

Processes and Passives - David Petrie



Aims:

- To practice using passive structures effectively
- To practice describing processes



Materials:

- Computer / Video display & speakers
- Internet access or downloaded file

Access to the video:

<https://youtu.be/6-TG6SNNL6I>



Timings:

Approximately 60 minutes.



Procedure:

Prediction:

Play learners the 2 minutes and 11 second video “Target – Fresh Machine (Rube Goldberg)” (see link above) with **AUDIO ONLY**. You may need learners to sit facing away from the screen, or to cover the monitor with a jacket or coat.

Learners listen to the sound only and note down what they think is happening.

In small groups, learners discuss their ideas and make predictions. Nominate feedback in open class.

Checking:

Learners watch and listen to the video and check their ideas.

Content Feedback – what was the point of the machine? Could it be made simpler? Could it be made more complicated? Why do learners think Target chose to portray their products in this way?

(For further information on Rube Goldberg click here: https://en.wikipedia.org/wiki/Rube_Goldberg. UK readers may also be aware of Heath Robinson who illustrated machines of similar complexity and uselessness: https://en.wikipedia.org/wiki/W._Heath_Robinson)

Language Mining:

Split the learners into two groups, A and B.

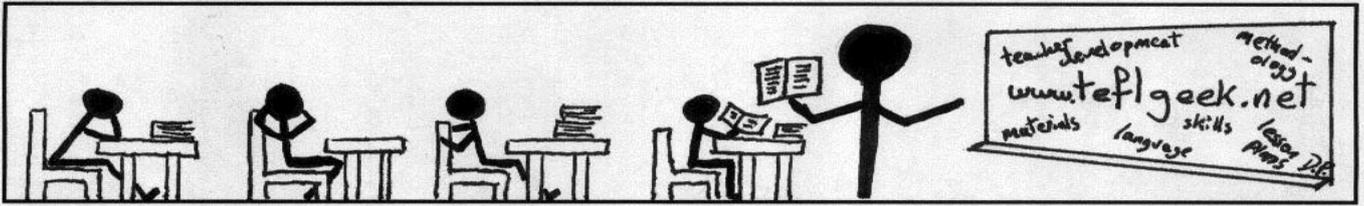
Learners watch the video again and learners in group A write down as many items and objects that they see as they can. Learners in group B write down as many actions or verbs as they can.

Put students from each group together to share and add to each other’s lists and to peer teach the vocabulary. Monitor and assist with additional vocabulary as required. An alternative procedure is to divide the board into two sections and to ask learners to create and add items to collaborative lists on the board.

Language Input:

Write the following sentences on the board:

- 1) The tomato is travelled along a conveyor belt.
- 2) The tomato travels along a conveyor belt.
- 3) The cheese graters are knocked over by an apple.
- 4) The cheese graters knock over an apple.



Ask learners which sentences are correct. Watch the first 20 seconds of the video again to check if need be. Ask learners to think about the differences between sentences 1 & 2. Who or what performs the action of travelling?

Ask learners to think about the differences between sentences 3 & 4. Who or what does the knocking over? What would the difference be between these sentences: "The cheese graters are knocked over by an apple." And "An apple knocks over the cheese graters." Which items have more importance in each sentence?

Language Use:

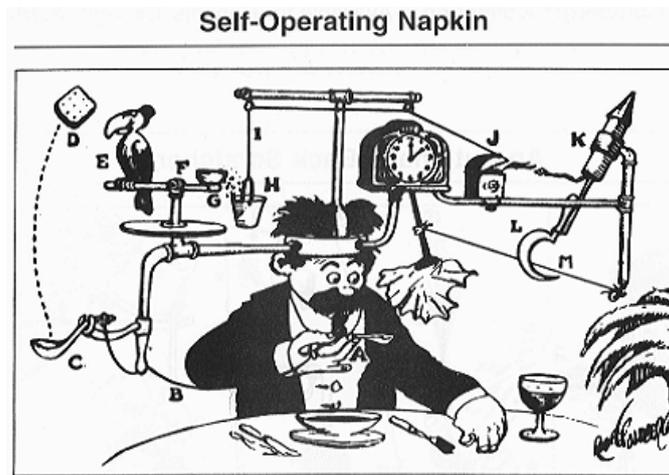
Pair the students so there is one student from group A and one student from group B in each pairing. Together the students use their notes and vocabulary lists to write up a description of the process from the video. They can use active and passive structures as necessary. Learners should leave a blank space between each line they write and should make sure their writing is legible as they will be swapping texts in the next stage. Allow between ten and fifteen minutes for this stage.

Peer feedback and correction:

Pairs swap their texts with another pairing. Learners watch the video a final time to check the accuracy of the content in the new texts and make notes of any errors or omissions. Learners also correct any language errors they notice.

Further work / Flexistage / Homework:

By doing a Google image search for either "Rube Goldberg Machine" or for "Heath Robinson machine", you can find copyright free images of other contraptions that the learners can then describe in a short text. This example is from Wikimedia (link as below):



https://commons.wikimedia.org/wiki/File%3AProfessor_Lucifer_Butts.gif