**Active and Passive Voice**

**Purpose:** Upon completion of this activity, students will be able to define the terms “active voice” and “passive voice” and know when to employ each in their writing. This DLA should take approximately 45 minutes to 1 hour to complete.

1. Go to [https://owl.english.purdue.edu/owl/resource/539/01/](https://owl.english.purdue.edu/owl/resource/539/01/) and read about active and passive voice. Please read all seven sections on sentence variety (see sidebar for list). On a separate sheet, respond to the following after you read:
   a. Define “active voice.”
   b. Define “passive voice.”
   c. Why is active voice best for most non-scientific writing?
   d. Why is passive voice preferred for scientific writing?
   e. What are the three suggestions for using active and passive voice?

2. On a separate sheet of paper, rewrite the following sentences so that they are in active voice. Sentences drawn from CAHSEE On Target student workbook.
   a. The ball was thrown by the boy.
   b. The banana was eaten by the monkey.
   c. The report will be typed by him.
   d. The children were taken to the park by their mother.
   e. The lease has been signed by me.

3. On the same sheet, write ten sentences of your own, five in active voice and five in passive voice. If you have a paper you are currently writing, you can use sentences from that paper for this part of the exercise.

4. Look more closely at a paper you are currently working on, and practice using the strategies for variation in your own work. Then, take this completed activity plus a piece of your own writing to review with an instructor or tutor in the WRC. Have that person sign and date this sheet.

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Instructor/Tutor signature  Date