borrowed from Dušková, 1994, p. 259)

3.2 The functional aspect of the passive

Regarding the functional aspect of the English passive, some of the functions were already mentioned (e.g. not expressing the agent, etc.). But probably the most important point to consider is the “*functional sentence perspective*” (FSP).

3.2.1 The functional sentence perspective (FSP)

The functional sentence perspective deals with the relation between sentence elements and their position within a sentence. From the point of view of FSP, a sentence structure is divided into two main parts (information units) called the “*theme*” and the “*rheme*”.

The theme typically takes the position of the subject and represents the topic (given information) of a sentence (utterance).

The rheme is referred to as new information within a sentence (utterance) which stands at the position of the object or the verb.

With respect to the theme, Biber, Conrad and Leech point out: “The subject generally represents the topic, i.e. the entity that the clause is about. But sometimes English requires a subject, even if the subject has no actual meaning...” (Biber, Conrad and Leech, 2002, p.48)

Example:

It is raining.

It is really nice of you.

In these cases, the “it” functions as the subject but does not have any specific meaning, or content. Some grammarians (Biber, Conrad and Leech, 2002) call it “dummy pronoun”. Some other grammarians (Huddleston and Pullum, 2002; Hornová, 2003) refer to such a subject as “empty”, or “anticipatory/preparatory it”, according to its function in the sentence.

The functional sentence perspective deals not only with theme and rheme, but also with so called communicative dynamism. Concerning communicative dynamism, Huddleston and Pullum point out a few aspects: “...heavy constituents are more likely to be new than old. Entities that have already been introduced into the discourse and hence are old can typically be referred to by relatively short and simple expressions...Nevertheless, weight and familiarity are distinct concepts, and there is no necessity for heavy constituents to be new, or vice versa... .” (Huddleston and Pullum, 2002, p.1371)

Example:

One brother was studying the mathematics and working in a computer agency, while the other one taught English at school. The one studying the mathematics and working in a computer agency was far more satisfied.

It is an avocado on the table.

The underlined noun phrase in the first example is heavy but discourse-old. The second example shows that an “avocado” is new, but not heavy.

Regarding the function of the FSP, there is an explanation of how communicative dynamism functions in a passive and its corresponding active sentence in the following example.

Example:

“The function of this widespread blue coloration is not known. (passive)

We do not know the function of this widespread coloration... (active)

...In the corresponding active...the verb appears early in the sentence and the final rhematic position is occupied by the object which carries less new information than the verb and should be placed before it...” (Dušková, 1999, p.125)

3.3 The stylistic aspect of the passive

The stylistic aspect of the passive voice concerns the suitability of the passive in particular styles of discourse or speech. The necessity for the use of passives varies from a text type to text type and, thus, the frequency of passives used can vary considerably. There has even been made a research on what is the percentage of use of passives in the conversational and scientific writing. It is clear that the passive would not be, for instance, used in stories as much as it would in encyclopaedias.

3.3.1 The passive in scientific writing

Dušková points out the most proper sphere of the use of the passive and says: “A characteristic feature of scientific writing was found to be impersonal presentation of the subject matter, achieved by means of abstraction from...the writer and of concentration on what is being described... it is in this sphere that the passive finds the most proper sphere of its application...” (Dušková, 1999, p. 139)

According to Dušková’s research (1999), there are certain data representing the frequency of the passive used in scientific writing as well as in the conversational. The outcomes of the research showed that there were 20% of passives used in scientific writing with respect to the British English and 21.36% regarding the American English. The percentage for conversational writing was much lower compared to the percentages of the scientific writing. There were 3.12% for conversational writing in the British English and 3.36% for the American English. (Dušková, 1999)

3.3.2 The passive in conversational style

Regarding the passive voice used in conversational style, there are certain reasons for its use. One of them is the use of set phrases (e.g. “well done”). Other reasons are, for example, the non-existence of the agent and the requirements of the functional sentence perspective.

Using passives in conversational style is, according to Dušková (1994), used in 40% by the need for a number of concrete verbs, and these are: *worry, interest, upset, scare, suppose, surprise* and *tire*.

4 THE PASSIVE AND VERBS

Some of the features of verbs in connection with the passive were already mentioned. For example, that the use of *get*-passives compared to the use of *be*-passives makes a difference in the dynamism of the passive, or some verbs cannot be made passive, etc. But there are still other features of verbs in relation to the passive, especially with the verb *get* as described in the following section.

4.1 The passive and *get*

In English, some grammarians (Huddleston and Pullum, 2002; Parrot, 2000) claim that *get* is a colloquial form of *be* and, therefore, it can be used as a “substitution” of *be*. But, by the use of *get*-passives (instead of *be*-passives), there are found some differences in the meaning. The following example explains what is to be expressed by the use of the auxiliary *get*.

Example:

a) an unexpected, involuntary or possibly unwelcome action

*When he picked up the phone, we **got cut off**.*

b) an achievement based on something that has been built up beforehand:

*She **got elected**.*

c) an achievement in the face of difficulty:

*I finally **got admitted** to hospital.* (The above examples were taken from Parrot, 2000, p. 290)

The auxiliary *get* in the passive is claimed to be not satisfactory for formal style. Apart from this, Huddleston and Pullum (2002, p.1442) also describe some other features of the use of the auxiliary *get*:

“...1) *Get*-passives are found only with dynamic verbs

2) *Get*-passives are more conducive to an agentive interpretation of the subject.

3) *Get*-passives are characteristically used in clauses involving adversity or benefit.”

The first point says that all passives with *get* are dynamic. In some cases, *be* cannot be substituted for *get* and, thus, the passive cannot become dynamic.

Example:

It was thought that the problem was solved **Not:** *It got thought that the problem was solved.*

The second statement points out that if the subject of the passive is seen as having at least some responsibility for the action in the situation, “*get*” would be used rather than “*be*”.

Example: “*Go and get checked out at the medical centre.*”

(The example was borrowed from Huddleston and Pullum, 2002, p.1442)

The third mentioned feature of *get*-passives means that *get* is typically used in the passives which represent situations that have, rather than neutral, positive or negative effect on the subject-referent.

Example:

i *Kim got sacked.*

Kim got promoted.

ii *My watch got stolen.*

My letter got published.

“...The situations described in [i] are normally thought of as respectively bad and good for Kim, those in [ii] as bad and good for me, the owner of the watch and writer of the letter.”

(The above example was taken from Huddleston and Pullum, 2002, p.1442)

Another reason for using *get*-passives is in the usage of idiomatic expressions. These are, for example: *get shaved*, *get (un)dressed*, *get changed*; *get engaged*, *get married*, *get divorced*; *get started*, *get lost*, etc. (Eastwood, 1994)

Example: *I wanted him to get shaved.*

He never gets changed when he comes home.

Another feature of the use of the verb *get* is that it often has an influence on whether passives will be adjectival or verbal, or ambiguous. (Huddleston and Pullum, 2002)

Example:

*The bike was **broken** by her sister.* (verbal passive)

*My sister is **known** among the people.* (adjectival passive)

*We have been **married**.* (ambiguous)

“*Broken*” in the first example is a verb, “*known*” in the second sentence is an adjective (especially because it is a stative verb) and “*married*” in the third case can be either. The ambiguity is clear: it is dynamic when it is interpreted as describing an event and, therefore, considered verbal. When it is interpreted as describing the state (resulting from some prior event), it is regarded the adjectival passive.

There are some gradable adjectives which, used with *get*, are the clearest types of adjectival passives. These are, for example: *frightened*, *alarmed*, *carried away*, *depressed*, *distressed*, *interested*, *worried*, etc. There is also a claim (Eastwood, 1994) that “*get*” is used mainly in informal English. The following example borrowed from Huddleston and Pullum (2002, p. 1441) illustrates the role of the verb *get*.

Example:

i *The window was broken.*

ii *The window got broken....*

“...Example [ii] has only the verbal passive meaning: it describes the event of someone or something breaking the window, not the transition into the broken state. Thus *get* accepts adjectival passives as complements less readily than *be*.”

5 THE ENGLISH AND THE CZECH PASSIVE

There is a considerable number of differences as well as similarities in the English and the Czech passive. These are going to be dealt with from the formal, functional and stylistic aspect.

5.1 The English and the Czech passive from formal aspect

With respect to the form of the passive, the general structure *be* + past participle is used in both the languages. This grammatical construction where *be* is, however, substituted for the colloquial *get*, or other possible verbs, is not taken into account as an equal passive construction to the already mentioned most general pattern, as for a comparison with the Czech pattern. The reason for that is explained by Dušková (1999, p.150), whose exact words are: "...constructions with past participles preceded by other verbs than *be* were not regarded as passives since as compared with the active they display an additional explicit semantic feature due to the lexical meaning of the verb in question."

Example:

The present was given to my father.

Dar byl věnován mému otci.

It is evident in the above example that these passive constructions are essentially the same: "was given" – "byl věnován."

In Czech, there is not only one pattern of the passive but also another one. This pattern indicates the passive structure by the use of the *reflexive particle* ("se"), if it is not a fixed component of the verb. Also, this reflexive particle has to be connected with the third person.

Example:

Rubbish is taken away every Tuesday.

Odpad se odváží každé úterý.

Such examples as “*slyším se*” and “*vy se slyšíte*” are not connected with the third person, but the first and the second one. Therefore, these clauses would not be considered passive. Dušková (1999, p.150) says: “In the 1st and 2nd person the passive meaning is ruled out, since here the reflexive particle...operates as the reflexive pronoun proper or has reciprocal meaning.”

Example:

Hájím se. *I defend myself.* (reflexive pronoun proper)

Známe se. *We know each other.* (reciprocal meaning) (Dušková, 1999, p. 150)

There can also appear an ambiguity when using the third person with the reflexive particle and, especially, when the subject is animate. Also, by using the reflexive particle, it can be difficult to recognize when the sentence, or utterance, is active and when it is already classified as the passive. This is because the reflexive form has many various functions. The following example shows the ambiguity.

Example:

“*Tom se myje.* [*Tom reflexive particle washes*] may mean, according to the context:

Tom is washing (himself) or Tom is being washed.” (Dušková, 1999, p.150)

To avoid the difficulty with identifying the voice of a sentence, there has been made a specific classification. Dušková says: “...the reflexive form of a verb is classified as a passive if it is replaceable by the participial form of the passive without any change in the semantic interpretation.” (Dušková, 1999, p.151)

Example:

*S tvojí pomocí **se posbírají** rychleji.*

*S tvojí pomocí **budou posbírány** rychleji.* (no change of semantic meaning)

U každého stolu se zastaví.

U každého stolu je zastavena. (change of the semantic interpretation, [example from Dušková, 1999, p.151])

Another important means of recognising the reflexive passive is also the relation between the passive and the active structure. Regarding the classification of the passive, Dušková (1999, p.151) stated: “If the reflexive form implies an agent different from the subject, i.e. if it can be transformed into the active with the subject of the passive operating as the object in the active, it qualifies as a passive.”

