#### Grammar Lesson Plan

Instructor:

Miss IL-A Kim

Level:

Elementary

Students:

11 students

Length:

35 minutes

*Tom finds a Frog & a frog is found by Tom – Passive voice*

**Materials:**

- Board & board marker

- Picture cards of Tom & frog

- Power Point Presentation file

- 11 copies of worksheets

- Aim cards

**Aims:**

- Students will understand the difference between active voice and passive voice format/order by looking at the story picture with teacher’s explanations

- Students will know and understand the rule of changing active voice sentences into passive voice sentence by completing worksheet and group work

- Students will able to make passive voice sentence freely by free production activity

- Students will practice speaking and listening ability by sharing and present their ideas among class

**Language Skills:**

- Reading: reading example sentences and reading worksheet to answer questions

- Speaking: drilling, presenting and sharing ideas

- Listening: listening teacher’s instructions, explanations and classmates’ ideas

- Writing: answering worksheet questions

**Language Systems:**

- Phonology: drilling and classmates’ ideas

- Grammar: Passive voice

- Function: describe and present given pictures

- Discourse: sharing answer with classmates

**Assumptions:**

Students already know:

* Students already learned about active voice in previous class
* Students know the teacher’s style of teaching
* Students are used to work individually, pairs and groups
* Students can read, write express their ideas in English but may not very accurately (may result occasional errors)

**Anticipated Errors and Solutions:**

* Some students may not be able to follow/understand the lesson easily

(Let them give a time to understand the text and help them with a teacher’s explanation)

* Students may confuse to transfer active voice sentences into passive voice sentences (Provided detail explanation)
* Students may need more time to finish their worksheet (be flexible with the time: give more time to finish)
* Some students may feel board and easy so they can finish their tasks earlier than anticipated (Teacher can check the answer of the student and have a free short conversation)

**References:**

<http://blog.naver.com/kt486k?Redirect=Log&logNo=20120643361>

<http://www.englisch-hilfen.de/en/exercises_list/passiv.htm>

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| **Lead-In** | | |
| Materials: pictures cards of Tom & frogs and board & board marker | | |
| Time  2 minutes  2 minutes  2 minutes | Set Up  Whole class  Whole class  Groups | Procedure:  Good morning/Afternoon class! How are you? Are you ready to start our class?  (Students answer)  Ok! Let’s start!  **Review:**  Last time, we learned the active voice.  We learned that the active voice has straightforward relationship between the subject and the verb  (Write active voice formula on the board:  *Subject + Verb+ Object*  For example*. I drink a coffee*. It shows straightforward meaning and relationship.  (Point one or two students to make a simple example sentence of active voice! Give him/her a example word)  Good! Today we are going to learn expressing active voice into another way.  **Contextualization:**  Warm season, spring is coming! On spring, what do you want to do?  (Students answer. Listen to their answer. Try to elicit picnic)  What can you find when you go picnic? What kind of animals you can find?  (Students answer. Listen to their answer. Try to elicit Frog)  Now we are going to see a very simple story card of Tom & frog.  (Show picture of Tom & frog. Introduce these two characters to students – PPT slide page no.1)  **Guided Warmer Activity:**  Divide students into 4 groups and hand out Tom & frog picture card per group.  Each group sees the picture and need to write a single active voice sentences. Very simple sentence please!  We will discuss about the story as a whole class.  You have 2 minutes to do this activity!  CCQ:   * What are we doing now? * Are you working alone? |