Dušková, however, also added that there are some ambiguous instances and her concrete words (1999, p.151) are: “...the verbal action can be interpreted either as initiating from the subject or as being initiated by an outward agent, e.g. *V této práci bylo použito umělých závlah. Změnil se tím metabolismus pokusných rostlin...*” In this example, the form “změnil se” can be interpreted intransitively or as a passive. (Dušková, 1999)

Regarding the passive from the syntactic point of view, the Czech passive behaves in the same way as the English in case that the corresponding active structure is S-V-O. The little difference between the two languages is that in English, the object has to be direct in the active structure to make a passive whereas in Czech, the object is not classified into direct and indirect at all.

Another difference is in the possibility of extending the passive with mentioning the agent, which is not possible with the reflexive passive. In English language, if we want to express the recipient of the action first and the agent after the verb, the use of the passive is inevitably needed. Whereas, the equivalent order in the Czech language may be achieved by only changing the word order. Thus, the Czech active construction is often the equivalent of the English passive.

Example:

„In some animals the protection of the young is carried out by the males...

...U některých živočichů ochranu mláďat obstarávají samečkové.

The first marketable typewriter was produced (though not invented) by E. Remington and Sons...

První prodejný psací stroj byl vyroben (i když ne vynalezen) E. Remingtonem a syny/ vyrobil (i když ne vynalezl) E. Remington a synové.” (Dušková, 1994, p. 261)

The Czech passive structure with an unexpressed subject and without the object has only a similar English equivalent that is mentioned by Dušková (1999, p.153) who says: “...the nearest equivalent in English is...where the subject part contains existential *there*, which, unlike *it*, does not refer to any concrete object, but merely anticipates the subject proper...” This *there*-construction, however, cannot be used in all cases. (Dušková, 1999)

Example:

„Moc se přemejšlí a málo se dělá.

[Much reflexive particle it-thinks and little reflexive particle it-does.]

There is too much thinking and too little work being done.” (Dušková, 1999, p.153)

5.1.1 The English and the Czech passive and the subject

With respect to the subject, there is a difference between the Czech and the English passive. The English passive structure always contains the subject which is expressed, whereas the Czech passives can be subjectless. Moreover, the Czech equivalent form of the subject in the English passive varies according to the Czech grammatical cases. (Dušková, 1999)

Example:

“The command was obeyed. Rozkazu bylo uposlechnuto.

Our warning was not heeded. Naší výstrahy se nedbalo.” (Dušková, 1994, p.265)

It should be also mentioned that a *that*-clause or *to*-clause can operate as the subject of a passive structure. These passive structures find a reciprocal equivalence between the English and the Czech language. (Dušková, 1999; Huddleston and Pullum, 2002)

Example:

To spend whole day writing was found interesting.

(Strávit celý den psaním bylo považováno za zajímavé.)

That it took the whole day was found annoying.

(Že tím byl zabrán celý den bylo považováno za otravné.)

5.1.2 State and action in the English and the Czech passives

There is a difference between the two languages in the expression of state and action. Considering the most general and to both languages equivalent form of *be* + past participle, it is said that the English passive typically expresses neither the state nor the action, whereas the Czech passives express both. Despite this fact, there still is a way of expressing the state in the English passive. It is very close to using the *be* + adjective construction and, sometimes, it even overlaps it (as described in 5, The passive voice and adjective). In some cases, it can be done by substituting *be* for *get* in the periphrastic passive. (Dušková, 1999)

With respect to the form of the English and the Czech verbal and adjectival passives, there is a difference between the two languages. According to Dušková (1999), the verbal passive in English does not take a different form from the adjectival form (apart from a number of exceptions, e.g. “*drunk*” as the past participle of the verb “*drink*” and “*drunken*” as the attributive adjective, etc.). In the Czech language, however, there are very often distinct forms between the verbal participles denoting the state and the forms of adjectives.

Example:

*Všechny dopisy byly **poslány**.* (verbal passive)

*Všechny dopisy byly **poslané**.* (adjectival expression of state)

Considering the possibility of expressing action and state, the two Czech passive constructions differ. It is said (Dušková, 1999) that the periphrastic passive implies rather the

state resulting from an action, while the reflexive form of the passive implies rather the activity.

Example:

Toto se vždycky vyprodá. This is always sold out.

(the reflexive passive denoting an activity)

Knihy byly vyprodány. The books have been sold out.

(the periphrastic passive implying the state)

The example “*knihy byly vyprodány - the books have been sold out*” shows that the periphrastic passive form is in the past tense. But, as mentioned earlier, the periphrastic passive denotes “a present state resulting from a past action”. Therefore, the form of the passive can also be presented in the present tense as “*knihy jsou vyprodány*” and still representing the state.

In English, there are two passive constructions that typically denote an action. These are the *get* + past participle construction and the continuous passive (both derived from the main construction *be* + past participle).

Example:

That is the picture that is being shown all over the world. (the continuous passive)

The picture got damaged. (get + past participle)

5.2 The English and the Czech passive from functional aspect

One of the functions of the English and Czech passive lies in the possibility of expressing the important information and not mentioning what is not of a primary importance, like, for example, the agent.

With respect to the passive and the agent, the English passive with an unexpressed agent occurs approximately as often as the Czech agentless passive. Agentless passives in both languages represent the majority of the passives used and, according to Dušková’s study

(1999), they account for about 80%. Also, there is a similarity in the two languages in connection with the passives implying an indefinite general human agent which represents the largest number of all the non-agentless passives. (Dušková, 1999)

In English, as well as in the Czech language, the choice of the voice can be determined by the functional sentence perspective. The way how the sentence structure changes according to the change of the voice is, however, different. In English, the word order has a grammatical function and, thus, a sentence structure cannot change its elements arbitrarily. In the Czech language, the sentence elements can have the same order to stand for both voices. The reason for this is the inflectional character of the Czech language.

Example:

Zkoušky zvládneme jen po pečlivé přípravě. (active voice)

The exams (object) we can pass only after a good preparation.

Zkoušky se zvládnou jen po pečlivé přípravě. (passive voice)

The above example shows that the object stands at the initial position in the active as well as in the passive. As for the English passive, the initial position can only contain the subject followed by the passive form of the verb.

The choice between the active and the passive can, however, also be restricted in the Czech language. The reason for this is the fact that the active voice in scientific style may imply that the agent is the author of the text, where it should be the indefinite general human agent. Such a situation is shown in the following example.

Example:

Hydrodynamické turbulence...se vyskytují do výšek 100 až 110 km, výše nebyly zjištěny...

...Výše jsme je nezjistili... (Example taken from Dušková, 1999, p.167)

Another criterion for choosing the voice lies in the preceding and/or the following clause.

Example: *Registruje se proud šumovou diodou, který je regulován tak, aby šum diody a šum na anténě byly stejné...* (Example taken from Dušková, 1999, p.167)

In connection with distribution of communicative dynamism, these two languages behave differently. In English, the theme comes typically as the subject and the rheme occupies the final position. Therefore, there is a remarkable difference in the purpose of the use of the passive in the English and the Czech language. In English, the passive is used far more often than in Czech. In Czech, the passive voice is not necessary for distribution of communicative dynamism. Gaining a higher degree of emphasis on particular information in a sentence is reached only by the change of word order, e.g. *Petr dostal tu knihu – tu knihu dostal Petr.*

5.3 The English and the Czech passive from stylistic aspect

Regarding the stylistic aspect of the passive in Czech and in English, the use of the passive seems to be very similar in both languages. Both use the passive in scientific texts in a large number. The two forms of the Czech passive, however, differ in their use. The periphrastic form is mainly used in the scientific texts, where the passive is very often agentless and implying the indefinite general human agent or the author, while the reflexive form is used rather in conversation.

The reflexive passive is also used as a stylistic means, as is explained by Dušková, who says: “...the reflexive passive in conversation is made use of as a stylistic means where the agent is known but explicit reference is intentionally avoided...*Jestli se tygr do úschovny dal, tak se tygr z úschovny přinese...* the stylistic value of this sentence is entirely lost in the English version...*If the tiger has been put in the cloakroom, so the tiger is going to be brought back from the cloakroom.*” (Dušková, 1999, p.175)

5.4 Translation of the passive

It was already mentioned in the previous chapter (6.1.2) that the English passives can be translated into two kinds of passives – the periphrastic passive and the reflexive form. There can be further division of these Czech passives connected with tense. They are – passives in

the past tense, present tense and the future (e.g. *It was/is/will be done* - *udělalo/dělá /udělá se* or *bylo/je/bude to uděláno*).

Furthermore, there are some Czech passive sentences that even require the English equivalents in the perfect form. The reason for this is that the meaning of such passive sentences expresses certain duration of time.

Example:

V posledních patnácti letech se údaje ionosférické sondáže doplňují poznatky získanými jiným způsobem...

...In the last fifteen years the data obtained by ionospheric probes have been supplemented by findings gained in a different manner. (The example is taken from Dušková, 1999, p.160)

The choice of the passive in Czech is not dependent on the English passive verb form. It is rather dependent on the verb itself. This claim is supported by the following example borrowed from Dušková (1999, p.161).

Example:

i...*this is denoted as...to se označuje/je označováno jako...*

ii...*it is assumed that... Předpokládá se/je předpokládáno...*

iii...*it is thought, said that...myslí se, říká se/je myšleno, říkáno, že...*

In this example, the second version of a Czech translation in [ii] is not very typical in the Czech language. In the case of [iii], the second version of a Czech equivalent would hardly be considered as an acceptable equivalent.

The choice between the periphrastic and the reflexive form is otherwise not restricted.

As for the relation between the continuous passive in English and its corresponding Czech equivalent, a specific relation appears. This type of English passive can usually be translated by both types of the Czech passives. Such a relation, however, is true only in the case that such a passive construction describes temporary duration at a definite time of an action or if it is a reference to a particular event, as shown in the following example.

Example:

She got the feeling that an attempt is being made to accuse her.

Ona měla pocit, že je vyvíjeno/se vyvíjí úsilí obvinít ji.

Concerning the English passive construction *get* + past participle, it must be mentioned that it denotes an action which implies a change in a state in English as well as in the Czech corresponding equivalents. The Czech corresponding verbs take different forms according to the type of the English passive – whether it is the *be* + past participle form or the form using the auxiliary *get* instead of *be*.

Example:

Get + past participle

Be + past participle

he got involved in it zapletl se do toho *he was involved in it* byl do toho zapleten

I got dressed oblékla jsem se *I was dressed* byla jsem oblečena

(The above examples are borrowed from Dušková, 1999, p.162)

The above example “*I got dressed – oblékla jsem se*” shows that there is also a possibility to translate the English passive by an active equivalent. The reflexive particle “se” is connected with the 1st person and, therefore, this sample would not be considered as a passive construction. Also the example “*He got involved – zapletl se do toho*” should not be considered passive because the particle “se” is in this case a fixed part of the verb (zaplést se).

In connection with the *get* + past participle, the active as a means of translation does not apply to all cases but there are also other kinds of translations (verbs used for translation) into Czech, as it is shown in the following example. (Dušková, 1999)

Example:

*The singer **got known** very quickly.*

*Ten zpěvák **vešel ve známost** velmi rychle.*

6 HOW TO TEACH THE ENGLISH PASSIVE

To start with, it should be mentioned what is grammar. It can be defined in many ways, for example as a language system consisting of syntactic and morphological rules that serves as an explanation of a meaning and a “tool” for making meanings in sentences or other lexical units. Often, however, there are only utterances on a lexical level in English that do not need any grammatical explanation because there is enough of “outer” context outside the utterance or a text. For example, it is clear that if a visit comes and we ask *Coffee?*, the meaning of it is actually an offer to them (*Would you like a cup of coffee?*). (Thornbury, 1999)

6.1 The Traditional and Modern Teaching Methods and Approaches

There are many methods recommended for teaching grammar and each one produces a different effect on acquiring particular items of grammar. Various methods have been invented according to various beliefs and theories considering efficiency of teaching a second language. (Thornbury, 1999)

The first well-known method that was used mainly in the past is called the **Grammar-Translation**. This method is based on grammar patterns as the point from which particular activities evolve. These activities are translating from and into the mother tongue (Wingate, 1993). Krashen, S. and T. Terrell say: “...many saw learning another language as equitable with learning to translate from one language to another.” (Krashen and Terrell, 1988, p.8)

The Grammar-Translation method might be helpful for acquiring the English passive voice. It should be, however, used only as an accompanying method to the other ones because translation is not the aim of acquiring the English passive. This method would be useful at the presentation stage, for example, when teacher “shows” the structure of the passive voice and explains how it is possible to translate into Czech.

An opposite approach for teaching grammar is a number of concrete methods known as the **Traditional Direct Methods** (Wingate, 1993). They are an implicit way of learning grammar. The learner gets to know the grammar through an oral practice similarly as a child gets to know their mother tongue. Among those that are suitable for teaching the passive voice are the so called **Psychological method** and **Series method**.

The first mentioned, *psychological method*, is based on an association of ideas that evolve either from each other or they are connected with something concrete (Krashen and Terrel, 1993). This method could definitely be used for explaining the purpose of the English passive voice. For example, teacher introduces a story or an activity that is typically described in the passive (an article from a newspaper) and explains the meaning of the passive. Afterwards, he or she can ask pupils to name some more stories connected to the introduced story (topic) where the passive could be used. They discuss it with the teacher. Using this method might help building comprehension of the passive.

The *Series method*, as described: "...consists of relating activities in a series relating to a specific activity" (Krashen and Terrel, 1993, p.10). The use of this method would be done in the same way as in the example of the previous method. Moreover, this method is a good occasion to introduce and use lots of new vocabulary connected to a specific topic or activity.

English grammar can also be taught with the help of a **text**. In text, there can be shown concrete grammatical structures in use in a particular context (Thornbury, 1999). Therefore, teacher can introduce the passive constructions in a text and make pupils work out the rule of such structures. It is also good to let learners find the rest of them and highlight in a text. It teaches them the form as well as the use of the passive.

Example: Read the given text and underline all the passive structures you find.

There is a production of very good quality wine in my country. The vines are grown mainly in the West of the country where the winters are milder. The grapes are picked at the end of the summer. They have to be picked at exactly the right time. When the grapes are picked, they must be processed very quickly. Some wines are kept for a long time to improve before they are put into bottles. The wines can be bought in many other European countries.

(Text borrowed from Parrot, M., 2000, p. 295)

The last mentioned teaching method and all the previous ones also offer the possibility to use them for the practice stage. The Series and Psychological methods give a chance to make pupils use the passive for a description of the activities (stories) that they suggested as suitable for the passive voice in the presentation stage. The Grammar-Translation method can be used in grammatical exercises practising all three types of Czech equivalents.

6.2 Methods practising the passive voice

The following methods are a good means of practising the passive voice. These are the methods of the “Natural Approach” (Communicative Language Teaching and Task-based learning), Audiolingualism, Role-plays and Simulations.

Natural Approach mentioned by Thornbury (1999) is a Chomsky’s method which evolved from the belief that language skills are an output of so called inborn human capacity. The method is the kind of the “drill-and-repeat type teaching practice.” Among these methods, there is **Communicative Language Teaching (CLT)** that is based on completing tasks in English and it is a secondary matter whether English grammar is used correctly. This method preceded the so called **Task-based learning** method. Despite the methods’ primary concern, both can be used for practising the English passive. They can serve similarly as in the example of the following audiolingual method.

Audiolingualism is a way of teaching grammar which “...consists of a set of habits in the use of language structures and patterns. Students were not necessarily expected to understand grammar and grammar rules; indeed rules were to serve more as summaries of established behaviour.” (Krashen and Terrel, 1993, p.14) This method is aimed to practice mainly listening and speaking.

The first step of acquiring the passive structure using this method can be done by presenting such a structure in a dialog connected with a particular situation. It might also help introduce new lexical material, e.g. vocabulary connected to the given situation.

The second step of this method is a drilling of the patterns. As shown in the following example, it can be describing a picture. (Wingate, 1993).

Example:

There are two pictures for pupils and they look almost the same. Except, the second one has some differences (such as the bottle on the table is half-full, the knife is dirty, the apples are almost eaten, etc.)

The dialog: “What has been done to the knife and the apples?”

“The knife has been used, the apples have been almost eaten...”

Variations: “What will be done in the second picture?”

“What is being done...?” (teacher tells learners to imagine the process)

The drilling part: learners describe the pictures using the passive structures until they start using them unconsciously. (Penny Ur, 1988)

According to Wingate (1993), there are also **role-plays** and **simulations** as methods serving to practising English language. However, all these methods can be used only after the certain grammatical item, in this case the passive voice, was pre-taught.

Role play is a method where learners are made to say a given phrase, sentence, etc. and, therefore, practice a certain grammatical structure that was introduced earlier. The advantage of this method is that learners do not feel responsible for making mistakes because they only “repeat” given (passive) structures. This method slowly builds a skill as well as helps pupils gain confidence to use English.

Simulation is another way of reinforcing language skills. Simulation frees pupils a little and can involve them better through the possibility to express themselves or their opinions in a set situation. On the other hand, they take a certain amount of responsibility for their mistakes which can make them feel unpleasant.

Example:

Role play: Learner is pretending to be something (somebody else) using given sentences. The activity could be done with the help of a picture (of e.g. a toy). Other pupils can be made guess what thing/person the person is.

I am/It is made of a pleasant material, I am/It is called a teddy bear, I am/It is used (for) hugging, I am/It is hidden in the wardrobe, I am /It is prepared for hide and seek, etc.

Simulation: Learner is pretending to be something (somebody else) or describing something using given structures. As in the previous activity, it could be done with the help of a picture. The class can guess the thing that the pupil is pretending.

I am/It is made of...., I am/It is called...., I am/It is used (for)...., I am/It is hidden in...., I am /It is prepared for...., I am/ It is served (for/with)...., etc.

6.3 Other methods, aspects and principles of teaching grammar

Teaching methods are certainly very important means of teaching the passive voice and grammar at all. But there are also other important aspects of teaching that should definitely be mentioned in this chapter. These various aspects help the teaching process to be effective accurate, etc. Concretely, they consider making errors, the overt and covert way of teaching, the inductive or deductive approach and efficiency and appropriacy. (Thornbury, 1999)

Making **errors** and **mistakes** plays a significant role. When a learner makes an error (mistake), it gives a chance to teacher to explain again and, thus, reinforce what the learner has already learnt about the particular grammar item. Correcting errors is in a way a natural way of reviewing the grammar - learners might not feel “pushed” to talk in a metalanguage when the errors (and the consequent correction) evolve. Another advantage of learners’ making errors is that teacher can get to know what the most typical errors are and, thus, on what grammar areas to spend more time and effort in the presentation stage. (Thornbury, 1999)

Just to explain the difference between error and mistake, H.D. Brown (1994, p.205) says that mistake is "...either a random guess or a ‘slip,’ in that it is a failure to utilize a known system correctly." Errors, on the other hand, Brown defines as "noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner." In more simple way, Edge (1989, p.10) says: “error is what a learner can’t self-correct“.

From these definitions, it is clear that it could also be recognised learner’s level of English. A beginner makes different errors from an advanced learner and, as was suggested earlier, is not able to self-correct not having gained enough skills.

The other aspect regarding the process of teaching grammar is the **overt** and **covert** way of teaching. The first mentioned approach is a way where teaching grammar starts with the

presentation of a particular grammatical item, in this case the passive voice. It is an explicit learning of grammar.

Covert teaching, on the other hand, concerns grammar only when it arises from communication tasks in English (Thornbury, 1999).

According to Thornbury's "How to teach grammar" (1999), the effect of learning grammar varies also according to what teaching approach, such as the **inductive** or **deductive**, is used. The deductive one is learning that starts with a certain grammatical form and learners are supposed to work out how the form would be used in communicative material. For example, the passive construction would be introduced to pupils and they would have to use it in a speech or a text (e.g. describing something). This approach is definitely suitable for the mentioned age group because they are supposed to be mentally prepared to speak in a metalanguage.

The inductive approach is the opposite of the deductive one. Pupils are given communicative material to work with and supposed to find (and describe) the particular grammatical rule "hidden" in the material. It is considered more natural way of acquiring the language with its grammatical rules. The learners work with grammar items unconsciously and only later they realise the "structured system" of the language.

For making grammar teaching effective to pupils and time-and-effort-saving for teachers, there are certain principles. According to Thornbury (1999), these are **efficiency** and **appropriacy**. With respect to the efficiency principle, preparation for grammar teaching should take little time and bring very effective outcomes of the activity prepared. Efficiency also concerns the ease of introducing new grammar to learners. Teacher is supposed to introduce new rules as simply as possible to save time and make them quite understandable to pupils.

The other principle, appropriacy, concerns the needs and abilities of the learners. English grammar is taught according to particular factors and these are, for example, the age of the learners, learners' level of English, the purpose of learning English language and so on. For example, teacher should not teach the passive voice to pupils that have not the appropriate level of English or, in other words, those that have not learnt the active voice previously.

6.4 The classroom model of teaching

Regarding teaching grammar in lessons, there are certain models. The most common and traditional one is so called **PPP model** which consists of three stages: **presentation, practice and production** (Thornbury, 1999). In short, such lessons start with the introduction and explanation of a grammar item that is consequently practised in an exercise. The final step is a production which is the stage when the learners use the new grammar item by themselves without or with little help.

To describe it a little more, the *presentation* of the new language item – in this case the passive voice – should let pupils “see” the new structure, “hear” it and understand the purpose of it. Various examples (contextualized and covering the majority of instances that the pupils are likely to encounter) are very important for reinforcing the comprehension. Also, pupils should be introduced the terminology they have presented in their textbooks. Another very important thing is to explain the “piece” of grammar in the mother tongue, in case pupils do not understand it enough. The explanation should not be too detailed but, on the other hand, not oversimplified. Also, it is suggested that teacher compare the second language grammar with the grammar of the mother tongue (Thornbury, 1999). For example, the English passive should be compared with the Czech periphrastic and reflexive form of the passive and translation by the Czech active as well as the use of English and Czech passive.

In Thornbury’s “How to teach grammar” (1999), the *practice* stage is similar to a drilling type of learning and pupils are supposed to get used to using the certain grammar structures of the target language. The purpose of this step is to teach pupils use the passive voice correctly and on their own. The practice stage is supposed to begin with the easier and more controlled tasks and progress to the free use of the grammar (production). By the end of this stage, the learners are meant to have gained a skill.