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| **Pre-Activity** | | |
| Materials: pictures of Tom & frog (power point file), board & board marker | | |
| Time  3 minutes  7 minutes  5 minutes | Set Up  Whole class  Whole class  Whole class | Procedure:  **Recall:**  Did you finish the work?  Now each group is going to present what happened in the picture in simple sentence.  Let’s start from picture number one.  (Show the big picture and the answer via power point file then share the answer with class)  We just finished making active voice sentences! Are you clear up to this stage? Then we are going to express this sentence into different way due to another grammar construction.  **Reflect:**  Look at the picture number one! Read the active sentence together! Let’s transform the sentence that we made!  Example: Tom throw a stone   * What is an object in this sentence? = a stone   (Write a word ‘a stone’ on the board)   * What is present verb for singular? = is   (Write a verb ‘is’ next to ‘a stone’)   * What is past participle of verb ‘throw’? = thrown   (Write a verb ‘thrown’ next to ‘is’)   * What is a subject in this sentence? = Tom   (Write a word ‘Tom’ on the board)  -A stone is thrown Tom?  -A stone is thrown ‘by’ whom?  (Students answer)  ∴ A stone is thrown by Tom  List of sentences that needs to be changed into passive voices:  - the Frogs throw stones (A stone is thrown by the frog)  - Tom gives an apple (An apple is given by Tom)  - The frog gives leaves (Leaves are given by the frog)  Can you see the grammar formation of these sentences?  (Ask questions to students and write the part of speech/ from of the active voice and passive voice as using different color marker)  **Conclude:**   1. Form:   Write *Object + to be + past participle + by* (optional for emphasis subject) *+ subject*   * The Passive is formed by BE + past participle. * BE takes the tense of the original active verb. * The object becomes the subject. * The sentence must have the object * Today, we focus on passive voice sentence that contains ‘by’   Ok! We just found another way to describe the sentence! This sentence called **‘Passive voice’**. Basically active voice and passive voice sentences have same meaning but expressed differently. That is the major difference!  Passive voice *emphasis the action rather than the subject*!  Passive voice *focus on what was done rather than who did it.*   1. Drilling:   Substitution table (Present tense):   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Objective | To be | Past participle | By | Subjective | | Singular | A stone | Is | thrown | Tom | | Tom | Given | A present | | Pleural | Stones | Are | thrown | The frogs | | Leaves | Given | The frog |   <Simple repetition drill>  (Show the substitution table to students)  Class! Listen to what I say and do not repeat!  CCQ:   * Are you repeating after me or not?   Now, listen carefully and repeat after me!  CCQ:   * Are you repeating after me or not?   (Read as pointing the substitution table)  Pick some students to read the substitution table |
| **Main Activity** | | |
| Materials: power point file and worksheets | | |
| Time  2 minutes  3 minutes  4 minutes | Set Up  Individual  Pair  Groups | Procedure:  **Controlled practice 1 (Question no. A):**  Instruction  Look at the part A! There are questions to determine whether the sentences are active voice sentence or passive voice sentence.  Demonstration  For example, look at number 5. The car is designed by Mercedes Benz Company. Is it active voice sentence or passive voice sentence?  (Students answer)  Yes! It is a passive voice sentence. I can see past participle and ‘by’ in the sentence!  Start answering the questions! You work alone quietly and you have 2 minutes to finish the work!  CCQ   * Are you working alone? * How much time do you have?   *(Run task)*  Feedback  Do you need more time to finish?  (If yes, give them 1 minute extra time. If not, Check the answer together)  **Controlled practice 2 (Question no. B):**  Instruction  Look at the part B! There are questions to Form questions in passive using given words/phases. Write the words/phases in correct order to make correct sentences.  Demonstration  For example, look at number 1.  *‘*is / English / spoken / by / the tourists’   * Let’s find the object together! The object seems ‘English’. * Then we need to find the verbs! There is a past tense verb ‘is’. * What is past participle here? It’s ‘spoken’. * Before we put the subject. We need to write ‘by’. * So there is only one word left: the tourists will be the subject.   *The answer is = English is spoken by the tourists!*  Start answering the questions! You work with your partner this time and you have 3 minutes to finish the work!  CCQ   * Are you working in group? * How much time do you have?   *(Run task)*  Feedback  Do you need more time to finish?  (If yes, give them 1 minute extra time, If not, Check the answer together)  **Less – controlled practice (Question no. C):**  Instruction  Look at the part C! There is a picture of zoo. Find what are people doing at the zoo and make 3 active sentences to describe. Then change the active sentences into passive sentences. It is a group work! Let’s make 3 groups.  (Hand out the answering paper to the groups)  Demonstration  For example, I can see a man who gives a food to hippo in the middle of the picture.  Then the active sentence will be ‘the Man gives a fish’. Write the active sentence on left-hand side of a given paper.  Let’s change the sentence into passive. In this case, the object is fish. So the sentence will be ‘A fish is given by the man’.  You may add ‘hippo’ to the sentence! If you want!  ‘A fish is given to hippo by the man’. Write the sentence on the right-hand side of the given paper  Start answering the questions! You work in group and you have 4 minutes to finish the work!  CCQ   * Do you work with others? * How many active and passive sentences you need to make? * How much time do you have?   *(Run task)*  Feedback  Do you need more time to finish?  (If yes, give them 1 minute extra time. If not, each group starts to present their answers) |

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| **Post-Activity** | | |
| Materials: picture (power point file) and the aim cards | | |
| Time  4 minutes  1 minute | Set Up  Individual  Whole class | Procedure:  **Free production:**  Instruction  Now we are going to complete ‘Aim card’. *(Hand out Aim card)*  Last week was our lunar new year! Right? Every year, we make a plan to achieve an aim of the year for example weight-loss diet, stop smoking, saving money etc.  Look at the white side of the blank aim card. You will write your aim in simple active sentence and then turn over the card. On the colorful side of the card, you will change and write the active sentence into passive sentence!  Demonstration  Let me show you my aim card. This year, I want to develop an easy delicious recipe! So I write it in active sentence on the white side of the card: I will develop an easy delicious recipe.  Another side of the aim card, I will change the sentence into passive voice: An easy delicious recipe will be developed by me!  Does it make sense? Think about your aim that you want to achieve and write on the aim card! Then change the sentence into passive form. You work alone and you have 3 minutes to work!  CCQ   * Do you understand what to do now? * How much time do you have?   *(Run task)*  Feedback  Do you need more time to finish?  (If yes, give them 1 minute extra time. If not, each student can present their aim! If there is no time, wrap – up!)  I hope you achieve your aim this year! Can you feel the difference between active and passive voice? You write same meaning of the aim in both side of the card but does each sentences express same mood?  (students answer ‘no’)  I am very glad that you can feel it!  **Closing:**  It’s time to finish now! You did a great job today!  Did you enjoy the class? Was it difficult?  Well done all of you! See you next time ☺ |