And, as mentioned earlier, the *production* stage is a free use of a grammar or, simply, the learners’ ability to communicate using the new grammatical item.

This PPP model is based on a belief that language skill is achieved by a certain amount of practice and the emphasis is put rather on accuracy than fluency. Nowadays, the model is being compared with an alternative one – the so called *ESA model* introduced by Jeremy Harmer (1988). The ESA model is meant to teach English in the way when learners achieve rather the fluency part of a skill.

The *ESA model* (Harmer, 1988) also consists of three stages: **Engage, Study** and **Activate**. The first stage means to get learners' interest, attention and make them curious about what they are going to learn. They are supposed to be so motivated that they want to involve in the lesson. This step could be a game, amusing story, a use of a picture, etc.

The second phase of this model, “study”, is aimed to work with a “piece” of language - in this case the passive voice. The activities focus on, for example, the pronunciation, the use of the particular grammar item and, basically, all information connected with it. Learning of grammar (as well as other parts of language) is supposed to be a subconscious acquisition.

The third and last part of the ESA model is to “activate”. Learners are meant to communicate as much as they are able to, using what they have acquired so far. They are supposed to use the language without focusing on language structures or patterns. For that, there is a set situation in which learners use the language. (Harmer, 1988)

As for the stages of a lesson, the two lesson models are very similar. The taught grammar item is firstly somehow introduced, worked with and finally, used by learners' themselves. The time for a lesson of both the teaching models is more or less the same (ESA 50-60 minutes) and each phase, or a stage, takes as much time as it is suitable for teaching a concrete language item. It is typical for both the models that the first stage takes the least time and also the second stage takes less than the last one.

The main difference between the models is that the traditional PPP model focuses more on achieving accuracy in a language (using the passive correctly), whereas, the ESA model aims to achieve language fluency in a skill. The PPP model is aimed to teach individual segments (such as the passive voice) of English lesson by lesson. Therefore, this might be the more suitable model when teaching certain grammar. The ESA model seems to be more “obsessed” with real communication in the target language.

Regarding fluency and accuracy, there are seven types of grammar practice for achieving fluency no matter what teaching model is used (Penny Ur, 1996). These types of practice make a process of acquiring fluency starting from accuracy, and they are: **awareness, controlled practice, meaningful drills, guided, meaningful practice, (structure-based) free sentence composition, (structure-based) discourse composition and free discourse.**

Regarding the “*awareness*”, pupils are supposed to be given a certain text to encounter the structures and a particular task to make them focus on the meaning of the structures.

Controlled practice means that pupils are supposed to produce examples which are predetermined, as well as controlled by the teacher.

Meaningful drills are not completely predetermined tasks but allow pupils to choose certain vocabulary. This activity is also very controlled.

Guided practice gives pupils more freedom, because they are allowed to make sentences on their own that are based on a certain pattern.

Free sentence composition means that pupils are asked to create their own responses to a particular situation.

Discourse composition is a stage, in which pupils are supposed to write a piece of a text or have a discussion. Pupils are supposed to use some of given examples.

Free discourse is a stage similar to the previous one, apart from the fact that pupils are not directed to use any specific examples.

THE PRACTICAL PART

Introduction to the practical part

The aim of the practical part of the diploma thesis is to find and describe the typical pupils' mistakes in using the English passive voice and ways and activities to prevent or lessen making them. This will be also done with help of the coursebook Project English 2 that will be evaluated and, furthermore, supplemented. In the very end, there will be several suggestions on how to teach the passive voice and what activities can be used for that in a lesson. As was already mentioned in the theoretical part, the age group of pupils is 14-15 years (lower secondary school).

1 TYPICAL PUPILS' MISTAKES OF THE ENGLISH PASSIVE

1.1 Pupils' mistakes according to different authors

According to Nigel Turton (1995), the very frequent types of errors (mistakes) are called "common errors". In his "ABC of Common Grammatical Errors" (1995), he described five main errors regarding the English passive voice.

The first main common error is said to be the exchange of the "doer" and the "receiver" of the action. In such types of sentences or utterances, learners do not make, or interpret the verb form passive but they leave or understand it in its active form and, thus, it seems that the subject is the agent.

Example: "*All successful applicants will notify by post.*" (Nigel Turton, 1995, case no. 575)

From this example, it is evident that the verb phrase contains neither *be*, nor the past participle and the verb phrase is therefore in the active.

The second type of error is when learners "ignore" the use of the past participle form in the passive construction.

Example: *This topic **will be discuss** later in the afternoon.*

*The girl **was introducing** by her boyfriend.*

This kind of error shows that pupils definitely need to acquire the form of the passive as well as of the participles of verbs. For that, there are also a lot of activities in the chapter 3.

The third type of error lies in leaving out the auxiliary part of the passive structure - "to be".

Example: *The cat killed by a car.*

Another type of error is found in using the passive in connection with tenses denoting progress or continuity.

Example: *The razor is using by my husband. (The razor is being used by my husband)*

The force to reach the goal is gradually increased. (The force to reach the goal is being gradually increased)

An intransitive verb, or a verb that behaves as intransitive, cannot be made passive.

Example: *The house was escaped several times. (There were escapes from the house)*

There are, however, several more typical difficulties regarding the passive voice. According to Parrot (2000), these can be the learner's comprehension, speaking and writing, leaving out auxiliary verbs, choosing the wrong preposition, choosing the wrong verb and word order.

There are different reasons for making mistakes. With respect to learners' comprehension, difficulties can be found in listening. Pupil cannot look back and check if they understood and the auxiliary verb "be" may be overheard which may confuse the listener.

With respect to speaking and writing, the typical mistake of a learner is that they do not use the passive where they should, e.g. a description of some activity.

Regarding the difficulties with choosing the wrong preposition, pupils often use a different preposition to express the agent, for example "*the cat was killed **from** a car*".

1.2 Pupils' mistakes according to tests

There was also designed a test for pupils to "check" whether the earlier described mistakes (errors) appear also at lower secondary schools. The test was based on features of the passive that the pupils were supposed to already know. It was taken in five different classes with altogether more than 90 pupils. All of them were aged 14-15 and had already been taught the English passive voice.

The first two exercises of the test showed that pupils often have difficulties with comprehension of the difference between the passive and the active or with using the suitable participles and auxiliary “be”.

Exercise number one

1. Zakroužkuj, která z možností a), nebo b) do věty patří. (Správně je pouze jedna).

- A) Everybody.....by the bad news yesterday a) shocked b) was shocked
- B) A new book.....by the company next year. a) will publish b) will be published
- C) He.....the girl’s name now. a) remembers b) is remembered
- D) The pupil.....how to do it. a) knows b) is known

Exercise number two

2. Dokončete věty se slovesem ve správném tvaru. Doplňte vždy jedno slovo. Použijte k tomu slovesa v závorkách.

- a) Nobody was.....(shock) by the news.
- b) John is not.....(love) by Marie but Jane.....(love) him.
- c) My mother was.....(take) to America by my brother.
- d) My mother was.....(cook) dinner.

The first two items of the first exercise show that many pupils probably “ignore” the auxiliary “be” in the passive constructions. The other two samples of this exercise showed that pupils might even lack comprehension of the difference between the passive and the active constructions.

The outcomes of the second exercise found that pupils often make mistakes (errors) in using the suitable participle of the verb. They may, however, also signal a lack of comprehension.

Exercise number three

3. Přečti si článek o výrobě vína (můžeš využít slovníček pod textem). Poté zkus co nejpřirozeněji přeložit věty pod textem.

There is a **production** of very good quality wine in my country. The vines are grown mainly in the West of the country where the winters are **milder**. The **grapes** are picked at the end of the summer. They have to be picked at exactly the right time. When the grapes are picked, they must be processed very quickly. Some wines are kept for a long time to **improve** before they are put into bottles. The wines can be bought in many other European countries.

(Production = výroba, vines = vinná réva, milder = mírnější, grapes = hrozny vína, improve = zdokonalit, vylepšit)

1. The vines are grown mainly in the West of the country.
2. When the grapes are picked...
3. They must be processed very quickly.
4. The wines can be bought in many other European countries.

Exercise number three focused on pupils' ability to translate. It showed that pupils have much less difficulty translating the passive from English into Czech than contrariwise. They were able to use all three types of translation – the periphrastic passive, reflexive form and the active voice (e.g. *Když se hrozny posbírají, Když jsou hrozny posbírány, Když sbírají hrozny...*). Most of the pupils introduced Czech equivalents in the reflexive and the active form. There were, however, also pupils who seem to have lacked comprehension of the passive sentences (article) and did not introduce any Czech equivalents.

Exercise number four

4. Přelož věty co nejpřirozenějším způsobem. (Ve 4. větě nemusíš překládat název v “ ”)

1. Ten chlapec byl nalezen policií.
2. Úkol byl vytvořen počítačem.

3. Ten klíč se našel.

4. Té škole se říkalo “obecná škola”.

The last exercise of the test also showed that Parrot (2000) was quite appropriate describing the typical pupils' mistakes regarding the passive voice. Some of the pupils' English equivalents missed auxiliary verbs (*The school called “Obecná škola”, The key found*) or contained a wrong verb – *The school was said “Obecná škola”, The school had name “Obecná škola”,* etc. There were also sentences with wrong prepositions or no prepositions – *The homework was made a computer, The homework was made of computer.* Moreover, this exercise showed that pupils have more difficulties translating the passive from Czech into English because there were many more wrong answers in this exercise than in the previous one.

1.3 Conclusion

To come to a conclusion, the tests taken by pupils from different classes showed that the mistakes (errors) are typically those that were described earlier by Turton (1995) and Parrot (2000). Concretely, they are: leaving out auxiliary verb “to be”, using wrong participle of verbs, choosing wrong preposition, choosing wrong verb and lack of comprehension in connection with the use and form of the passive.

The following samples of the test show some other mistakes made by the pupils of lower secondary schools.

Samples:

The homework has been making computer, Homework made computer.

(exchange of the doer and the receiver, lack of comprehension)

My mother was taked to America by my brother. (wrong form of the participle)

The boy found by police. (leaving out the auxiliary “to be”)

The boy was looked by police. (wrong verb)

The boy was found a police. (wrong preposition or no preposition)

2 EVALUATION OF THE COURSEBOOK (PROJECT ENGLISH 2)

There is a considerable number of Student's Books suitable for pupils at the age of 14 or 15 years at lower secondary schools. The Project English 2 by Tom Hutchinson is one of the very often used ones which is the reason why it has been chosen to evaluate. The evaluation will be done only in connection with the unit that introduces and works with the passive voice. The rest of the coursebook will be briefly described by the so called "impressionistic evaluation".

Regarding the overall impressionistic evaluation, this coursebook seems to be done in a logical way containing articles connected to the topic, exercises with communicative tasks, listening activities as well as writing tasks. The units also contain cross-curricular activities, projects and plays for pupils, communicative sections "Your Magazine" related to the topics and "Language Corners" containing pure grammar items. It seems that all the unit items should be a comprehensive means of acquiring English language.

The defective side of the coursebook seems to be in pictures and photos that are often complicated (or look even chaotic) at a first sight. Some of them are rather old-fashioned. Also, some of the topics and comic strips about cat and dog might not be interesting to young teenagers. On the other hand, throughout the coursebook, there are 4 teenagers acting as reporters of the Project English 2, which might be quite attractive to this age group of pupils.

The Project English 2 does not contain specific sections, such as summaries of each unit reinforcing and testing the pupils' knowledge of the grammar, their skills, etc. Other sections that could be included are pronunciation sections and, perhaps, some vocabulary sections.

From the point of view of the so called "impressionistic overview", the Project English 2 seems to be a little chaotic in its layout of the content but comprehensive enough for teaching English language to the mentioned age group of pupils. Moreover, this coursebook looks very communicative containing various plays and communicative tasks.

The other side of evaluating the Project English 2 will be done by the so called "in-depth evaluation". According to Cunningsworth (1995), this kind of more detailed and specified evaluation should be based on analysing the coursebook from various aspects with respect to the aims of the teacher and lessons, pupils' needs, etc. Some of the aspects suggested to consider are: aspects of language, topic, approach to learning, organization of content, teaching techniques employed, balance of activities, potential for learner's participation,

amount of new language introduced, amount of recycling, etc. The checklist of criteria for evaluating should, however, be individual according to each teacher, class of pupils, pupils' needs, etc. Therefore, there will not be an evaluation of all the previously mentioned aspects but only of those latter chosen.

As was mentioned earlier, evaluation in this chapter is regarding only the unit teaching the English passive. The criteria for this are concerning the quantity and quality of information about the passive voice introduced in the unit, how the content is sequenced, how it corresponds with the teaching principles (efficiency and appropriacy), what kind of approach is used (inductive or deductive), the topic that is connected with introducing the passive, the organization of the unit (content), whether there is an emphasis on teaching the parts of the passive where pupils often make mistakes, balance of activities in the unit (the proportion between the form and the use), relation of newly introduced grammar to items already known and to what extent it is a self-directed learning or self-access work.

2.1 The quantity and quality of information about the passive voice

Regarding quantity of information, the unit introducing the passive voice (unit 8, p. 93-103) shows the basic aspects of the passive by grammar spots called *language corners*. Concretely, the unit introduces the passive voice in positive sentences, questions, comparison with the active and passive used with the past tense and other tenses.

There are, however, a few more aspects of the passive that should be mentioned to gain complete basic knowledge about the English passive and its use. These aspects are, especially, the passive voice in negative sentences and the form and use of the passive with and without the agent. The last grammar spot that should be included would explain the meaning of the use of the English passive and compare it with the Czech passive voice.

With respect to quality of information, the aspects of the passive presented in the coursebook are evaluated one by one according to how understandable the presentation is and whether it is complete information.

The passive structures introduced to pupils for the first time (Unit 8, p. 94) are simple and presented in a clear layout. The columns of the chart clearly point out the sentence elements of passive construction. This is an understandable way of presenting a new grammar item.

Millions of newspapers	are	sold printed	in the world. in Fleet Street.
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The Daily Mirror	is	written produced	here.
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(Hutchinson, 1986, p. 94)

The introductions of the features of the passive are typically followed by a grammatical exercise to make pupils acquire the passive actively. The first “follow-up” asks pupils to identify the sentence elements of the passive structure: “Which of these parts can you find in the table?: subject, object, past tense, past participle, verb “to have”, verb “to be”, present participle” (Hutchinson, 1986, p.94). This task makes pupils think about the form of the passive and learn it straightway. Moreover, it gives teacher a chance to “test” whether there is a need to repeat the explanation. Therefore, the exercise and the introduction of the passive are suitable.

There are many activities in the unit 8 that make pupils use the passive and the article about a newspapers office (p.97, unit 8) indicates that the passive is used in processes. Despite this fact, the purpose of using the passive should be clearly explained in a special “language corner”. The pupils should be aware of what the passive voice is needed for and when it is appropriate to use it.

The Language Corner introducing question in the passive (p.97, unit 8) is made into an exercise without a single explanation or example of such a construction: “Make a table to show how passive questions are made. Use these words: is, written, where, how, when, newspapers, are, The Daily Mirror, printed, ?” (Hutchinson, 1986, p.97). Although pupils are supposed to have read and answered a few passive questions on page 95, a formal presentation regarding the structure of passive question should be included.

With respect to comparison of active and passive constructions, it is done in a very understandable way (Hutchinson, 1986, p. 98):

An editor chooses the stories. *ACTIVE*
The stories are chosen by an editor. *PASSIVE*

This Language Corner is also followed up by a one-item exercise to make learners think about the relation between the active and the passive voice and try to use what they have just acknowledged: “A reporter writes the stories; ACTIVE, The _____; PASSIVE” (Hutchinson, 1986, p. 98). Such a follow-up of the Language Corner is a good means of

getting to know immediately how far pupils have understood the relation between the two voices. This feature of the passive should be considered well-enough presented and interactive.

The presentation of the passive in connection with the past tense is also very understandable (Hutchinson, 1986, p. 99): “*The crash **was** reported by a witness. The message **was** received at the newspaper office. A reporter and a photographer **were** sent to the crash.*” The highlighted elements of the sentences show the difference – the auxiliary “be” is in the past tense. Moreover, there is again a task for pupils where they are supposed to use the newly introduced feature of the passive: “*Last week The Daily Mirror received a message about a plane crash. What happened? Use your answers to Exercise 4.*” (Hutchinson, 1986, p. 99)

The last “grammar box” presents the passive with different tenses. Again, the layout is very clear and understandable and the presentation of grammar is not time-consuming but short. Again, the accompanying exercise makes pupils active in acquiring this feature of the passive (Hutchinson, 1986, p.102):

A story	is has been was will be	written by a reporter.
Two stories	are	chosen by an editor.

2.2 How the grammar is sequenced

The presentation of the passive is sequenced step by step proceeding from the basic to the more complicated structures. First, there is an introduction of a simple positive sentence in the passive (p.94, unit 8) and the last Language Corner presents the passive in connection with different tenses (p.102, unit 8). Each Language Corner contains only a short explanation and, therefore, the grammar sequences of the unit are rather small “chunks” of information.

The tasks connected with the passive also proceed from the basic to the more complicated ones. For example, the activities for practising the first grammar item (p.94, unit 8) starts with an exercise where pupils put the verbs in the brackets into the correct form adding the suitable

form of the verb “to be”. The following task is to make whole passive structures without any given verbs.

Therefore, the sequencing of the grammar (and the practice of it) should be considered appropriate.

2.3 Correspondence with the teaching principles (efficiency and appropriacy)

As was already mentioned, the grammar is introduced in a short and clear way, which is one of the principles of teaching grammar – efficiency. This way, teacher can spend little time introducing (explaining) the passive and give more time to practice (and production), just as it was recommended by Thornbury (1999). In other words, the items of the unit are done and placed quite well. Therefore, this might even help teacher plan the lessons.

On the other hand, there are some features of the passive that the unit does not contain. Therefore, teacher has to supplement them and prepare some activities for the practice and production stage. From this point of view, the unit is not efficient enough.

Regarding the appropriacy aspect, the way of introducing the passive voice is typically explicit and, thus, suitable for pupils of this age because they should be already able to think in an abstract way. Also, most of the vocabulary used in the unit 8 should be familiar to them - they are supposed to know terms like *object*, *subject*, etc. as they are supposed to be used in the preceding lessons. It is also important to consider whether the vocabulary is appropriate. The reason for that is that the unit should not contain only new vocabulary connected to the topic because it might lead pupils focus on lexical meanings instead of the grammar itself. But in this unit, the sentences contain mostly vocabulary (verbs especially) that pupils are supposed to have already acquired.

Sample (Hutchinson, 1986, p.94): “*Millions of newspapers are sold (printed, written and produced) in the world.*”

In this sample, the verbs and their participial forms are meant to have been introduced in the preceding lessons connected with the Present Perfect (Unit 5).

The new vocabulary, such as *a compositor*, *a copytaker*, *an editor*, *a reader*, *to deliver*, *type*, etc. (p.97, unit 8) are truly a minor group of all the material presented in the unit.

Therefore, pupils should not have difficulty with comprehension of the articles and other items of the unit. Also, all the features of the passive should be easy to understand and, thus, considered appropriate to pupils of the mentioned age group.

2.4 The approach used (inductive or deductive)

The approach used in the presentations of the passive is typically inductive. The “grammar box” usually shows a particular passive structure and asks pupils to name the sentence elements and describe the order of them (p.94, unit 8) or pupils are asked to put together given words to build a passive sentence structure (p.96, unit 8). All the grammar boxes are made in the same way. They show a new grammar item and ask to find out and use the rule straightway. It should be also mentioned that this approach can be considered inductive only in case that pupils work out and the rules themselves.

The Language Corners can, however, be used for a deductive approach, too. This can be achieved by giving an additional explanation to make pupils understand the grammar rules before they are going to use them.

Both approaches are for the pupils suitable and the Project English 2 gives chance to present the passive in both ways, which is an advantage of the coursebook.

2.5 The topic connected with introducing the passive

The appropriacy of topics is dependent on personal traits and interests of pupils. Topics should be chosen according to pupils’ interests, life priorities, age, etc. For example, young teenagers typically like reading magazines. Therefore, the topic and the article “A Newspaper Office” (p.95, unit 8) used in the unit 8 would be better adapted for “A Magazine Office”.

Another topic introduced in the unit is robbery (p.98-99, unit 8). This might be an interesting topic but there are a few things that might be boring to the pupils. These are the fact that the story about robbery involves only adult people and the supporting pictures might not be understandable or enough motivating. A better way of gaining pupils’ interest would probably be to use an article of a teenage robber based on a true story. Ideally, this would be supported by simple colourful pictures or, even better, photographs of the teenager.

To sum up, the topics in the Project English 2 might not be interesting to pupils and, therefore, it would be good to adapt or supplement them.

2.6 Organization of the unit (content)

The content of the unit 8 is logically well ordered. The unit starts with pictures of newspapers and a short lead-in to raise pupils' interest. This is followed by a Language Corner accompanied with various exercises and tasks. That is a good sequence of unit items because firstly, pupils have to be motivated (lead-in), secondly, they should be introduced new grammar (Language Corner) and lastly, they should practice and produce what they have acquired (exercises, projects). This is the way in which the whole unit 8 is done.

The articles included in the unit show pupils how the passive is used in "reality". They are placed after the exercises when pupils are supposed to have acquired the ability to understand or even use the passive constructions. This way, the articles might support pupils in using the passive.

Apart from that, there are listening activities that are also well situated after a number of exercises and an article. Pupils are supposed to have gone through a lot of material regarding the passive and, therefore, should be able to understand what they listen to, perhaps even without pre-teaching any vocabulary.

A very good task for the production stage is making up a story according to given pictures. It is logically well situated after the listening and other activities when pupils should already have acquired particular skills and should not have difficulties producing their own story.

Afterwards, there is a new grammar item following the production stage. It introduces the passive in connection with the past tense and pupils are later made to tell the story they made earlier using the past tense. Thus, they also reinforce the vocabulary and fluency in speech.

To sum up, the whole unit 8 focusing on the passive voice is very well organized. It begins with the grammar and ends with a free production.

Regarding the layout, the organization of the pages in the unit seems to be rather chaotic. First of all, the pictures and the Language Corner on page 94 overlap one another and this makes the whole layout chaotic. Also, the photograph of the three teenagers takes more than a half of the page vertically and the exercises on the other half of the page are in small writing and "pressed" with almost no space between the lines, although there is also a blank part on the page. In other words, the layout of the pages is very often imbalanced and looks complicated, which might lead pupils to a loss of focus on the passive itself. Moreover, the last page of the unit (p.103, unit 8) contains boxes with information for different units, although it looks like a part of the unit 8. Again, this might be interrupting the pupils' focus.

Therefore, to sum up this aspect of organisation, the layout of the unit 8 is very chaotic and interrupting.

2.7 The emphasis on features of the passive where pupils often make mistakes

The pupils' typical mistakes in connection with the passive voice were described in the previous chapter. It showed that they are very often made in using the participial forms of verbs, pupils often miss out the auxiliary verb "to be", they have difficulty with comprehension of the passive, etc. Ideally, each coursebook should contain some activities helping pupils in these "weak areas". Regarding the Project English 2, there were no special activities for that. And, like it was already mentioned, there even missed some basic information about the passive. Therefore, it would be quite appropriate to supplement the unit with other helpful material and activities to make pupils acquire the passive voice well.

2.8 The balance of the activities (items of the unit)

The balance of the activities in the unit is quite good because there is a small number of grammar explanations compared to the number of tasks and exercises. All the grammar items are short and take a little time to go through and most time is spent on the exercises and projects. Thus, from this point of view, this "imbalance" should actually be considered appropriate. Regarding the concrete proportion between the form and use, there are five Language Corners explaining different features of the English passive and four exercises practising it, whereas, the number of activities to build skills is more than double that (20).

With respect to tasks for building skills, the number of activities for each skill varies. Most activities of the unit lead pupils to use the passive in speech and listen to it in different contexts (topics). In concrete proportions, there are six listening and six speaking activities in the unit. Regarding writing and reading comprehension, there is a less focus on them because there are only four activities for writing and four for reading. Therefore, the unit is more likely to make pupils "hear and understand" and speak more than read and write.

To sum up, there are more activities focusing on building all four skills and less of those that focus on the bear grammar. The whole unit is aimed to teach rather speaking and listening while reading and writing take a little less concern. The whole balance of all the activities should be considered appropriate because items regarding the grammar itself are made to take

least time and the activities building the skills take up most of the unit. From this point view, the unit is rather task-based.

2.9 Relation of newly introduced grammar to items already known

This relation appears most clearly in the item comparing the passive with the active voice (p.98, unit 8). Pupils are meant to have already gained lots of skills in connection with the active voice. Also, as was mentioned earlier, the whole unit 8 is made in a logical order – starting with the basic feature of the passive and ending with other various aspects of it. From this point of view, the relation of newly introduced grammar items to the already known should be considered perfectly appropriate.

2.10 How far is it a self-directed learning or self-access material?

Regarding this aspect, the disadvantage of the Project English 2 is the fact that pupils find everything in the target language only. This might seem a good idea to let pupils go through every “piece” of the coursebook in English. But on the other hand, it might be very difficult for many pupils to understand the instructions and grammar explanations in English. It could be frustrating or even demotivating when they are not sure of what to do in the exercises. From this point of view, the coursebook is not appropriate for self-access. There has to be somebody or something to interpret what the various items of the unit mean. For this reason, the Project English 2 should not be considered suitable for self-directed learning.

3 SUPPLEMENTING OF THE COURSEBOOK

As was described in the previous chapter, the Project English 2 has areas where some supplements would be needed or helpful. The evaluated areas of the unit are actually even the criteria for deciding whether to supplement a coursebook or not. These were, for example, appropriateness of the approaches used, emphasis on areas where pupils often make mistakes, etc. According to Cunningsworth (1995), the commonest areas for supplementing typically are: reading, listening, pronunciation, vocabulary and grammar.

The area that will be taken most concern of in this chapter is, obviously, the grammar part of the unit 8. The previous chapter already described some of the weaknesses and strengths. This chapter will show how the weaknesses can be changed into strengths by supplementing. To improve the unit 8, there can also appear adaptation of material. The slight difference between these two – supplementing and adapting – is in that supplementing adds, whereas adapting changes given material. Both these, however, are used to make lessons more suitable by producing as appropriate teaching materials as possible.

The earlier evaluation of the unit 8 introducing the passive voice showed concrete areas that would be good to supplement or adapt. These areas are regarding the passive voice and closely related aspects of teaching the passive using the Project English 2. Concretely, these areas are the organization of information in the unit, the topic that it is connected with, how far is the coursebook self-directed, etc. These rather subordinate aspects are also very important to consider, if teaching of the passive is to be effective and appropriate to pupils. Therefore, there will also be supplementing of the unit from this point of view.

The most important areas for supplementing should be, however, seen in missing information about the aspects of the passive. Thus, there will be supplementing of the passive in negative sentences, the form and use of the passive with and without the agent, explanation of the meaning of the use and comparison with the Czech passive. The most important supplementing will be done with respect to pupils' weak areas (their typical mistakes) and also the activities building particular skills using the passive.

3.1 Passive voice in negative sentences

Introducing this grammar item would probably be best after pupils have acquired the passive voice in positive sentences.

There are many ways of introducing it. One of them would be, for example, show the structure on the board *Millions of newspapers are not printed in Oxford Street*. Ideally, it would be contrasted with a positive sentence already introduced (*Millions of newspapers are printed in Fleet Street*). Pupils can be then made to find out the rule (the order of sentence elements) and compare it with the passive in positive sentences. This would be the inductive type of approach.

To make it also deductive, the introduction could be also presented on the board as a construction showing sentence elements column by column and teacher would emphasise that “not” comes after the verb “to be”, etc.:

<i>Millions of newspapers</i>	<i>are</i>	<i>NOT</i>	<i>printed</i>	<i>in Oxford Street.</i>
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An alternative way of introducing the passive in negative sentences might be to let pupils guess what such a structure would look like or let them make a negative passive without any given examples. Afterwards, the construction would also be presented on the board with an explanation of the order of the elements.

3.2 The form and use of the passive with and without the agent

Regarding the form and use of the passive with agent, one of the ways to introduce it to pupils is to present (on board or handouts) two different structures. One that is already known to pupils – without the agent, e.g. *The stories are written on the computer* and the other that is new to them – containing the agent *The stories are written on the computer by a reporter*. Pupils would be then made to explain the difference between the two structures and guess what the difference in use is.

The deductive way of introducing this grammar item would be to explain what the agent is used for and that it is made by adding “by + the agent” (the “doer of the action”). Again, a good idea is to present it on the board or give pupils handouts with a comparison of the short and long passive. Even more, there could be a comparison with its corresponding active

structure to emphasise that the agent is the subject of the active form (*Reporter writes stories* – *Stories are written by reporter*).

3.3 The meaning of the English passive

To introduce the meaning of the use might play an important role. Some pupils may not feel a need to learn the passive because they do not understand the importance of it in English language. This would be suitable to explain at the first introduction of the English passive voice. It would be good to let pupils discuss the purposes of the passive and even compare it with the use of Czech passive. Ideally, pupils would write the reasons for the use into their notebooks. Teacher can also make a chart on the board containing two columns – each for one purpose of the English passive (to emphasise certain parts of a sentence and because of fixed word order).

3.4 Comparison with the Czech passive

The English passive should definitely be compared with the Czech use of the passive and the various possible translations of it. This aspect of the grammar might be introduced after pupils have gained certain skills in using the passive (for example the passive in positive, negative structures and questions). After that, pupils can be given handouts with English passive structure on one side and its Czech equivalents on the other. They would be made to try to describe the ways of translation into Czech. They might also try to explain why it is possible to use a Czech active equivalent, etc.

<i>Stories are written on computer by reporter.</i>	<i>Reportér píše příběhy na počítači.</i>
<i>Stories are written on computer by reporter.</i>	<i>Příběhy jsou napsány na počítači reportérem.</i>
<i>Stories are written on computer.</i>	<i>Příběhy se píší na počítači.</i>

3.5 The passive and the skills

As was already mentioned, the unit introducing the passive voice is imbalanced even from the point of view of the number of activities building individual skills. To balance the activities, there should be added two reading comprehension tasks and two writing tasks.

For reading comprehension, pupils can be given extra articles. They could be introduced as articles taken from the newspapers presented in the unit 8. One article suitable for the age group of pupils and their level of English can be the one presented in the chapter “How to teach the English passive” (Text borrowed from Parrot, M., 2000, p. 295):

There is a production of very good quality wine in my country. The vines are grown mainly in the West of the country where the winters are milder. The grapes are picked at the end of the summer. They have to be picked at exactly the right time. When the grapes are picked, they must be processed very quickly. Some wines are kept for a long time to improve before they are put into bottles. The wines can be bought in many other European countries.

Tick the statement that is correct in its meaning and cross the wrong one:

There is good wine in the author’s country.

There is good wine in many other European countries.

The wine can be bought in the West of the country.

The wine can be bought in Europe.

Grapes must be processed at a specific time.

Grapes must be collected at a specific time.

All wines are kept for a long time before they are put into bottles.

Some wines have to improve to put them into bottles.

Grapes are grown in many other European countries.

You can buy wine in many other European countries.

Another reading comprehension task can be done in a similar way. For example, there can be open questions connected to the article or a presentation of more statements out of which only one is acceptable.

Example:

Where are grapes grown? Where can you buy them?, etc. (open questions)

- a) *Grapes are grown in many other European countries.*
- b) *You can buy wine in many other European countries.*
- c) *Wines are put into bottles in European countries.*
- d) *Wines are kept to improve in other European countries.* (a number of statements)

With respect to writing tasks using the passive, pupils can be asked to write a short article describing some activity (process), like, for example, a recipe for a “cookery section” of the newspaper, building a house, cleaning their room and other activities according to their interests and vocabulary. Writing tasks are good activities because pupils can do them at home and save time in lessons.

3.6 Typical mistakes of pupils

The evaluation of the unit 8 found that there are not any special activities to reinforce pupils’ knowledge and skills in their weak areas (such as using the correct forms of participles, using the auxiliary verb “to be” in the passive, etc). Therefore, this chapter will show many various activities that might help pupils understand and use the grammar of the English passive well and prevent making mistakes. They are a good supplementing to the unit. The activities described are always introduced in connection with a typical mistake of pupils.

3.6.1. Difficulties using the past participle form in the passive construction

HANGMAN

Hangman is a very popular game that makes pupils focus on the spellings of vocabulary. This is a good way of acquiring the past participle forms because pupils perceive the activity as fun and not learning. It could be done in pairs or groups when pupils themselves prepare a verb in the past participle or with the whole class when the teacher has ready certain verb forms on the board.

Example: _ _ _ _ _ (B O U G H T) D _ _ _ _ (D R U N K) C _ _ _ _ _ (C O O K E D)

The task in hangman is to guess the letters of the verb. Each time pupils choose a letter wrongly, teacher draws a part of man hanging by his neck from a rope on a frame. Pupils either work out the whole verb, or they end up hung. This game makes pupils also practise the spelling of the English alphabet.

TABLE OF MISSING PARTS

This table is one of the activities that can help pupils acquire the past participles in an amusing way. They fill in the missing verbs forms during a set amount of time.

Infinitive form	Past simple	Past participle
	bought	
	fell	
want		
drink		
	forgot	

SPELLING GAME

Spelling game is also a very popular activity for various age groups of learners. Pupils are made to write down the letters they hear from teacher. Teacher spells chosen verbs in their past participle form. After the verbs have been checked with teacher (pupils can also spell back), pupils count the correct and the wrong verb forms. At the end, they compare who had the least and the most mistakes.

GAP FILLS

This activity should also practise the participial forms of verbs quite well. Pupils choose the correct form of the verb and fill it into the blank space in a sentence or circle it.

Example: This toy was _____ in China. *Make maked made*
The alarm was _____ by her father. *Setted sat set*

This gap filling activity could also be done without given options. Pupils would have to find out what the suitable verb is as well as what form it is supposed to have. This type of activity would also make pupils think about the “semantic suitability” of various verbs. As was mentioned earlier, choosing wrong verb is according to Parrot (2000) also one of the often made mistakes. Therefore, this latter type of gap filling activity should definitely be included in lessons, too.

Example: This toy was _____ in China.

CORRECTION OF WRONG VERB FORMS IN THE PASSIVE

This is another favourite activity helping pupils acquire the past participle forms. There is a list of wrong spellings and pupils are supposed to correct them. Afterwards, they check it with teacher.

Example: *Bouht, dranked, fel, stolan, speaked, wrieded, sayed*

A little different type of the activity, and perhaps a bit more difficult, would be to give pupils a number of verbs where some of them do not have mistake in the spelling. This might be a little confusing.

Example: *Bought, dranked, fel, stolen, speaked, written, sayed*

SPELLING IN PAIRS

This activity is aimed to practise the participle forms of verbs by spelling them in pairs. Each pupil of a pair is given a different handout with verbs in their infinitive form and they spell to each other the participial form of the verbs. One pupil says a verb in its infinitive and asks the other to spell it in the past participle. The first pupil also says whether the spelled past participle is correct or not. At the end of the activity, pupils check the verbs with teacher.

Example: One pupil says: “*FEEL*” – the other pupil spells *F E L T*

TUNNEL BALL

The class is divided into groups of six to twelve pupils arranged into columns. The teacher stands at the back of the class and shows a card with an infinitive e.g. *GO* and the pupils at the back of each column whisper the verb to the next pupil in the column who must work out and pass on the infinitive, past simple and past participle of the verb. If they do not know all the verb forms they just pass on the infinitive. When the forms of the verbs come to the pupil in the front of the column, they write it down. After all the verbs have been shown, teacher gives a point for each verb written correctly in all the verb forms. (Hall and Shepherd, 1991)

VOLLEYBALL

This game is very interactive and it is an amusing way of practising the past simple and the past participle of verbs. The class is divided into two teams facing each other and pupils from both teams are given stripes (A, B, C or D) with verbs. A pupil from one team calls out one verb, the other team has to give the past simple form of the verb and calls it back to the first team. The first team gives the past participle. When somebody makes a mistake, the other team receives a point.

This game ends after the set time limit has run out or a set number of points have been achieved. During the game, teacher shouts “Mistake” but does not correct. He or she makes a list with the wrong verbs and after the game, pupils have a chance to correct them and receive extra points. (Hall and Shepherd, 1991)

Set A	Set B	Set C	Set D
1 buy	1 bear	1 break	1 begin
2 cost	2 bind	2 bring	2 beat
3 draw	3 build	3 catch	3 bend
4 fall	4 deal	4 choose	4 bite

5 fight	5 dig	5 cut	5 blow
6 fly	6 drink	6 drive	6 eat

WHO KNOWS FIRST

The class is divided into groups of five to six, depending on how many pupils there are in the class. Pupils of each group are given an order in which they answer the questions given by teacher. Teacher asks the chosen pupils (A, then B, then C pupil, etc.) of the teams for the past participle forms of various verbs that are presented in the infinitive. Who answers first wins a point for the team.

CARDS

Another favourite game is showing cards with infinitives of verbs. Teacher shows different verbs and pupils are supposed to say the past participle and use it in a sentence. Pupils that know the verb form raise their hand up. They can use the verb form in a sentence, if teacher asks them to (teacher tries to give a chance to all pupils).

An alternative to this game is to show pupils cards with the infinitives of verbs and pupils would have to say the past simple and the past participle form and use it in a sentence. Pupils might also be given points.

3.6.2 Leaving out the auxiliary part “to be” and making the passive in different tenses

GAP FILLS

This activity was described previously in connection with past participles. It can, however, be used even for practising a different part of the passive, such as the auxiliary “to be”. Pupils are given a number of sentences with gaps and they are supposed to fill them with a suitable form of the verb “to be” as well as the correct form of the lexical verb to make the sentence passive.

Example:

Pupils (give) homework.

Tests (take) by pupils.

The homework (write) on a computer.

The pupil (lose).

The pupil (find) on the toilet.

Pupils might be told what tense it is meant to be written in. This exercise can be done in various tenses, which is also a good way to let pupils practise the passive in connection with tenses.

TABLE OF MISSING PARTS

Passive in the present simple	Homework		finished.
Passive in the past simple	Homework		finished.
Passive in the present simple	The pupils		found.
Passive in the past simple	The pupils		found.

In this table, pupils are supposed to fill in the blank column with the appropriate verb form of the auxiliary “be” according to set requirements. This activity can also be enriched and contain more tasks, such as more tenses to make the passive in or the given lexical verbs can be presented in their infinitive form. Also, the columns might not contain any auxiliary and lexical verb to let pupils make up their own passive sentences with different suitable verbs.

Example:

Past simple passive	Homework		(finish)
Future simple passive	Homework		(finish)

Past simple passive	Homework		
Future simple passive	Homework		

In this activity, pupils should acquire the ability to form the auxiliary “to be” as well as to use the passive in various tenses.

DRAWING TIMELINES

Another activity that makes pupils perceive various forms of the auxiliary “be” in the passive is drawing timelines (or making points on them) according to when a particular activity is done. Again, it also makes pupils perceive and use the passive in different tenses.

Example:

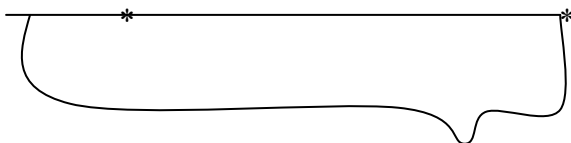
A Homework was done by the pupils.

B Homework is done by the pupils.

C Homework has been done by the pupils.

Homework was done

Homework is done



Homework has been done

3.6.3 Comprehension

All the previously introduced activities should be considered suitable for building a better comprehension of the passive. Comprehension should be seen as an overall understanding of the passive voice and, therefore, there should be as many various activities as possible. Apart

from those already described, other very suitable activities are also role play and simulation (Wingate, 1993) and working with pictures.

ROLE PLAY

Pupils are given handouts with a scenario describing a thing. A pupil is, for example, a mug or a different thing and they are said to describe the typical life of the thing. The rest of pupils can be made to guess what thing the pupil is. To make it easier to pupils, the list of things to be described can be introduced before this activity starts.

Example:

Scenario: *I am made of hard material and I am kept in the cupboard.*

I was made in China and I was bought for somebody's boyfriend.

I am filled with tea...

A different variant of the role play would be to make it a dialog. One or more pupils ask and the other one answers. Again, the class is supposed to guess the thing that the pupil is pretending to be.

Example:

What are you made of? – I am made of hard material,

Where are you kept? – I am kept in the cupboard,

Where were you made? – I was made in China, etc.

This activity would also help pupils acquire the form of the passive in questions. Moreover, there could be included even negative passive constructions (*Were you made in Czech? – No, I was made in China, etc.*).

SIMULATION

Simulation is a very similar activity to the previous role play. The difference between the two is that in simulation, pupils make their own scenario that is based on a given “prescription” helping them to create it. Again, the rest of the class guesses what things pupils pretend. Also, the class correct mistakes of passive constructions if there are any.

Example:

(prescription) What – made of, where – made, where – kept, who – bought, etc.

PICTURES

As was earlier mentioned in “How to teach the English passive”, there is a popular activity based on audiolingual method that was introduced by Penny Ur (1988). In this activity, pupils are given two different pictures and they comment on the differences using the passive. It can be done in pairs or fours.

The dialog: What has been done to the knife and the apples?

(The knife has been used, the apples have been almost eaten...)

Variations: What will be done in the second picture?

What is being done...? (teacher tells learners to imagine the process)

To make the activity easier, pupils can describe the second picture using the passive in the present simple: *The apples are almost eaten, the knife is used*, etc. or they can be given the answers to only match them with the pictures.

3.6.4 Choosing the wrong verb

GAP FILLS

To gain the “sense of suitability” with respect to verbs, there is an ideal exercise where pupils choose one verb among those that have similar semantic meaning. A little more difficult exercise would be to let pupils fill in the gaps without any given options.

Example: *The mug was _____ into pieces. a) destroyed b) broken c) hit*

STORY MAKING ACTIVITY

Making a story according to given pictures is another enjoyable activity that also helps acquire the meaning of verbs. Groups or pairs of pupils are given a set of pictures. They are supposed to put them into a logical order and make up sentences describing each picture to make a story. Each group of the class might have a different set of pictures and should present the story to the rest of the class.

3.6.5 Choosing the wrong preposition

PICTURES

One of the ways to acquire the knowledge of the long passive construction is to work with pictures. Pupils match them with given sentences. There are given pictures denoting a specific situation e.g. a boy kicked a ball, a girl finished writing a letter, etc. and a number of sentences that describe what was done and by whom - *the ball was kicked **by a boy**, the letter was written **by a girl**, etc.* As a variant of this activity, pupils make up their own sentences (long passive constructions) that they afterwards match to other pictures.

Regarding the typical mistakes of pupils, this article showed that there is a considerable number of various activities that should ensure that pupils strengthen their “weak areas” in using the passive. Most of the activities are fun and that makes pupils relax for a while in lesson and acquire knowledge at the same time.

3.7 Topics connected with the passive voice

It was already mentioned that the “Newspaper office” interpreted in the unit 8 might not be an enough attractive topic to teenagers. Possibly, a “Magazine Office” would be a better variant, especially in connection with a popular teenage magazine.

Other topics suitable for this age group of pupils would be basically those that are commonly interesting to young teenagers or those connected with their personal lives. Concretely, they might be articles about criminals (children criminals), real stories about teenagers (e.g. a teenager became a pop star, a pupil bullied at school, etc.) and descriptions of various pupils' activities and processes (e.g. girls cooking some food, boys helping in the garden – working with a lawnmower, etc.).

3.8 How far is it a self-directed learning or self-access material?

Supplementing of the unit in this area can take different forms. One way to make the coursebook self-accessible to pupils is to give them a handout with vocabulary that is typically used for the instructions and activities. They might also be given a short Czech description of each activity. Another way is to make pupils work with dictionaries. This, however, might still be too complicated or time-consuming and frustrating method. Therefore, given vocabulary or even instructions in Czech would probably be the best option.

3.9 Conclusion

To come to a conclusion, this chapter should be seen as a complete supplementing of the part of the Project English 2 that introduces the passive voice. The supplementing was done in all the areas that previously showed certain defects according to the evaluation in the chapter 2 (Evaluation of the coursebook). These areas were: quantity and quality of information about the passive voice, organization of the unit, emphasis on parts of the passive where pupils often make mistakes, balance of the activities, topics connected with the passive and the possibility of self-directed learning or self-access of the coursebook.

Most of the supplementing, however, was done in connection with the “weak areas” of pupils because prevention of making mistakes (errors) should be considered one of the major aims of teaching the passive and the target language at all. The rest of the supplementing is also connected with the unit 8 to make the coursebook complete for ideal teaching the grammar as well as building all four skills connected with the passive.

There was not suggested any supplementing in connection with relation of new and old grammar items, correspondence with the teaching principles, sequencing of content and

teaching approaches. The reason for this is that these aspects were not found defective or inappropriate.

CONCLUSION

The conclusion introduces a number of suggestions on how to teach the English passive and make pupils gain enough knowledge and enjoy the lessons. The theoretical and the practical part described some features of the passive and various ways (methods) and activities. The chapter supplementing the coursebook Project English 2 also showed which activities are suitable for individual “weak areas” of pupils in using the passive. There are, however, some more aspects of teaching that, in my opinion, are important to mention.

It was mentioned that each lesson ideally starts with a presentation. As it was earlier described, this should take the least time of the lesson and it should be presented in a simple way. It is, however, also important to gain pupils’ interest in what they are going to learn in the lesson. Therefore, the traditional PPP model of teaching should be perhaps inspired by the ESA model where pupils are supposed to “engage” first. Thus, it would be very suitable to start lesson with some amusing or interesting activity connected with the passive voice. These “warm-up activities” would be ideally those that help pupils strengthen their “weak areas”. Also, they should take only a few minutes. Concretely, these could be: *hangman*, *cards with infinitives to make past participles*, *spelling in pairs or with the whole class*, etc. In my opinion, to gain pupils’ interest is very important because if they are interested, they are more open to listen to the teacher and their presentation. Moreover, these “warm ups” can be a very effective means of helping pupils acquire the features of the passive where they often make mistakes (errors). The reason is also that they might be feeling rather as playing than learning.

The presentation of the passive in the coursebook Project English 2 is mostly introduced quite well. The reason is that the *Language Corners* contain only necessary information and are very understandable. But what I would definitely suggest to do regarding the presentation stage is to always check whether pupils understood what they had just been introduced. And if, for example, pupils did not understand the purpose of the passive in the past tense, teacher can compare such constructions with the passive in the present tense and explain again. In my opinion, it is always a good idea to explain a particular grammar item in many different ways.

The next stage of the lesson gives a chance to practise the grammar. As it was described in the theoretical part in the chapter “How to teach the passive”, there are a lot of methods to practise the passive voice. The chapter 3 of the practical part also introduced a variety of activities to reinforce pupils’ knowledge. With respect to methods, I think that the very effective one is, especially, the audiolingual method. When pupils, for example, describe pictures they not only speak but also listen to passive structures. Moreover, it is possible to go through a lot of material in a short time while, for example, writing activities are very time-consuming. Therefore, it is also a good idea to make pupils do writing (and reading) tasks at home to save time in lessons and only check the homework in the class (and perhaps discuss).

Another suggestion regarding the practice is to apply as many various activities as possible. The reason is that pupils are made to use the passive in various tasks and contexts and, thus, perhaps acquire the passive constructions more intensively. I believe that practising should not be done only mechanically but also in a way that makes pupils think about what they are doing.

Regarding the production stage, pupils should also work with the individual features of the passive in a large number of different tasks. The coursebook Project English 2 offers many tasks and projects that are very good for giving pupils freedom in usage of the passive. For example, making a story according to pictures is a very enjoyable activity that involves pupils very well. But what I would also include in a production stage are games e.g. *Volleyball* introduced by Hall and Shephard (1991), *Spelling in pairs*, etc. They make pupils not only produce or practise but also relax and enjoy the lesson. In my opinion, pupils should not “work hard” the whole lesson but they should get the chance to enjoy learning, too.

In the very end, I have to say that the diploma thesis showed a lot of features of the passive, teaching methods, approaches, principles, suggestions and activities and even mentioned when and where it is suitable to apply them but still, there is something that has not been mentioned in connection with successful teaching. I believe, it is very important to not only look for suitable methods and activities but also for means of making lessons dynamic and enjoyable. I think that the necessary thing is to spread enthusiasm among pupils (as soon as a lesson begins), make them motivated, involved and curious about English language. I think that only pupils that enjoy lessons want truly cooperate and learn. Therefore, it is very

important to “wake” in them an inner motivation and, mainly, act enthusiastically while teaching.

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APPENDIX

APP. NO. 1: The test for pupils at lower secondary school

Exercise number one

1. Zakroužkuj, která z možností a), nebo b) do věty patří. (Správně je pouze jedna).

- A) Everybody.....by the bad news yesterday a) shocked b) was shocked
- B) A new book.....by the company next year. a) will publish b) will be published
- C) He.....the girl's name now. a) remembers b) is remembered
- D) The pupil.....how to do it. a) knows b) is known

Exercise number two

2. Dokončete věty se slovesem ve správném tvaru. Doplňte vždy jedno slovo. Použijte k tomu slovesa v závorkách.

- a) Nobody was.....(shock) by the news.
- b) John is not.....(love) by Marie but Jane.....(love) him.
- c) My mother was.....(take) to America by my brother.
- d) My mother was.....(cook) dinner.

Exercise number three

3. Přečti si článek o výrobě vína (můžeš využít slovníček pod textem). Poté zkus co nejpřirozeněji přeložit věty pod textem.

There is a **production** of very good quality wine in my country. The vines are grown mainly in the West of the country where the winters are **milder**. The **grapes** are picked at the end of the summer. They have to be picked at exactly the right time. When the grapes are

picked, they must be processed very quickly. Some wines are kept for a long time to **improve** before they are put into bottles. The wines can be bought in many other European countries.

(Production = výroba, vines = vinná réva, milder = mírnější, grapes = hrozny vína, improve = zdokonalit, vylepšit)

1. The vines are grown mainly in the West of the country.
2. When the grapes are picked...
3. They must be processed very quickly.
4. The wines can be bought in many other European countries.

Exercise number four

4. Přelož věty co nejpřirozenějším způsobem. (Ve 4. větě nemusíš překládat název v “ ”)

1. Ten chlapec byl nalezen policií.
2. Úkol byl vytvořen počítačem.
3. Ten klíč se našel.
4. Té škole se říkalo “obecná škola”.

APP.NO 2: Pictures for describing differences using the passive

APP. NO. 3: The copy of the unit 8 (p.93-103), Project English 2 written by Tom Hutchinson

ANOTACE

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Vedoucí práce:	Mgr. Silvie Válková Ph.D.
Rok obhajoby:	2010

Název práce:	Anglické pasívum a typické chyby žáků druhého stupně základních škol
Název v angličtině:	The English Passive Voice and the Typical Mistakes of Pupils at Lower Secondary Schools
Anotace práce:	Diplomová práce se zabývá typickými chybami žáků v použití anglického pasíva. Také uvádí vhodné vyučovací metody, principy, atd. k zabránění opakování chyb a zároveň k vyučování pasíva efektivně. Diplomová práce rovněž obsahuje evaluaci učebnice Project English 2 (lekce 8) napsanou Tomem Hutchinsonem a její následující doplnění a „vylepšení“. Praktická část diplomové práce představuje určitá doporučení na vyučování pasíva.
Klíčová slova:	Trpný a činný rod, tranzitivní a intranzitivní slovesa, krátké a dlouhé pasívní konstrukce, agent, formální, funkcionální a stylistický náhled, metody, principy, opakované chyby, PPP vyučovací model, evaluace, doplnění a vylepšení učebnice
Anotace v angličtině:	The diploma thesis deals with typical mistakes of pupils in using the English passive. There are also introduced suitable teaching methods, principles, etc. to prevent making typical mistakes and to teach the passive effectively. The diploma thesis also contains an evaluation of the coursebook Project English 2 (unit 8) written by Tom Hutchinson and supplementing of it. The practical part of the diploma thesis introduces certain suggestions on teaching the passive.
Klíčová slova v angličtině:	passive and active voice, transitive and intransitive verbs, short and long passives, the agent, formal, functional and stylistic aspect, methods, principles, typical mistakes (errors),

	PPP teaching model, evaluation, supplementing of coursebook
Přílohy vázané v práci:	Test pro žáky 2. stupně ZŠ, kopie lekce 8 z učebnice Project English 2 napsanou Tomem Hutchinsonem (1986), obrázky pro aktivity na procvičování pasív
Rozsah práce:	77 stran
Jazyk práce:	anglický jazyk

RESUMÉ

Diplomová práce se zabývá různými aspekty anglického pasíva, jeho výukou, častými chybami při tvoření pasíva a evaluací a vylepšením nebo doplněním učebnice Project English 2 napsanou Tomem Hutchinsonem.

Teoretická část diplomové práce objevila vhodné metody pro výuku a procvičování pasíva a popsala různé principy pro efektivní výuku gramatiky. Podle různých autorů a testů žáků ZŠ bylo zjištěno, že existují typické nebo opakované chyby při tvoření pasíva. Evaluací kapitoly, která se zabývá pasívem (kapitola 8), bylo zjištěno, že v ní chybí prezentace několika základních vlastností pasíva. Lekce také obsahovala několik nevhodných nebo neúplných částí (např. styl představení otázky v pasívu) nebo nemotivačních (obrázky nebo fotografie a články). Lekce byla doplněna o aktivity a návrhy ke zlepšení výuky pasíva.

Účelem této diplomové práce je ukázat učitelům „slabé stránky“ žáků při tvoření pasíva a způsoby, jakými se při vyučování dá chybování předejít nebo ho omezit. Navíc doplnění Project English 2 by mělo být užitečné pro výuku pasíva v hodinách, protože uvádí konkrétní aktivity a vysvětlení. Také popsané metody by měly ukázat učitelům možnost použití různých způsobů učení anglického pasíva.

RÉSUMÉ

The diploma thesis dealt with various features of the English passive, methods for teaching it, typical mistakes in using the passive and evaluating and supplementing the coursebook Project English 2 written by Tom Hutchinson.

The theoretical part of the diploma thesis discovered the suitable methods for teaching and practising the passive and described various principles to make teaching grammar effective. According to different authors and tests taken by pupils, it was found that there are certain typical mistakes (errors) of pupils in using the English passive. The evaluation of the unit dealing with the passive voice (unit 8) found that the coursebook does not contain a presentation of certain features of the passive voice. Also, the unit contained a number of defective or incomplete items (e.g. the style of introduction of the passive in questions) or not motivating items (pictures and articles). The supplementing of the unit introduced ways and activities to improve teaching the passive.

The purpose of the diploma thesis is to make teachers realize the typical pupils' "weak areas" in using the passive voice and show the ways to make teaching grammar effective and to lessen making typical mistakes. Moreover, the supplementing of the Project English 2 should be useful for teaching the passive in lessons because it introduces concrete activities and explanations. Also, the described methods should make teachers aware of different possible approaches to teach the English passive.